This Field Manual applies to students who are entering field placement in the Fall of 2018 or Spring of 2019. The Field Application and Guide therein applies to students whom are requesting consideration for field placement during the 2019-2020 academic year.

350 New Campus Drive
Brockport, NY  14420
Phone 585 395-2324 • Fax 585 395-2366
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## 2018-2019 ACADEMIC CALENDAR

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<th>Event</th>
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<tbody>
<tr>
<td>August 24, 2018, Friday</td>
<td>Welcome Weekend Begins</td>
</tr>
<tr>
<td>August 27, 2018, Monday, 8 AM</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>September 3, 2018, Monday</td>
<td>Labor Day (1)</td>
</tr>
<tr>
<td>September 4, 2018, Tuesday, 5 PM</td>
<td>Add Period Ends</td>
</tr>
<tr>
<td>September 14, 2018, Friday, 5 PM</td>
<td>Late Add Period Ends</td>
</tr>
<tr>
<td>September 17, 2018, Monday</td>
<td>Constitution Day; Class in Session</td>
</tr>
<tr>
<td>TBA</td>
<td>Homecoming &amp; Family Weekend</td>
</tr>
<tr>
<td>September 25, 2018, Tuesday, 5 PM</td>
<td>Full Semester Course Drop Period Ends (2)</td>
</tr>
<tr>
<td>October 13, 2018, Saturday, 5 PM</td>
<td>Mid-Term (1st Quarter Ends)</td>
</tr>
<tr>
<td>October 15 &amp; 16, 2018, Monday &amp; Tuesday</td>
<td>Mid-Semester Break (1)</td>
</tr>
<tr>
<td>October 15, 2018, Monday, 4 PM</td>
<td>Student Progress Evaluations Due in Registrar’s Office</td>
</tr>
<tr>
<td>October 17, 2018, Monday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>November 2, 2018, Friday, 5 PM</td>
<td>Deadline to Withdraw without Department Chair Permission</td>
</tr>
<tr>
<td>November 21, 2018, Wednesday</td>
<td>Thanksgiving Recess Begins (1)</td>
</tr>
<tr>
<td>November 26, 2018, Monday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>November 30, 2018, Friday, 5 PM</td>
<td>Withdraw Period Ends</td>
</tr>
<tr>
<td>December 8, 2018, Saturday, 5 PM</td>
<td>Regular Course Schedule Ends (3) (2nd Quarter Ends)</td>
</tr>
<tr>
<td>December 10, 2018, Monday, 8 AM</td>
<td>Final Exam Period Begins</td>
</tr>
<tr>
<td>December 15, 2018, Saturday, 5 PM</td>
<td>Final Exam Period Ends (Semester Ends)</td>
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### Spring Semester 2019

<table>
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<tr>
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<tr>
<td>January 25, 2019, Friday</td>
<td>Welcome Weekend Begins</td>
</tr>
<tr>
<td>January 28, 2019, Monday, 8 AM</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>February 4, 2019, Monday, 5 PM</td>
<td>Add Period Ends</td>
</tr>
<tr>
<td>February 15, 2019, Friday, 5 PM</td>
<td>Late Add Period Ends</td>
</tr>
<tr>
<td>February 25, 2019, Monday, 5 PM</td>
<td>Full Semester Course Drop Period Ends (2)</td>
</tr>
<tr>
<td>March 16, 2019, Saturday, 5 PM</td>
<td>Spring Recess Begins (1) Mid-Term (3rd Quarter Ends)</td>
</tr>
<tr>
<td>March 18, 2019, Monday, 4 PM</td>
<td>Student Progress Evaluations Due in Registrar’s Office</td>
</tr>
<tr>
<td>March 25, 2019, Monday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>April 10, 2019, Wednesday 8 AM – 5 PM</td>
<td>Scholars Day (1) Only classes after 5 PM in session</td>
</tr>
<tr>
<td>April 12, 2019, Friday, 9 AM – 5 PM</td>
<td>Deadline to Withdraw without Department Chair Permission</td>
</tr>
<tr>
<td>April 26, 2019, Monday, 8 AM</td>
<td>Honors &amp; Awards Ceremony</td>
</tr>
<tr>
<td>May 3, 2019, Friday, 5 PM</td>
<td>Withdraw Period Ends</td>
</tr>
<tr>
<td>May 11, 2019, Saturday, 5 PM</td>
<td>Regular Course Schedule Ends (3) (4th Quarter Ends)</td>
</tr>
<tr>
<td>May 13, 2019, Monday, 8 AM</td>
<td>Final Exam Period Begins</td>
</tr>
<tr>
<td>May 17, 2019, Friday</td>
<td>Commencement Ceremony (Graduate)</td>
</tr>
<tr>
<td>May 18, 2019, Saturday</td>
<td>Commencement Ceremony (Undergraduate)</td>
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<tr>
<td>May 18, 2019, Saturday, 5 PM</td>
<td>Final Exam Period Ends (Semester Ends)</td>
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(1) Classes Suspended
(2) See the Schedule of Classes for Refund Schedule and Quarter Course Drop Schedule
(3) According to the [College Policy](#), no examinations may be given during the last week of classes
Under section 224-A of the Education Law of the State of New York, absence from class for religious beliefs is excused, and the opportunity to make up work is provided.

**Academic Year Definition**
The State University of New York College at Brockport operates on a semester system. The calendar consists of a fall and spring semester during the academic year. The fall and spring semesters shall be a minimum of 15 weeks of instruction each, inclusive of periods for examinations. The winter and summer sessions are of varying lengths.
# FACULTY & STAFF LIST

<table>
<thead>
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<th>Name</th>
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**Additional Adjunct Faculty Teaching Social Work Courses**

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<td><a href="mailto:pstuart@bgcrochester.org">pstuart@bgcrochester.org</a></td>
<td>Jennifer Sullivan</td>
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</tbody>
</table>
Dear Field Instructor:

Field practicum provides students with opportunities to apply theoretical knowledge, skills, as well as integrate values and ethics learned in course work through structured guidance in real world practice settings. Field practicum also provides students with opportunities to develop identification with the profession and competence as they advance toward autonomous social work practice. We appreciate the commitment and support that field practicum agencies as well as field instructors provide in our joint efforts to prepare professional social workers for practice. By providing our students with supervision, you truly are our instructors in the field.

This Field Manual is presented as a guide for our cooperative work in the preparation of our undergraduate students for generalist social work practice. The College at Brockport’s Department of Social Work welcomes you and your agency to this important endeavor.

We would also appreciate your involvement in providing feedback about our field practicum process including Field Instructor and Student preparation. This can occur in different ways such as informally at visits, meetings, and trainings, through discussions while engaged in field planning activities, as well as by completing anonymous web-based surveys. Links to these surveys will be sent via email. In addition, Field Instructors are welcome to participate in Field Education Committee activities.

If you have any questions about this Field Manual, please contact me by phone at 585-395-5507 or by email at tsnyder@brockport.edu. Thank you for your commitment and support of our program. You play a critical role in our students’ professional development.

Sincerely,

Tricia Snyder, LMSW
Undergraduate Field Coordinator
Dear Student:

Congratulations on the successful completion of many of your required social work core courses and numerous credit hours of general education courses. Your field practicum will provide you with opportunities to apply the knowledge, values, and skills you have learned in your coursework through real life practice experiences with one of our partner agencies. Through this internship immersion, you will work to develop social work competencies leading to autonomous generalist-level social work practice.

Now it is time to apply what you have learned. You must be excited and a little nervous at the same time. Your faculty and field instructors can remember those feelings well from their own field placements in social work. A few thoughts are appropriate here.

Be very serious and committed to your field experience. Make it all you can through your thoughtful blending of prior coursework and field practicum experiences. Learning to integrate theory and practice is one of the purposes of your field seminar. Your field seminar assignments will also provide you with opportunities to integrate professional knowledge, values, skills, and competence development. For these reasons, you must successfully complete both field seminar and field instruction in order to progress.

The National Association of Social Workers’ (NASW) Code of Ethics is also included in this manual. Abiding by the values and ethics of social work will guide you as you learn to make sound professional judgments with the support of your Field Instructor and Faculty Liaison.

As an active learner, one of the first tasks you will do is develop your field practicum learning contract. This will be done collaboratively in conjunction with your Field Instructor by identifying specific tasks, evidence of completion, and associated timelines for developing practice proficiency in the nine core competency areas. It is imperative to actively prepare for your weekly supervision with your Field Instructor. In this manual, you will find a Weekly Supervision Tool (pages 52-54) that you may choose to utilize to help you in this preparation.

We, the faculty, look forward to working with you and becoming your professional colleagues.

Sincerely,

Tricia Snyder, LMSW
Field Coordinator and Alumni Liaison
On behalf of the entire Undergraduate Social Work Program Faculty
PHILOSOPHY OF FIELD INSTRUCTION FOR UNDERGRADUATE STUDENTS

The Council on Social Work Education (CSWE) has determined field education is the signature pedagogy for social work education.

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum: classroom and field, are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on the criteria by which students demonstrate the achievement of program competencies.

Undergraduate Program Mission:
Firmly grounded in the liberal arts tradition and informed by the person-in-environment and global perspectives, the Undergraduate Social Work Program at the College at Brockport, State University of New York, is committed to the promotion of human rights, social, economic, and environmental justice, and the elimination of poverty and oppression. Through teaching, service, and scholarship, we strive to prepare competent, self-aware, ethical generalist social workers for evidence-based practice with diverse populations, advocating for the well-being of all people in our shared global community.

Undergraduate Program Goals:
In order to operationalize its mission, the faculty assigned to the Undergraduate Social Work will:

1. Create a challenging educational environment that engages students in active learning and facilitates the acquisition of professional social work knowledge, values, and skills.
2. Provide a rich array of community engagement opportunities that allow students to connect with their community in the promotion of justice.
3. Encourage students to engage in ongoing critical self-reflection resulting in an understanding of both their place in the global community and their responsibility to the well-being of that global community.
4. Educate competent generalist level social workers prepared for employment and graduate study.

The faculty members define generalist social work as follows:
Generalist social work practice refers to the knowledge base, professional values, and practice skills needed for the social work practitioner to intervene, using a multi-level approach to assessment and intervention. It involves working in partnership with the client system to frame problems in a manner that assists the client system to meet goals. It seeks to identify and strengthen the maximum potential in individuals, groups, organizations, and communities and is committed to understanding and respecting the unique context of the client system and responding to issues of human diversity. The generalist social worker is able to use the framework and ethical guidelines of the NASW and IFSW codes of ethics with client systems and to promote social and economic justice. The generalist practitioner is able to use critical thinking and research informed practice to identify and intervene in a manner that strengthens the client system.

Accreditation Information
The Undergraduate Social Work Program has been continually accredited by the Council on Social Work Education (CSWE) since our inception in 1971.

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Phone: (585) 395-2324
Email: socwork@brockport.edu.
Field Education Website: https://www.brockport.edu/academics/social_work/undergrad/fieldinstruction.html

The social work curriculum is competency-based and follows the CSWE 2015 Educational Policy which states:

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

All graduates of the undergraduate social work program at The College at Brockport, State University of New York are expected to demonstrate each of the following nine CSWE competencies: The full CSWE Educational Policy and Accreditation Standards can be found here.

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 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 –Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of
updated july 2018

multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. social workers:

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

competency 3 – advance human rights and social, economic, and environmental justice

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

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

competency 4 – engage in practice-informed research and research-informed practice

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional 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.

**Departmental Standards for Evaluating Academic Performance**

The undergraduate social work program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards.

1. **Basic Abilities Necessary to Acquire Professional Skills**

   1.1 **Communication:** Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

      **Written:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and
documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

**Oral:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the Program, to complete adequately all oral assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.

1.2 **Interpersonal Skills:** Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.3 **Cognitive Skills:** Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

1.4 **Physical Skills:** Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification).

2. **Emotional and Mental Abilities** necessary for performance in the program and professional practice

2.1 **Stress Management:** Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2 **Uses sound judgment:** Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

3. **Professional Performance Skills:** necessary for work with clients and professional practice

3.1 **Professional Commitment:** Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).

3.2 **Professional Behavior:** Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws, in classroom, field, and community including:

- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work;
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements;
• Works effectively with others, regardless of level of authority;
• Advocates in an appropriate and responsible manner and uses proper channels for conflict resolution;
• Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
• Appearance, dress, and general demeanor reflect a professional manner.

3.3 Self –Awareness: Exhibits knowledge of how their own values, attitudes, beliefs are demonstrated in the following ways:
• Incorporates professional knowledge, values and skills in professional decision-making;
• Recognizes that in a helping process, emotions and past experiences affect thinking, behavior and relationship;
• Accurately assesses one’s own strengths, limitations, and suitability for professional practice.
• Shows awareness of self and how one is perceived by others.
• Reflects on one’s own limitations as they relate to professional capacities.
• Is willing to examine and change behavior when it interferes in working with clients and other professionals.

3.4 Ethical Obligations: Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:
• Adherence to the NASW Code of Ethics;
• Systematic evaluation of clients and their situations in an unbiased, factual way; comprehension of another individual’s way of life and values.
• The use of empathic communication and support of the client as a basis for a productive professional relationship.
• Appreciation of the value of diversity and effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
• Demonstration of respect for the rights of others including the client’s rights to freedom, choice and self-determination.
• Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
• Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.
• Demonstration of clear, appropriate, and culturally sensitive boundaries; does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

4. Scholastic Performance:

Students are considered to be in academic difficulty if their cumulative and social work GPA falls below a 2.5. Additionally, students are expected to earn a C or better in every social work course required for the major. Students may be notified of the need to de-register from sequential social work courses and become part-time in the major because of probationary status. The letter will, at same time make clear that continuance in good standing in the program is contingent on the following:
• Continued earning of a grade of “C” or better in every social work course required for the major.
Retaking any social work course in which a grade below a “C” is received, if such a course is a requirement of the major.

• Maintaining a cumulative institution GPA of 2.5 or better overall and within the major.

Occasionally, at the discretion of faculty, students may be placed on departmental probation rather than being dismissed from the major. Such students will be given one semester to remedy the conditions of this probation. Students on probation may not enter field instruction. Probationary status, when granted may not continue beyond one semester nor may it be granted again during the student’s course of study in the undergraduate program. Students will receive letters detailing the conditions of their probations. Students on probation are advised to work closely with their academic advisor.

Passing Requirements for Field Practicum and Field Seminar

Students must earn a passing grade of Satisfactory in Field Practicum and a C or better in Field Seminar to receive credit for each senior semester field requirement. If a student is passing only one component (field practicum or field seminar) and failing the other component, they will be administratively withdrawn from the field course they are passing. An academic review will be scheduled within the first two weeks of the following semester for students failing either field practicum or field seminar.


Academic Reviews

An academic review is a formal review process. There are two types of Academic Reviews: **General Academic Review** and **Field Academic Review**. If the academic performance standard concerns relate to the field practicum alone, the Field Review procedures will be followed. All other reviews will follow the General Academic Review policies and procedures.

Pre-General Academic Review activities:

Faculty responsibilities include monitoring students’ academic performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student’s academic performance to assess if an academic performance concern is identified in a specific area and to identify patterns of concern being assessed. The standards for Academic Performance are utilized as the criteria to assess academic performance. If concerns are identified, several steps may be chosen to address the concern with the student. Pre-review activities are informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily. While informal, a summary of the pre-review meetings are to be summarized by the faculty member and shared with the student and her/his academic advisor. The student’s advisor may also be part of the pre-review meetings.

The following are examples of pre-review activities:

a. An individual meeting between the faculty member and student to discuss the academic performance concern.

b. Informal group meeting with the student, student’s academic advisor and faculty identifying the academic concern.
There are extenuating situations in which the academic performance concerns assessed by faculty require immediate referral to the department chair for an Academic Review. In these cases, the Academic Review Policies and Procedures will be followed without pre-review activities.

General Academic Review:

- The Review is convened by the department chair (or program director) and will include the student, the student's advisor, and one or more other faculty having direct knowledge of the student’s academic performance. If the faculty identifying the performance concern is also the student’s academic advisor, the student may choose to have another member of the faculty serve as advisor during the review.

- The student, advisor, and faculty may present information both verbally and in writing as part of the Review.

- Written decisions must be made within ten business days of the Review and placed in the student’s permanent student record.

- Formal student notification of the review decisions must be made within ten business days of the Review and is sent by certified mail.

- Remedial actions to address the concerns may include the following:
  a. The student may be required to take specific actions to address academic concerns related to the four performance standards (basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance). The remedial actions identified should specify implementation actions, demonstrated outcomes, and timeframe.
  b. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
  c. The student may choose to withdraw from the program.
  d. The student may be terminated from the program.

General Academic Review Appeal:

A student who believes that the case has not been handled appropriately or resolved to her/his satisfaction may appeal to the Dean of the School of Education and Human Services per College at Brockport procedures.

Academic Field Review:

Pre-Field Review Activities

The field practicum is an integral part of the student's educational experience and preparation for professional practice. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting core competencies. In the event the student is not meeting field expectations, the field instructor, in consultation with the faculty liaison, should discern the source of the problem the student is experiencing. It should be determined if the problem is:

1. environmental (e.g. agency and or field instructor related);
2. situational (e.g. interpersonal, illness, family, or similar circumstances); or
3. performance related (e.g. illegal behavior, unethical behavior, lack of appropriate professional identification, inability to successfully complete assigned tasks, inability to develop appropriate social work skills, or inability to meet other field objectives).

It should be noted that some situations (including under performance related) are grounds for immediate dismissal from field. These can include but are not limited to: unethical or illegal behavior, negligence, actions that are considered unsafe by the agency or program, and violations of institutional policies or procedures.

The field team of student, field instructor and faculty liaison should attempt to address the specific problem and work toward a solution. Also, each party should document the nature of the problem, the steps taken to address solutions, and the outcome of those attempts.

In the event of poor field performance, which will likely result in the student not meeting the criteria for a grade of “S” (Satisfactory) the following procedures should be used:

1. The field instructor should communicate regularly with the student about concerns regarding performance.
2. The field instructor and the student should document together or separately that they met and what steps have been taken to address the problem(s).
3. The field instructor will contact the faculty liaison and summarize the nature of the problem(s) and the steps taken to address them.
4. The faculty liaison will schedule a meeting with the student and field instructor and notify the Coordinator of field education.
5. In preparation of this meeting, the field instructor will provide a written statement summarizing the nature of the concerns or problems, and the steps taken to address them. The student and faculty liaison will receive copies.
6. The liaison will meet with the student and field instructor, summarize the discussion occurring during the meeting and provide copies of the written summary to the Coordinator of field education and faculty advisor.
7. A Field Review must be conducted if the student receives a grade of Unsatisfactory “U”.

Field Review Procedures:
The review must be scheduled within the first two (2) weeks of the spring semester for grades relating to fall term and within two (2) weeks of the end of the spring semester for grades related to spring term.

- The review is convened by the Coordinator of Field Education and will include the student, the student's advisor, the field instructor, faculty liaison and department chair (or program director). If the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The faculty liaison will summarize in writing the contacts and actions taken and will provide copies to all parties involved in the review.
- The Coordinator of Field Education will act as chair and recorder for this review. The student, advisor, liaison, field instructor may present information both verbally and in writing as part of the Review.
- Written decisions must be made within ten business days of the Review and placed in the student’s permanent student record.
- Formal student notification of decisions must be made within ten business days of the Review.
- Remedial actions to address the concerns may include the following:
  a. The student may be required to complete additional field hours.
b. A change of placement may be made.
c. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
d. The student may choose to withdraw from the program.
e. The student may be terminated from the program.

FIELD EDUCATION - REQUIREMENTS AND OPTIONS

Field education is an integral part of the curriculum. Students anticipate and prepare for field work from the time they enter the program. After acceptance to the major, students take junior level courses that emphasize preparation for professional practice. For example, Human Behavior in the Social Environment I and II incorporate role plays on the life cycle and interaction in groups; Human Diversity draws on many speakers who are in practice with vulnerable clientele; Social Work Methods courses include role plays on communication, skill development, counseling skills, and family intervention. In social policy and research courses, students prepare for practice by applying the content to practice situations.

A student may complete the Senior Field Placement requirement by following one of the three options listed below:

- **Block placement** (four days per week, 8 hours per day for Fall or Spring Semesters (availability for Fall semester block placement is dependent upon sufficient number of students to fill class cohort)
- **Concurrent placement** (two days per week, 8 hours per day for two consecutive semesters, Fall and Spring)
- **Spring block in an International Field Setting** (in approved country field site, e.g. Ireland and Vietnam)

Criteria for entrance to these options vary slightly and can be found in the field application.

**Hours Requirement**

Field instruction is for a **minimum** of 440 clock hours. Undergraduate students follow the College at Brockport’s academic calendar, unless they make other arrangements with the agency field instructor and faculty liaison. Such arrangements must be made during the contracting stage and incorporated into the body of the Agency Learning Agreement/Student Learning Contract. **In a concurrent field placement, 220 hours must be completed prior to the Winter break. Hours cannot be carried over from fall to spring semester.**

**Passing Requirements for Field Practicum and Field Seminar**

Students must earn a passing grade in Field Practicum (S/Satisfactory) and a C or better in Field Seminar to receive credit for the senior field requirement. In the event a student does not receive a passing grade in either the field components, a field academic review will be held following program guidelines for a field academic review.

**Employment-Based Field Instruction**

In certain circumstances, students may be permitted to complete a field education in their place of employment. The Coordinator of Field Education may grant this on a case-by-case review. In such cases the following criteria must be met:

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The field practicum must be structured in a way that ensures separation of the student’s responsibilities as employee and that of student.

In order to ensure new learning opportunities, the field placement must be in an area that is different from current, and past work assignments and responsibilities.

The agency must agree to relieve the student from employment obligations and to assign different responsibilities to the student that meet student learning objectives.

The agency must agree that the work-based field placement will have an educational focus.

The student must have a different field instructor than her or his job supervisor and a different caseload.

The field instructor must meet program criteria for qualification as a field instructor.

Students requesting an employment–based field instruction are required to submit the Undergraduate Social Work Employment-Based Field Placement Application (see Field Planning Application and Guide for form).

**Availability during normal business hours of the agency**

Most field sites require students to complete their field hours during the normal business hours of the agency and while exceptions may be made to this, students may make arrangements for evening and/or weekend hours providing the following occurs: it is mutually agreed upon with the student’s field instructor; it is cleared through the Coordinator of Field Education during the field planning process.

If arrangements are made after the field practicum begins, the students’ faculty liaison must approve the plan.

In all circumstances, field instruction supervision must be available. It is important to recognize that this is an exception and that ordinarily, students should expect that field placements require daytime responsibilities.

**Interruption of Field Placement**

Under certain circumstances, a given field placement experience may need to be interrupted and changed (i.e., due to environmental, situational or performance related factors). In this event, in order to ensure that the student receives an adequate orientation to the new field practicum context, the equivalent of an additional 4 weeks (64 hours) of field internship with the new placement agency will be required. Students may apply for an extended semester field placement exception in order to support their successful completion of the field internship.

**Field Placement Hours during the Semester Break for Continuity:**

The semester break between fall and spring semesters is typically followed and any exception to this is to ensure continuity of client services is to be made through arrangements with the student, field instructor and faculty liaison in accordance with the following guideline:

**Guideline to approve semester break coverage:** In order to maintain continuity of client services, some agencies request the student to continue in field placement during the semester break. Under these circumstances, and upon approval of the field instructor, and faculty liaison, the student is allowed to continue in the agency during the semester break for up to eight hours during the course of the semester break. These hours are credited to spring semester field hours, and time sheets are required to verify hour completion. The student then reduces hours in spring semester to not exceed 240 field hours, as the student is to remain in field placement during the entire spring semester. Requests to have students continue over the intersession time period should be noted on the student’s learning contract with the agency. (Policy approved 12/19/13)

**FIELD EDUCATION OPERATIONAL PROCESS AND PROCEDURES**
Selection Process for Practicum Sites

The field experience should maximize development of social work generalist level competence in the nine core areas. The College at Brockport Undergraduate Social Work Program has developed close ties to urban and rural communities in the Greater Rochester Metropolitan area and offers selected international field placement opportunities based on established relationships with community agencies and organizations as well as international sites in conjunction with the College’s International Education Office. The selection of appropriate internship sites is based on the desire to have excellent educational practice opportunities available for student learning.

Agencies and organizations contribute substantial resources to student education through the provision of learning situations that foster integration of knowledge and skill development.

The agency/organization needs to be able to provide distinct learning opportunities and activities that are consistent with the goals, values, and mission of the program, college, and profession. The agency must be able to provide a qualified field instructor and agency experiences that align with the program’s learning outcomes for generalist social work practice.

Criteria utilized to assess agency practicum sites include:

1. The agency must have a demonstrated commitment to excellence in the provision of services and professional development of students.
2. The agency goals and objectives must align with the program mission and goals.
3. The values and ethics of the profession should be demonstrated through agency structure and functions.
4. The value of the agency-based experience is recognized and educational activities developed within a supportive (learning) environment.
5. Agency-based learning opportunities are provided and are designed to expand student participation within various systems and at different system levels to allow core competency development.
6. The agency must provide adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions.
7. The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: where not to go, how to conduct oneself when in the field, how to interact with potentially dangerous individuals, and other generally accepted actions to be followed in specific situations.
8. The agency allows the student maximum exposure to and participation in agency training and in-service opportunities.
9. The agency provides staff for regular and timely individualized supervision (if scope of practice is protected under licensing laws, supervision must be provided by a licensed social worker, if the practice activity is exempted, supervision must be provided by an experienced BSW or MSW practitioner.
10. The agency agrees to ongoing and frequent participation in the evaluation process.
11. The agency agrees to provide up-to-date information on agency services, organization, and student placement procedures and opportunities.

Criteria for Selection of Field Instructors

The field instructor is seen as a valued contributor to the educational accomplishments of the student. The student - field instructor relationship provides a unique in the learning process. Because the learning environment has shifted from the classroom to the field, the learning process also shifts to an interactional
action-based process. The field instructor becomes pivotal in guiding students’ skill development and refinement. Field Instructors are expected to:

1. Possess an attitude toward professional social work education that fosters a positive relationship for agency-based learning.
2. Possess a social work degree from an accredited social work program (BSW or MSW degree). If scope of practice is protected under the NYS Social Work licensing laws, (in a non-exempted setting) the field instructor should be licensed to practice social work in NYS.
3. The field instructor needs to have two years post degree experience. It is recommended that the field instructor have at least one-year experience at the agency site.
4. Have an ability to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process of the student.
5. Be able to recognize and accommodate teaching responsibilities at a generalist level of practice.
6. Be able to creatively provide practicum experiences that enable the student to integrate social work knowledge, skills, values, awareness of diversity, and all other classroom learning into the field experience.
7. Possess a desire and ability to create a learning environment that recognizes student differences and provides for the student a professional educational setting that enhances individual strengths and challenges development of new skills.
8. Possess a desire to participate in a college/agency collaborative effort to offer a sound educational experience for the student by providing feedback and input into new practice directions and trends.
9. Possess a willingness to attend field instruction orientations, seminars, and field instruction site selection activities organized by the Office of Field Education.
10. Possess the willingness to provide structured supervisory time on a regular minimum one-hour per week basis.

Roles and Responsibilities

The roles and responsibilities of the participating people and designated units of the Program and agency are outlined below:

Undergraduate Social Work Program Responsibilities

1. Preparation and continuation of all functions directing the placement of students in the field setting according to program standards.
2. Selection of agencies and placement of students in an appropriate practicum setting.
3. Monitoring of the student’s practicum to ensure and maintain a sound educational experience based on student need and learning contract.
4. Provision of a placement process that is functional in bringing together agencies and students for negotiating a field-learning contract.
5. Provision of orientation sessions to field instructors and other opportunities for further cooperative continuing education between the Program and agencies.
6. Coordination of a minimum of two meetings during the field experience between the faculty field liaison, the agency field instructor, and the student in the practicum to evaluate student progress.
7. Maintain the mechanism and procedures for termination of a student’s field practicum when either the student or agency is unable to fulfill the obligations of the field contract.
8. Provision of joint opportunities to discuss, evaluate, and implement improvement to field education.

Agency Responsibilities

1. Provision of appropriate learning activities for the student including opportunities that allow for work at all levels with systems of all sizes.
2. Provision of adequate space and resources for the student to comfortably engage in agency work.
3. Engaging in the selection and placement process of students.
4. Understanding and participating in the educational and evaluation process of the student.
5. Provision of a qualified field instructor for each student assigned to the agency.
6. Providing an atmosphere of cooperative learning that allows for other agency personnel to become involved in the educational process.
7. Creation of a creative learning environment that is both challenging and rewarding to student and field instructor.
8. Completion of all college affiliation and agency agreements and related documents.

Coordinator of Field Education Role and Responsibilities

The Coordinator of Field Education is responsible for the administration of the Field Education Program. The Coordinator of Field Education works in a collaborative manner with community agencies to ensure planned cooperation and coordination between the program and the agencies it selects for the placement of students.

1. Administer the Field Education component of the Program in consultation with the Department Chair and faculty, including but not limited to student placement in field practicum settings.
2. Provide information to various constituents regarding accreditation related issues pertaining to Field Education.
3. Initiate discussions and coordinate field placement affiliation agreement process with agencies and organizations and the College Contracts office to establish field education sites.
4. Explicate and represent field policies and procedures required for the practicum process.
5. Provide annual field instructor orientation covering curriculum and other Program changes, relevant field instructor trainings, and connect to other professional development opportunities as available.
6. Compile and maintain current information on agency affiliations.
7. Maintain and distribute an updated Field Education Manual to appropriate parties.
8. Collaborate and meet on an as needed basis, with faculty liaisons/seminar instructors.
9. Provide oversight of the Program and policies process for field education awards.
10. Serve as the negotiating office for resolution of agency field instructor issues and field education related conflicts not successfully resolved by the faculty liaison.
11. Monitor all field practicum sites, including student and faculty liaison evaluations and feedback.
12. Provide leadership for field instruction committees, sub-committees, and other appropriate groups.

Faculty Liaison Responsibilities

1. Provide explanation of field practicum policies and expectations of the school and agency relationship as questions arise during the course of liaison with the student and agency (in consultation with the Coordinator of Field Education).
2. Provide mediation of issues/conflicts between the agency field instructor and the student or the Program.
3. Monitor student progress toward accomplishment of learning objectives for the field practicum.
4. Maintain consistent contact with the field instructor and student through visits to the agency usually two times during the field placement and phone contacts as necessary.
5. Provide classroom opportunities for integration of course material and field experience.
6. Ensure completion of all requirements for the student/agency contracts and evaluation procedures.
7. Evaluate student progress in the agency through the field seminar experience.
8. Encourage and assist the field instructor in creation of challenging and rewarding experiences for agency-based learning.
9. Submit evaluation forms, along with student time sheets to the Coordinator of Field Education.
10. Participate in the semester evaluation process and recording of the final grade for the practicum experience.
11. Maintain regular contact as needed with the Coordinator of Field Education.

**Field Instructor Responsibilities**

1. Participate in the student practicum interview and assignment process.
2. Participate in the orientation process of the student to establish the framework for agency work.
3. Provide guidance and feedback to the student as the student writes her or his field learning contact identifying the tasks and responsibilities of the student in the agency.
4. Develop and create generalist level social work experiences that enable the student to learn and practice social work skills in the nine core competency areas.
5. Provide regular weekly formal supervision of the student for monitoring student learning and service engagement as well as plans for monitoring student’s performance and progress toward stated learning objectives.
6. Select work load and responsibilities for the student so that they are attuned to the setting, taking into consideration the student’s capacity, interests, past experiences, learning style, life patterns, and goals of the Program.
7. Attend required workshop/seminars/field practicum training events sponsored by the Program.
8. Assist the student in the integration of classroom learning into the field experience.
9. Provide joint management of student time and monitoring of field practicum requirements.
10. Participate in student conferences with the faculty liaison, student and field education coordinator as necessary.
11. Maintain on-going contact with the faculty liaison to identify any issues of concern with the student or placement.
12. Participate in the evaluation process as established by the Program and complete the end of semester evaluations of the student.

**Task Supervisor assignment by some agencies to complement Field Instructor**

In addition to being assigned a field instructor, some agencies also assign the student a task supervisor. The task supervisor provides the student with day-to-day supervision. The task supervisor may give input to the evaluation, but the responsibility of evaluating student performance rests with the field instructor.
Student Responsibilities

Students are selected to enter their senior field placement when they have completed all junior level (300) social work courses with a grade of “C” or better. The student must have a social work grade point average of at least 2.5, as well as an overall grade point average of at least 2.5. A student seeking a field placement must fill out an application that articulates what they need to learn in order to move forward with their social work education. Social work faculty are included in the decision of students to enter field. A student who is on academic probation or who has presented concerns about their capacity to make the best use of their field placement will not be allowed to interview for a field placement. Students are expected to:

1. Prepare self for an agency-based professional social work educational field experience integrating course material, life experiences, and skill development.
2. Complete all field instruction paper work in a timely fashion and work collaboratively with the field office to assist in the process of field practicum assignment.
3. Review, sign, and submit the Social Work Field Practicum Student Training Agreement to the Coordinator of Field Education as part of the field application process.
4. Complete all requirements for agency placement.

5. Understand the operational procedures, structure, and functions of the agency.
6. Act responsibly in all activities undertaken in the agency maintaining confidentially and ethical practice standards.
7. Act in a professional manner as a representative of the agency to the wider community.
9. Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience, including, but not limited to, developing and updating the field practicum learning contract.
10. Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
11. Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
12. Maintain a schedule for attendance and prompt notification of any absences.
13. Maintain field practicum time sheet including obtaining field instructor’s weekly review and signature and submission of time sheet to faculty liaison upon request during the semester and at the end of each semester.
15. Complete the required evaluation forms within required timeframes.
16. Actively participate in the field evaluation process of student learning

THE FIELD EDUCATION COMMITTEE

Representing an essential element of the curriculum, the Field Education Committee is a subcommittee of the Curriculum Committee. All revisions in the field instruction component of the curriculum is reviewed and approved by the subcommittee. The Coordinator of Field Education serves as chair and all full-time field faculty are committee members. Adjunct faculty liaisons are also consulted. At least one student representative selected by the Student Social Work Organization may serve as a non-voting member of the committee.

CONTRIBUTIONS OF THE STUDENT SOCIAL WORK ORGANIZATION
This group provides the Coordinator of Field Education with student representatives for committees described above and with feedback about strengths and challenges of the field education program as seen through students’ eyes. Students also provide ‘person power’ in preparing for the various field conferences and in hosting agency visitors to the College.

OPPORTUNITIES FOR FIELD INSTRUCTORS

In addition to having a student in the agency and teaching someone who will be a professional colleague, upon graduation, there are other advantages to serving as a field instructor including the following:

1. Departmental Events
   a) Before placement of students, the department hosts an Orientation for New Field Instructors. Experienced field instructors are invited to attend for an "update" on the department, any changes, and to offer their wisdom to those new to field education.
   b) An annual field recognition breakfast is held each May to recognize the contributions of field instructors and celebrate student success.
   c) Field Instructors are invited to department sponsored events and programs.

2. Library Cards
   The Circulation Department at Drake Library on the main campus at the College at Brockport will be provided with a list of Undergraduate Social Work Department Field Instructors at the beginning of each new academic year. In going to that library, you should identify yourself as a "Field Instructor" at the Circulation Desk and bring a driver’s license to receive the complimentary borrowing privilege of library materials. Field Instructors may also apply for a community card.
   If you wish to use The College at Brockport databases to search for and access online journal articles, you will be asked to pay the $25.00 annual fee.

   Go to www.nypl.org for access to other library resources.

   If you are an alumnus of the College at Brockport, you maintain access to Drake Library.

3. The College at Brockport Undergraduate Social Work Program
   Tuition Waiver Policy and Process – Effective 2017-2018 academic year
   The Undergraduate Social Work Program at the College at Brockport, SUNY offers tuition waivers to our field instructors who supervise social work students. This clarifies that policy and procedure.

   For five credit hours of field instruction, a three-credit tuition waiver is awarded. This means that a field instructor supervising a student in placement two days per week for the fall and spring semesters can request a three-credit waiver in the fall semester and another three credit waiver in the spring semester.

   For the ten credit hours of field instruction in the four day per week (block) placements, six waiver credit hours are earned for the semester.

   The tuition waiver can only be issued to the primary field instructor or if declined by the field instructor, can be issued to the day-to-day task supervisor for field placements using a task supervision model to supplement field instruction supervision. If a task supervision model is in place, the social work field office must have a record of this person listed as a task supervisor at the time of placement.
Updated July 2018

The tuition waiver is issued after the completion of the semester. It will be sent directly to the recipient by the College via the mail. Once the tuition waiver is issued it can be submitted to the student accounts office for tuition bill payment.

The recipient of the waiver must claim the value of the tuition waiver as income for tax purposes. The College at Brockport cannot issue waivers in any semester other than the one in which the waiver was earned.
The College at Brockport Social Work Tuition Waiver Request Form

**Tuition Waivers** are issued to direct social work supervisor (Field Instructor or day-to-day task supervisor). The waiver must be submitted at the end of the completed semester for which it was earned. The waiver is good for 2 years from the date of eligibility and may be used at any SUNY institution but **not** for all programs. This does not include Community Colleges. (Eligibility for tuition waiver credit levels is based on the # of credits students earn for field). A signature is required verifying the recipient understands that there is a tax burden once the waiver is issued, not when it is used.

**STUDENT’S NAME:** ____________________  □ BSW □ MSW

**AGENCY:** ____________________________________________________________

**AGENCY ADDRESS:** ____________________________________________

_________________________________________ City    State    Zip

Credit Hours Requested: □ 3 credit hours  □ 6 credit hours (Provided Field Instruction for 2 semesters)

SEMESTER/Year:  FALL □ Year ______    SPRING □ Year ______

□ I (Field Instructor) accept the offer of a tuition waiver as evidenced by my signature below.

□ I (Field Instructor) decline the waiver and have provided the waiver request form to field task supervisor.

_________________________________________ Signature of Field Instructor

**REQUIRED FIELD EDUCATOR INFORMATION** (please print neatly)

Please indicate: Field Instructor or Task Supervisor:

FIELD INSTRUCTOR: □ TASK SUPERVISOR: □

LAST NAME: _________________________ FIRST NAME: ____________________

SOCIAL SECURITY NUMBER: ________ - ________ - ________

HOME ADDRESS: ____________________

_________________________________________ Street Address

_________________________________________ City    State    Zip

I, ___________________________________ (signature of the person to whom the waiver is issued), understand that the tuition waivers listed above will be reported to NYS Income Tax Bureau and the Internal Revenue Service as income.

**Return to:**

Attention: Tricia L. Snyder, LMSW
Undergraduate Social Work Department
The College at Brockport, State University of New York
350 New Campus Drive, Albert Brown Bldg. Room 258
Brockport, NY 14420
For questions, please call 585-395-5507 or email tsnyder@brockport.edu

**PLEASE COMPLETE ONE FORM FOR EACH WAIVER REQUESTED. COPY FORM AS NEEDED.**
LIABILITY AND ACCIDENT INSURANCE

Liability
The State University of New York carries liability insurance on students in Field Placement. Students are covered if acting under the policy for injury arising out of malpractice, error or mistake in rendering services under the direction of the agency field instructor. Independent action of the student without knowledge or approval of any supervising agency personnel would not be covered, nor would physical injuries sustained while performing the field placement.

Accident
The College does NOT carry insurance that would cover students transporting of agency client/patients on agency business, or student travel to and from agency field placements.

Insurance coverage is clarified in a Clinical Affiliation Contract between the Agency and the College. This contract is referred to as the SUNY-Agency Agreement for Social Work Field Placement. A sample is included in this section. Neither the Agency nor the College are required to place or accept students in any specific semester, but if students are placed, the Agreement then goes into effect.

LEARNING IN FIELD INSTRUCTION

CRITERIA FOR STUDENTS ENTERING FIELD INSTRUCTION

Students are selected to enter their senior field placement when they have completed all junior (300) level social work courses with a grade of “C” or better. The student must have a social work grade point average of at least 2.5, as well as an overall grade point average of at least 2.5. A student seeking a field placement must fill out an application. Social work faculty members are included in the decision to offer students an opportunity to enter field. A student who is on probation in their major will not be allowed to interview for a field placement.

The above criteria are sufficient for students applying for concurrent placements that run two days (16 hours) per week through both fall and spring semesters. Additional criteria are applied to students requesting block field placements four days per week for the Fall or Spring semester. Block placements are more intense and integration of the field experience with classroom learning occurs at a faster pace.

Additional criteria for students to enter fall or spring block placements are:

1) A cumulative grade point average of 3.25 or better.
2) Positive references from two faculty members, one of whom must be the advisor.
3) Written rationale for the block field placement that is acceptable to the Field Coordinator.
2019-2020 Undergraduate Social Work Program
Field Practicum Planning Guide

Although the Field Education Application is now online, please use the following guide as a resource in preparation for completion.

All students will be required to include the following information with the Field Practicum Application:

- An up-to-date field placement resume with cover letter as Microsoft Word .doc or Adobe .pdf files ONLY
  - One-two pages maximum, USING TEMPLATE PROVIDED within this guide
  - Please save resume as follows: RESUME_LASTNAME_FIRSTNAME

  **If your resume does not utilize the template, your application will not be considered for field planning.**

- Narrative statement as Microsoft Word .doc or Adobe .pdf files ONLY
  - Please see last page of planning guide for directions.
  - Be sure to name the file as follows: NARRATIVE_LASTNAME_FIRSTNAME.

- Electronically Signed Release of Information Authorization and Training Agreement
  - Within the online application.

- Degree Works Audit as Adobe .pdf file ONLY
  - Please upload the audit as DW_LASTNAME_FIRSTNAME.

Additional information as well as the link to the online application can be found on our Field Education website.
Dear Student:

I am looking forward to working with you in planning for your senior social work field placement for the 2019-2020 academic year. Field practicum is usually approached by students with excitement and anticipation. Field practicum socializes students to the profession by providing opportunities to apply the knowledge, values and skills you are learning in your course work through real life competency-based practice experiences with one of our partner agencies.

This Field Planning Guide and Application provides you with information on relevant Field Education policies, and provides detailed information on the structure of the field practicum.

Field applications for the 2019-2020 academic year are accepted until December 1, 2018. Please be sure your application is complete and includes uploaded copies of your field placement resume (using template provided here), narrative statement, Degree Works audit, as well as an electronically signed and dated field application including the Social Work Field Practicum Student Release of Information Authorization and Training Agreement.

Sincerely,

Tricia Snyder, LMSW
Undergraduate Field Coordinator
Pre-Field Practicum Course and GPA Requirements

Before entering the field practicum and field seminar courses, students must complete all 200 and 300 level courses required for the major; in addition, students must be in “good standing” as defined below:

1. Continued earning of a grade of “C” or better in every social work course required for the major.
2. Re-taking any social work course in which a grade of below “C” is received, if the course is a requirement for the major.
3. Maintaining a cumulative GPA of 2.5 or better overall and within the major.
4. Continued demonstration of suitability and capacity to enter the profession of social work.

Fall and Spring Semester Concurrent Field Practicum

Most students complete field practicum using our fall and spring semester concurrent model. Students complete 220 hours of field instruction at the assigned agency per semester. Two days (16 hours) per week over two semesters for a total of 440 field instruction hours. A bi-weekly seminar in field seminar I & II is required. Students remain at the same agency for both semesters and register for the following field courses:

- Field Instruction I and II : SWO 451- fall semester (5 credits)
- Field Instruction II SWO 453- spring semester (5 credits)
- Seminar in Field Instruction I SWO 455- fall semester (1 credit)
- Seminar in Field Instruction II SWO 456- spring semester (1 credit)

Block (one semester) field practicum

Students may apply for consideration of a Block placement. Block placements are structured as a one semester field instruction and weekly seminar class. Students do the same level of work and assignments in one semester as completed by concurrent field students in two semesters. Field Instruction is four days (32 hours) per week for a total of 440 field instruction hours. To be considered for a Block placement two additional conditions are required to the list of pre-field practicum course and GPA requirements listed above:

1. Minimum GPA of 3.25 in social work and 3.00 overall GPA
2. Two letters of recommendation from social work faculty (one of which must be from the advisor)

Students approved for a Block placement register for the following field courses:

- Field Instruction: SWO 454 (10 credits)
- Seminar in Field Instruction: SWO 456 (2 credits)

International Field Placements

International field placements are structured as a spring semester block placement. Students must be eligible for a block placement to be considered for an international field placement. International field placements are usually available in Ireland, and Vietnam. Costa Rica and Puerto Rico may also be offered depending on availability of field instruction supervision and partner agreements. If you are interested in an international field placement please check the appropriate box on the application form.

Availability during normal day time business hours

Most field placements require availability during normal business hours of the agency. A limited number of field sites provide students the opportunity to complete some internship hours during evening or weekend hours, provided there is a qualified field instructor to provide supervision. However, this is an exception and students should expect that field placements will require daytime responsibilities and should plan their availability accordingly.
Important Note: Under no circumstances will students negotiate their own practicum placement.

Field Placement Planning

Placements are assigned based on the information provided in the student’s field application with a focus on a generalist level field placement experience.

- The Coordinator of Field Education will contact students by phone or email in February and March to schedule conversations to discuss student interests and field placement.

- Based on these discussions, the Coordinator of Field Education matches students with agencies to provide the most appropriate educational experience. A list of three agency placement preferences will be decided (A, B, C) in order of student interest, and the student’s field application and materials will be forwarded to the first choice agency. If that agency is not able to provide a placement, option B will be contacted, etc.

- The student will receive an interview notice with directions to contact the agency in order to schedule a field placement interview. Certain agencies have created their own processes. In these cases, the interview notice will contain directions accordingly.

- After interviewing the student, the agency will complete an interview report form and will return the interview report form to the Coordinator of Field Education, indicating whether the student is accepted for field placement. The interview report form will also describe the field placement and will designate the name and contact information for the field instructor.

- The student will complete the Student Interview Summary/Pre-placement Outcome Form and return it to the Coordinator of Field Education within three business days of the placement interview.

Process if student is not accepted for placement assignment

In the event that the field practicum candidate is not accepted for the internship, the Coordinator of Field Education will discuss the reasons for the decision with the agency. There are times when agencies determine a student will not be a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The Coordinator of Field Education will discuss the reason for the agency decision with the student and as necessary assist students in identifying potential barriers impeding field placement assignment. The department chair and academic advisor will be informed if the student not accepted for an internship by two agencies. Faculty consultation will result in a determination of readiness for field practicum.

Students are expected to accept the placement where they have been assigned, however, if the student has a serious concern about the placement, the student is expected to communicate these concerns with the Coordinator of Field Education. The Coordinator of Field Education will assist the student in exploring questions and reasons for concern. In situations in which compelling reasons to decline the placement are presented by the student, the Coordinator of Field Education will assign an alternate field placement site. However, if a student does not accept an opportunity to interview with an agency without valid reasons for concern, that will be considered as one of the two denials afforded to them prior to holding a field review.

It is the responsibility of the Coordinator of Field Education to make the final pairing based on students’ educational plans, agency ability to provide a quality field practicum, and Program needs.
Employment-Based Field Instruction

In certain circumstances, students may be permitted to complete one year of field education in their place of employment. The Coordinator of Field Education may grant this exception on a case-by-case review. In such cases the following criteria must be met:

- The field practicum must be structured in a way that ensures separation of the student’s responsibilities as employee and that of student.
- In order to ensure new learning opportunities, the field placement must be in an area that is different from current and past work assignments and responsibilities.
- The agency must agree to relieve the student from employment obligations and to assign different responsibilities to the student that meet student learning objectives during the hours to be counted as field education (internship).
- The agency must agree that the work-based field placement will have an educational focus.
- The student must have a different field instructor than her or his job supervisor, different responsibilities, and a different caseload.
- The agency must be willing to establish social work affiliation agreements with The College at Brockport, State University of New York.
- The field instructor must be employed by the agency for at least one year prior to the beginning of the field placement and meet the Program criteria for qualification as a field instructor.

Students requesting an employment–based field instruction are required to submit the Undergraduate Social Work Employment-based Field Placement Application to the Coordinator of Field Education for consideration of approval.

The College at Brockport, State University of New York
Undergraduate Social Work Employment-Based Field Placement Application

Part I: Completed by the Student

Student Name: ____________________________ Student ID #: __________

Employer Name: __________________________ Address: __________

Start Date of Employment: ________________

List the Department, Supervisor Name, Job titles and dates of employment in each program in which you have worked for the agency:

Department Name: ________________________ Supervisor: __________
Job Title: ________________________________ Dates of employment: __________

Department Name: ________________________ Supervisor: __________
Job Title: ________________________________ Dates of employment: __________

Department Name: ________________________ Supervisor: __________
Job Title: ________________________________ Dates of employment: __________

Department Name: ________________________ Supervisor: __________
Job Title: ________________________________ Dates of employment: __________
Please attach the following information:

- Your current job description from your employer
- A brief description of your current and past job responsibilities at the agency
- Describe client population and practice methods used in your current job description
- Describe your proposed field placement and indicate why you think it will provide you with new learning opportunities

Student Signature: ___________________________ Date: ________________

Part II: Completed by the Agency

Department/Program Name: ____________________________

Program Address: ____________________________

Proposed Field Placement Field Instructor Name: ________________

Does the proposed Field Instructor have an LMSW or LCSW?
  Yes_______ if yes, specify license _______________  No_______

How many years of post BSW or MSW degree practice experience has the proposed field instructor completed? ______

Is the proposed field instructor willing and able to provide an hour of dedicated weekly supervision to the student?  Yes _ No______

Is the proposed field instructor willing to attend the Field Instructor Orientation if they have not attended in the past three years?  Yes _ No______

Please indicate if the student will be continuing in his or her current position as well as completing a field placement within another program within the agency:  Yes:______  No______

Does the Agency provide assurance that the employment-based field placement will be structured in a manner to assure separation of employment and field instruction and assure field will be structured in a manner to allow the student opportunities to practice and develop required social work competencies.  Yes:_____  No:______

Please attach a description of the proposed field placement including scope of practice opportunities.

Authorization of Agency Representative:

Name and Title: ___________________________  Signature: ___________________________

Date: ____________________________________

Proposed Field Instructor: I, the proposed Field Instructor, understand the employment-based field placement planning process an interview between myself and the student is required. By signing this Application for Employment-Based Field Education, I acknowledge that an interview with the student has resulted in a successful match for placement and my signature attests to my commitment to provide field instruction supervision:

Proposed Field Instructor Signature: ___________________________ Date: _________
Part III: Completed by the Undergraduate Coordinator of Field Education

Date Received: _______________________________

All required Information Supplied:   Yes_________ No__________
If no, what is missing?
__________________________________________

Review Date: _________   Decision:   Approved________  Not Approved________
Additional Information:
__________________________________________

Coordinator of Field Education Signature: ____________________________________     Date: _____

Student /Agency Notification Date of Decision: ____________________________

Important Note: Under no circumstances may a student accept or pursue employment in the same agency in which he/she is a field practicum student during the period of the field placement without the expressed permission of the Coordinator of Field Education.

Student Responsibilities in Employment-based Field Education Placement

- Preparation of self for an agency-based professional social work educational experience integrating course material, life experiences, and skill development.
- Complete all field instruction paper work in a timely fashion and work collaboratively with the Coordinator of Field Education to assist in the process of agency selection and assignment.
- Complete all requirements for agency placement.
- Understand the operational procedures, structure, and functions of the agency.
- Act responsibly in all activities undertaken in the agency maintaining confidentially and ethical practice standards.
- Act in a professional manner as a representative of the agency to the wider community.
- Read, sign and return the student agreement to the Coordinator of Field Education.
- Adhere to the [NASW Social Work Code of Ethics](https://www.socialworkers.org/ethics/).
- Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience.
- Be open to critical analysis and feedback of performance behaviors and integration of learning.
- Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
- Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
- Maintain a schedule for attendance and prompt notification of any absences.
- Complete the required evaluation forms within required timeframes.
- Actively participate in the field evaluation process of student learning.
General Framework for Resume for Field Practicum Application

There are many appropriate formats for resumes. This template is provided to ensure that your resume contains the basic required information for a social work field practicum application. **Resumes must not exceed two pages.** *(Note: all listings (education, employment, etc. should be ordered most recent first, etc.)*

Name

Address (You may wish to include both a local and a home address)

Local Phone, Cell Phone, Home Phone

Email Address (Use Brockport email ONLY)

Placement Objective: A broad statement reflecting your area of field placement interest which incorporates social work values and ethics.

e.g. “Seeking an undergraduate social work field placement with a child welfare focus” or “I am interested in securing a community-based field placement that embraces a client empowerment perspective” etc.

Educational Background (schools and degrees awarded, area of concentration or focus, GPA, include that you are a student at the College at Brockport, do not include high school)

- The College at Brockport, State University of New York
  Major: Social Work  Minor: Psychology  Anticipated Date of Graduation: May, 2018  GPA 3.25

- Monroe Community College
  Associates Degree in Human Services  May 2015

Volunteer/Internship Experience (Include relevant Volunteer and/or Internship Experience, committees, etc.)

Certifications Held (List all relevant certifications. This could include CPR or other first aid, drug and alcohol, or any other certifications). This section should only be included if you have relevant certifications to list.

Awards or Honors (list any and all relevant forms of recognition for your work or service)

Professional Experience (generally list all jobs in chronological order beginning with the most recent, explain major gaps in employment in your cover letter, list dates of employment, job title, and major responsibilities, accomplishments, or skills utilized/acquired. It is important to include internships in this category or under Education)

Publications: if you have had anything published or been a part of writing a grant you should include this.

Workshops/Trainings Attended: if you have presented any workshops/trainings within an agency or at a conference, you should include this information as well.

Additional Skills: If you have other skills or talents you may want to include these. Examples might include additional languages you speak, computer skills, etc.

References Available Upon Request

(Some agencies will require references. These should include at least three professional and/or academic references listed on a separate page after the heading (Your Name, Address, Brockport Email, Phone Number). For each reference, please include their Name, Title/Agency, relationship to you (Professor, Former Supervisor, etc.), how long you have known each other, their Email, and Telephone Number)
Sample Interview Notice
(Will be sent electronically to student’s official College at Brockport email ONLY)

To: ________________________________

From: Professor Tricia Snyder, LMSW
       Undergraduate Field Coordinator

Date: ________________________________

Subject: Field Instruction Interview

Please arrange an interview with the following person(s):

Name: ________________________________ Phone #: ________________________________ Agency: ________________________________

Please complete the Student Interview Outcome Form within three business days of completion of the pre-placement interview. (Now an electronic form, link will be included with interview notice)

Thank you
FIELD PRACTICUM APPLICATION FORM

_________ Concurrent Placement Requested  __________ Block Placement Requested

First Name  Middle Name  Last Name

Social Security Number  Student Identification Number (800)  Email Address

Address  City  State  Zip
(During Academic Year)

Home Phone  Work Phone  Alternate Phone

Permanent Address  City  State  Zip
(If different from address listed above)

Work, Volunteer and Field Placement Experience
List positions you have held, beginning with the most recent experiences and indicate if it is paid, volunteer or internship.

<table>
<thead>
<tr>
<th>Name, Address, Phone Number of Organization</th>
<th>Position &amp; Description of Skills/Responsibilities</th>
<th>Dates</th>
<th>Status</th>
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</tbody>
</table>

List other pertinent skills and training:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Describe the types of environments that enhance your learning? *(E.g. fast paced setting, small program, etc.)*

__________________________________________________________________________________________
__________________________________________________________________________________________

Describe the social work skills you would like to develop?

__________________________________________________________________________________________
__________________________________________________________________________________________

What are your learning goals?

__________________________________________________________________________________________
__________________________________________________________________________________________

Describe in general terms, the types of opportunities you are interested in experiencing in your field placement and indicate if you have interest in a specific agency or practice setting *(e.g. population setting, experiences)*.

__________________________________________________________________________________________
__________________________________________________________________________________________

Please rank the following list indicating the **client population** that would provide you with a new learning experience. *(1 = highest  10 = lowest)*

- Children
- Youth
- Children and Families
- Adults
- Other
- Older Adults
- Older Adults and Families
- Organization
- Community
- Other

Please rank the following list indicating your **practice areas of interest** *(#1 = first choice, #2 = second choice etc.)* If you have interest in a practice area not listed, please indicate the practice area in the “Other” category.

**Practice Areas**

- Adolescent Services
- Adult protective services
- Advocacy
- Children and Family Services
- Children’s Services
- Child Protective
- Community focus
- Community Organization
- Court / Justice System
- Developmental Disabilities
- Physical Disabilities
- Domestic Violence
- Drug and Alcohol Treatment
- Group work focus
- Mental Health
- Medical Social Work focus
- Occupational focus
- Older Adult Services / Gerontology
- Policy/ Macro/ Systems
- School Social Work focus
- Social Justice
- Other (list)

Have you or your family ever received services from any of the agencies in which you might be placed?

_____ yes  _____ no

If yes, which ones
Background History*: Many agencies require background checks. These background checks may require fingerprinting. Have you been the subject of an investigation for, charged with, admitted guilt for or been found guilty of:

- Felony: ______ yes ______ no
- Class A or B misdemeanor: ______ yes ______ no
- Liquor or drug law violation: ______ yes ______ no
- New York State Justice Center substantiated report: ______ yes ______ no

If you answered yes to any of the above, explain the situation in the space provided (or attach an additional page). Give final disposition of charges and dates.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

NYS Central Registry for Child Abuse and Mistreatment*: Some agencies will require you to complete Central Registry check for child abuse and mistreatment. Please indicate if you have been found to have an indicated child abuse or mistreatment situation or if there are any restrictions to assist the Coordinator of Field Education in planning for your placement.

___Yes ____ No If yes, please describe: _____________________________________________

*Revealing difficulties in volunteer/work experience or criminal charges/convictions and or child abuse and mistreatment indication does not automatically disqualify a student from being accepted as a social work major. However, failure to disclose information on this application is a violation of the NASW Code of Ethics and may be grounds for termination from the Social Work Program.

Move-the-Box policy for The College at Brockport, State University of New York (SUNY)

SUNY has removed the question about felony conviction from its college application form. SUNY now requires that campuses make admissions decisions in the absence of felony knowledge, and charged the campuses to create policies that would collect felony information only from students wishing to live in college housing, study abroad, or who participate in certain clinical and field experiences or internships. A felony record also might preclude graduation or obtaining licensure in certain fields of study. What follows is Brockport’s policy and procedures, effective immediately.

A Brockport student must answer the “felony question” (Form A, p.2) in the following circumstances:
1. Required or optional, credit-bearing, clinical and field experience or internship (all academic units/social work),
2. Study abroad (The Center for Global Education and Engagement has a procedure in place that meshes with this policy.), and
3. Campus housing (Residential Life has a procedure in place that meshes with this policy).

The criteria above mean that at some point during their time at Brockport most students will need to answer the felony question to complete a major, live in a dorm, study abroad or have an internship, clinical or field experience. Several departments already alert their majors early and often about the possibility that they might not be able to complete graduation requirements or obtain employment in their field of study if they have a felony conviction. Fortunately, the number students answering “Yes” in past years has been few to none. The procedures laid out in the associated policy went into effect at The College at Brockport on January 1, 2018. Additional information on this policy can be found here.
Do you have any special needs or considerations? (E.g. geographic constraints, time constraints, accommodation needs related to a disability etc.)

_____ Yes ______ No    If yes, please specify:
__________________________________________________________________________________________

Do you have a valid driver’s license?    _____ yes  ______ no

Do you have access to a car for placement days? _____ yes ______ no

Please refer to the Student Social Work Field Practicum Student Training Agreement for information re: student responsibility for transportation (located in the field practicum planning guide and field manual).

Academic Information: Current Brockport GPA (reference your most recent degree audit for this information)

_________ Social Work GPA __________ Overall GPA

Plans for employment during the senior year? _____ yes _____ no

If yes, number of hours per week _______________ days or evenings? _______

International/Distal Field Placements are block placements in spring semester of your senior year. A GPA of 3.25 in social work courses and 3.0 overall is required. Availability of the distal field sites are dependent upon availability of appropriate social work supervision. Check with the Coordinator of Field Education for eligible field sites each academic year. Some international field placements require the student to have foreign language proficiency skills to allow for effective practice communication.

Please check if you are interested in exploring the possibility of an international/distal social work block field placement.

Potential Field Site Countries (Spring Semester Block)

______Washington D.C.
______Vietnam

Please indicate if you are applying for concurrent or block placement:

☐ Concurrent Placement: (SWO 451&453) placement for two semesters, two days per week

☐ Block Placement: (SWO454) Placement for one semester, 4 days/week

___________ Fall  ___________ Spring

Block Placement requires a minimum GPA of 3.25 in Social Work and 3.0 overall and two letters of recommendation from social work faculty are required for consideration. Placement is typically Tuesday-Friday.

Student Signature: ___________________________ Date: ______
Social Work Field Practicum Student
Release of Information Authorization and Training Agreement

As a part of the field placement assignment process, the social work Field Coordinator will need to share student placement materials and other relevant information with potential agencies/field instructors. This includes: discussions with the prospective field instructor, sending a copy of the student’s résumé to the potential field agency. By signing this agreement, I hereby give my permission to The College at Brockport, State University of NY to release any and all information included in my application for field placement to potential agencies/field instructors for the purposes of arranging field placement(s). This release extends to several agencies when necessary for confirmation of a mutually agreeable placement site.

In consideration for participating in the Undergraduate program of The College at Brockport, and for receiving field practicum training at Affiliate agencies and or organizations that have entered into Affiliation Agreements with the College, I hereby agree to the following:

- The student shall assume full responsibility for his/her traveling, parking and associated expenses while assigned to Affiliate.
- The student acknowledges understanding that The College at Brockport and NYS have no liability for the student’s transportation; the student further acknowledges that he or she assumes responsibility through their own liability automobile insurance for any traveling, including but not limited to transporting field practicum clients in the student’s vehicle during field practicum.
  - Students who are under the insurance of another party must have signatures from the insuring party that they understand that there is no liability assumed by the University for students who choose to drive clients.
- The student shall assume responsibility to ask the affiliate about their policies and procedures regarding client transportation during the field practicum interview process, prior to accepting the field practicum.
- The student acknowledges that Affiliate retains the ultimate authority to control decisions by students in regard to client services and interventions.
- The student agrees to observe the rules, regulations, policies and procedures, and dress codes of Affiliate.
- The student agrees to follow the NASW Code of Ethics.
- The student agrees to abide by HIPAA confidentiality guidelines.
- The student declares that he/she is free from any health impairment that is of potential risk to patients or to other staff or employees or that may interfere with the performance of his/her duties, including habituation or addiction to behavior altering substances.

** Students completing field internship at a health care agency may be required by the agency to demonstrate proof that they are free of active Tuberculosis within one year prior to field placement at the affiliate agency. Some agencies also require proof of health care insurance.

By signing this form, the student agrees to be bound by the terms of this release of information and student agreement.

_________________________________          ______________
Print Name            Student Signature            Date
Directions for Narrative Section of Field Application

Please address the following questions in a two-three page typed or word processed narrative essay (include your name on the top page).

1. Explain how the generalist level BSW field placement will assist you with your future goals of employment or graduate school.

2. What types of background or personal experiences do you have working with the client population you have indicated an interest in working with in your field placement?

3. How might working with a different population be of help to your growth as a social worker?

4. Explain how your experiences or your interest will be beneficial in the field placement.

This document must be in either Microsoft Word (.doc/.docx) or Adobe (.pdf) form. Students must upload her, his, or their narrative with the online application.
The College at Brockport, State University of New York
Undergraduate Social Work Program Field Placement Learning Contract

Preliminary/First Half of Internship □ Final/Second Half of Internship □

Name of Intern: __________________________ Date: ________
Agency: __________________________________________
Name of Field Instructor: ____________________________
Name of Task Supervisor (as relevant): __________________
Name of Faculty Liaison: ____________________________
Field Practicum Days of the Week Schedule: ________________
Hourly Field Practicum Schedule: ______________________
Day and Time of Weekly Supervision: ________________

Instructions for completing the Field Placement Learning Contract:
This contract must be collaboratively developed between the Field Instructor, Faculty Liaison, and Student. The 9 competencies that are specified in this form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). Under each competency statement are several examples and are included in the overall definition of the competency itself. The entire definition will be used to evaluate the student’s performance at the mid-point and completion of this placement. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. These behaviors represent possible observable components of each of the competencies that will be evaluated in the field placement setting. Please consider the unique practice experiences available at your agency and identify specific tasks to assign your student for each competency. These will enable the Field Instructor to accurately assess the student’s achievement using the evaluation form. Field Instructors are also asked to provide an approximate time frame that each assignment/task should be completed by. This might include dates, “ongoing” to indicate tasks assigned throughout the placement or “weeks 2-3” for specific assignments that might be time limited. Field Instructors will have an opportunity to amend this learning agreement at mid-point or at any time deemed necessary in consultation with the student’s faculty liaison.

More information on the competencies themselves as well as competency-based social work education can be found here: 2015 CSWE Educational Policy and Accreditation Standards

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 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 interprofessional 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.

Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.)

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Competency 2- Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the Intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.)
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

| Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.) |

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 multidisciplinary sources and multiple ways of knowing. They also understand the processes of 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.

| Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.) |
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.

Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.)

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 interprofessional 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.

Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.)
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 interprofessional 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.

Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.)

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 the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, 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.

Tasks, Practice Activities and Time Frames: (Please consider the SMART goal model (Specific, Measurable, Attainable, Relevant and Timely): be specific – what, how, with who, by when, etc.)

Signature of Agency Field Instructor: ________________________________ Date: _______

Signature of Student Intern: __________________________________________ Date: _______

Signature of Faculty Liaison: ________________________________________ Date: _______

Signature of Task Supervisor (If applicable): ___________________________ Date: _______
PREPARATION FOR FIELD INSTRUCTION

It is suggested that both students and agency field instructors review the educational competencies for the Social Work Program. Both parties will then be ready to consider learning opportunities most relevant to preparation for beginning professional social work practice. Students are usually very anxious about the agency placement. They appreciate knowing whom they will be working with and what to expect. Contracting with the field instructor on specific tasks to be performed in the agency is reassuring. A warm welcome from agency personnel, in addition to that of the field instructor, helps to assure the student of a good start.

ANTICIPATED SCHEDULE OF THE FIELD INSTRUCTION PROCESS

Please refer to the following Sample Schedule of the Field Instruction Process. Learning assignments must be highly individualized; those proposed are suggestive only. The first phase, involving orientation, should be brief. There is some evidence that the earlier students are placed in face to face contact with clients, the earlier their anxiety is reduced.

PHASE I: ORIENTATION

Tour agency/meet staff
Establish who student should call in case of absence from internship
Orientation to agency policies and resources may include review of grants/manuals
Review Core Competencies with student and articulate activities to teach competencies
Review Rating Scale for Evaluation of Field Instruction with faculty liaison and field instructor
Review of sample records
Discuss process recording and case summary procedure for agency
Acquaint student with agency terminology
Determination of initial learning assignments
Determine how hours will be tracked

PHASE II: BEGINNING INTERVENTION/APPRENTICESHIP STAGE

Immediate introduction of student to client population by experienced worker.
Assignment of own client system(s) to student
Define macro project involving organizational and/or community change
Process recording contact with client/other agency
Identify ways students will have small group experience
Complete midterm evaluation with student and share with field liaison

PHASE III: CONTINUING INTERVENTION/MASTERY

Begin work on macro project
Select subject for comprehensive case analysis assignment
Continue to work with assigned client system(s)
Participate in staff meetings/training/community board meetings
Measure baseline for evidence based intervention
Carry out intervention for macro project
PHASE IV: TERMINATION

Phasedown of workload (no new or long-term client systems/no new projects)
Discussion of termination issues in supervision
Discussion of termination with clients and colleagues
Write up evidence based intervention and its application to comprehensive case analysis
Complete evaluation of macro project
Completion of final evaluation including student, field instructor, and faculty liaison
Complete comprehensive case analysis

EVALUATION OF FIELD LEARNING

Evaluation of student learning during practicum is conducted at mid-placement (mid-semester for those in block, end of first semester for those in concurrent) and at termination of the placement (end of semester for those in block, end of second semester for those in concurrent) with the use of the Student Field Internship Evaluation Form.

The faculty liaison will be present at the agency for the student's final evaluation. At that time the student shares a critical assessment of the field work experience with the field instructor and faculty liaison. (Please refer to the form, "Student Evaluation of Field Placement" in this section of the Field Manual.)

Students are continuously assessed for suitability and capacity for social work practice. Please refer to the Undergraduate Social Work Academic Standards.

In order for students to successfully complete field, they must be performing satisfactorily. If a student is below that level at mid-term the student, field instructor and field liaison will develop a remedial plan so the student is given an opportunity to improve their skill development. Some students will not progress to second semester if the skill development falls below this specified level.

It is acceptable during the first semester of concurrent and first half of Block to have competencies that cannot be evaluated. However, all competencies need to be evaluated in order for the student to graduate.

FIELD INSTRUCTION: PREPARATION, SUPERVISION, AND EVALUATION

PREPARATION FOR SUPERVISION

A dedicated time for supervision is critical in promoting students’ professional development. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting competencies. Students are expected to be active learners and prepare for supervision. The Weekly Supervision / Performance worksheet provides a useful tool to students in preparing for supervision, and provides a written record of areas of discussion and performance.
The College at Brockport, State University of New York
Undergraduate Social Work Program
Weekly Supervision/Performance Feedback
(Tool for Students)

Instructions: Please realize that this should only take 10-15 minutes to complete. You only need to put a few key words that will support you and your Field Instructor to tune into areas to explore. Please give this to your field instructor the day before supervision as this will help launch a conversation and exploration of your placement. Depending on your placement and your field instructor, you may also be required to attach a list of all clients seen during the past week. In addition, it might also be helpful to bring copies of the notes you made on clients to supervision to review (ask your field instructor if this is necessary in your first supervision meeting). The reflection you share will be used by your field instructor and will assist her/him in completing your midterm and final field evaluations.

We realize that you will not be able to address every issue on this form each week in supervision, but this tool will help you and your field instructor focus on specific areas and/or will serve as documentation that you are thinking about the variety of areas and connections to other course work whether you discuss it in supervision or not.

1. What went well this week?

2. How did you demonstrate acknowledgement of and commitment to the NASW Code of Ethics?

3. Identify an issue of diversity you encountered this past week:

4. Which current or previous course was of value this week in field, and why?

5. Learning Contract: What core competencies have you begun, made progress in or accomplished since our last supervisory session?
6. By the end of each semester we expect that you will have experience, knowledge and skills in each of the CSWE Core competencies. To help both you and your field instructor connect what you are learning each week to your core competencies, please identify one competency area that you focused on this week and answer the question below:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Which area above became a focus this week? What did you learn about yourself?

7. Learning Contract: Core Competencies to focus on for the next supervisory session:

8. Are you getting what you need from this placement? How can we improve your placement? (If you have concerns and are worried about bringing it up, please talk to your faculty liaison who can help you complete this question).

9. Additional Comments (or agenda items, case review etc. that you want to make sure we speak about this week):
10. Field Instructor notes (if you would like to offer feedback, affirmations, guidance, and/or a follow up plan):

11. Summary of agreed decisions/plans:

_________________________________________
Field Instructor Signature                 Date   Student Signature          Date

Date and time of next field instruction supervision: ____________________________

* Adapted from a tool initially created by Edwin Rivera, United Health Services
FIELD PRACTICUM STUDENT TIME SHEET

The student is expected to maintain field practicum time sheet including obtaining field instructor’s weekly review and signature. The time sheet is to be submitted to the faculty liaison upon request during the semester and at the end of each semester. The time sheet is submitted to the Coordinator of Field Education along with the end of semester field evaluation by the faculty liaison and becomes a part of the students’ formal field file.

Student Name: ___________________________  Field Instructor Name: ___________________________

☐ Fall Semester __________  ☐ Spring Semester __________  ☐ Block __________

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Total number of hours =
USING THE FIELD EVALUATION FORM WITHIN A PROCESS

• During the first several weeks of the semester, the student will need to develop a learning contract in consultation with his or her field instructor. It is understood that the field learning contract will be refined and updated as needed. Dates of submission to the faculty liaison are outlined in the field practicum/field seminar syllabi. The nine core competencies are detailed in the learning contract and match the areas of assessment in the field evaluation.

• At about the midpoint of the semester (around the end of the 2\textsuperscript{nd} month) it is suggested that as part of the weekly supervision session, time be scheduled for the field instructor and student to look at the evaluation form and explore how the student is doing. Ideally, this is accomplished before the semester three-way meeting between field instructor, student and faculty field liaison/seminar instructor. Any major areas of disagreement or potential problems should be discussed prior to the three-way so that problem solving can be engaged in. However, if this discussion occurs following the three-way meeting and concerns are identified, it is important for the field instructor to consult with the faculty liaison.

• Students completing a block placement will be evaluated at mid semester for a midterm evaluation. This evaluation is to be discussed with and submitted to the faculty liaison. Concurrent students receive a midterm evaluation at the end of the first semester.

• The evaluation form must be completed and signed by all parties. It is suggested that the student complete a self-evaluation using the same evaluation instrument used by the field instructor and discuss the self-evaluation with the field instructor during the evaluation process. This provides a tool to explore discrepancies or hidden areas and facilitates discussion between student and field instructor. The field instructor is responsible for the final assessment of the student’s field practicum performance in his or her evaluation of the student using the field practicum evaluation form.

• Students will complete an agency and field instructor evaluation at the end of the second semester of the placement.
The College at Brockport, State University of New York  
Undergraduate Department of Social Work  
Generalist Field Practicum Evaluation of Student  

☐ Mid-term       ☐ Final       Date: ________

Student Name: ____________________________________________________________

Field Instructor Name: ______________________________________________________

Agency Name: ______________________________________________________________

Number of Completed Hours to Date: __________

This field practicum evaluation provides an outcome performance approach in assessing students’ generalist level knowledge, values and skills. In this evaluation there are nine core competencies. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. Students must be rated on the overall competency (knowledge, values, skills, cognitive/affective processes, and associated behaviors). More detailed information on the competencies themselves as well as competency-based social work education can be found here: [2015 CSWE Educational Policy and Accreditation Standards](#)

**Rating Scale**

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<td>5</td>
<td><strong>Advanced Competence: (AC)</strong></td>
<td>Able to skillfully demonstrate awareness, knowledge, and skills. Competencies are performed in a highly capable manner, and the student demonstrates high levels of understanding and proficiency.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Competent (C):</strong></td>
<td>Consistently demonstrates awareness, knowledge, and skills. Competencies are performed in a capable manner, and the student demonstrates high levels of understanding and proficiency.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Emerging Competence at the expected level of growth and development (EM):</strong></td>
<td>Consistently demonstrates professional growth and application of knowledge, values and skills required for generalist level practice. Competencies are appropriate and the student demonstrates beginning level understanding and proficiency.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Insufficient Progress (IP):</strong></td>
<td>Inconsistently demonstrates awareness, knowledge, and skills. Competencies are handled with many difficulties and the student is unable to demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Unacceptable Progress (UP):</strong></td>
<td>Unable to demonstrate awareness, knowledge, and skills. Most competencies are handled with a high degree of difficulty and the student is unable to demonstrate a fundamental level of understanding and proficiency.</td>
</tr>
<tr>
<td>N/A</td>
<td><strong>No opportunity</strong></td>
<td>this semester to complete this practice behavior. (This rating is only allowed in fall semester and a plan needs to be developed to assess the competency in spring semester).</td>
</tr>
</tbody>
</table>
**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 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 interprofessional 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.

|----------------------|--------------------------|----------------|--------------------------|--------------------------|--------------------------|-----------------------|

**Reasoning/Plan for Improvement:**

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**Competency 2—Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the Intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

|----------------------|--------------------------|----------------|--------------------------|--------------------------|--------------------------|-----------------------|

---
**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

|--------|------------------------|--------------|------------------------|-------------------------|-------------------------|---------------------|

Reasoning/Plan for Improvement:

**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 multidisciplinary sources and multiple ways of knowing. They also understand the processes of 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.

|--------|------------------------|--------------|------------------------|-------------------------|-------------------------|---------------------|

Reasoning/Plan for Improvement:
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.

|---------|--------------------------|----------------|--------------------------|---------------------------|---------------------------|----------------------|

Reasoning/Plan for Improvement:

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 interprofessional 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.

|---------|--------------------------|----------------|--------------------------|---------------------------|---------------------------|----------------------|

Reasoning/Plan for Improvement:
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 interprofessional 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.

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<tbody>
<tr>
<td>Reasoning/Plan for Improvement:</td>
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</tbody>
</table>

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, interprofessional, 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.

|---------|--------------------------|----------------|--------------------------|---------------------------|---------------------------|----------------------|

Reasoning/Plan for Improvement:
### Summary of Scores (worksheet)

<table>
<thead>
<tr>
<th>Competency 1</th>
<th>Competency 6</th>
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</thead>
<tbody>
<tr>
<td>Competency 2</td>
<td>Competency 7</td>
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<tr>
<td>Competency 3</td>
<td>Competency 8</td>
</tr>
<tr>
<td>Competency 4</td>
<td>Competency 9</td>
</tr>
<tr>
<td>Competency 5</td>
<td><em>Sum of scores divided by 9</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of Score is 2.9 and lower</td>
<td>Sum of Score is 3.0 and higher</td>
</tr>
</tbody>
</table>

### Field Instructor Section:

**Please describe the student’s strengths and areas of accomplishment:**

*(Please attach additional sheets as needed)*

**Please indicate areas requiring further development and improvement**

*(Please attach additional sheets as needed)*

### Student Section:

**I am in agreement with this evaluation (circle)**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Student Comments:** *(Please attach additional sheets as needed)*

### Signature of Agency Field Instructor:

__________________________  Date _____________________

### Signature of Student Intern:

__________________________  Date _____________________

### Signature of Faculty Liaison:

__________________________  Date _____________________

**Note to Faculty Liaisons:** Please staple time sheet to the last page of the field evaluation and submit the signed original to the Coordinator of Field Education at the end of each semester of field.
### BSW Student Evaluation of the Field Instructor and Field Practicum Agency:

Student Name: ____________________________  Term & Year: ____________________________

Agency: _________________________________  Field Instructor Name: ____________________________

**Students complete this evaluation at the end of the second semester of field practicum**

<table>
<thead>
<tr>
<th>Please indicate your rating for each statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Evaluation of Agency-Based Field Instructor</strong></td>
<td></td>
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<tr>
<td>The Field Instructor:</td>
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<tr>
<td>possesses an attitude toward professional social work education that fosters a positive relationship for agency-based learning;</td>
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<tr>
<td>is able to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process;</td>
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<tr>
<td>creatively provides practicum experiences that enable me to integrate social work knowledge, skills, values, awareness of diversity, and classroom learning into the field experience;</td>
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<tr>
<td>creates a learning environment that recognizes my learning needs by facilitating a professional educational setting;</td>
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<tr>
<td>offers a sound educational experience by providing feedback and input into new practice directions and trends;</td>
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<tr>
<td>provides regularly scheduled weekly supervision on a consistent basis.</td>
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<tr>
<td><strong>Student Evaluation of Field Practicum Site</strong></td>
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<tr>
<td>The Field Practicum site:</td>
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<tr>
<td>demonstrates a commitment to professional development;</td>
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<tr>
<td>provides adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions;</td>
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<tr>
<td>provides preparation in how to conduct oneself when in the field (related to safety);</td>
<td></td>
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<tr>
<td>demonstrates the profession’s values and ethics through the structure and functions conducted at the field practicum site;</td>
<td></td>
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<tr>
<td>provides agency-based learning opportunities with different system levels;</td>
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<tr>
<td>provides educational activities within a supportive learning environment;</td>
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<tr>
<td>provides agency training and in-service opportunities.</td>
<td></td>
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</tr>
<tr>
<td><strong>Student Evaluation of Field Learning Opportunities (Field Education Goals)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The field practicum provides students’ opportunities to:</td>
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<tr>
<td>integrate classroom experiences with direct application of social work knowledge and skills;</td>
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<tr>
<td>practice at micro, mezzo and macro levels in a collaborative manner;</td>
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<tr>
<td>apply professional values and ethics in practice at deepening levels;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please indicate your rating for each statement</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
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</tr>
<tr>
<td>identify professional use of self-considerations in a variety of practice situations;</td>
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<tr>
<td>practice in an environment that values diversity and social justice;</td>
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<tr>
<td>be supervised by an experienced licensed social worker</td>
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<tr>
<td>explore professional contexts of practice (policy, advocacy, research, etc.)</td>
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<td></td>
<td></td>
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<tr>
<td>utilize evaluation to assess practice and program effectiveness</td>
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</tr>
</tbody>
</table>

**Student Evaluation of opportunities to build competencies**

*The field placement provides me an opportunity to:*

| Demonstrate Ethical and Professional Behavior                                                                      |                   |          |       |                |
| Engage Diversity and Difference in Practice                                                                        |                   |          |       |                |
| Advance Human Rights and Social, Economic, and Environmental Justice                                               |                   |          |       |                |
| Engage in Practice-informed Research and Research-informed Practice                                                |                   |          |       |                |
| Engage in Policy Practice                                                                                         |                   |          |       |                |
| Engage with Individuals, Families, Groups, Organizations and Communities                                           |                   |          |       |                |
| Assess Individuals, Families, Groups, Organizations and Communities                                               |                   |          |       |                |
| Intervene with Individuals, Families, Groups, Organizations and Communities                                         |                   |          |       |                |
| Evaluate Practice with Individuals, Families, Groups, Organizations and Communities                                |                   |          |       |                |

**Comments:** Please attach additional sheets as needed

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**Student Signature** | **Date**
--- | ---
COURSE ASSIGNMENTS RELATED TO FIELD PLACEMENT EXPERIENCES AND FIELD SEMINAR ASSIGNMENTS

Field Practicum students are also concurrently registered for a corresponding field seminar course. The assignments for field seminar include an agency profile, integrative journals, a process recording, an evidence based research practice paper, and a comprehensive case analysis paper. These assignments are detailed in the course syllabus (see Appendix A).

SOCIAL WORK METHODS III (SWO 441) AND THE MACRO PROJECT

Students in Block placements will take Methods III simultaneously with field, and students in concurrent placements will take Methods III during the second semester of the placement. Students who are participating in the International Placement will take Methods III the semester prior to their departure. (See Appendix C for detailed information and examples of Macro Projects).
APPENDIX A

DEPARTMENT OF SOCIAL WORK
Undergraduate Social Work Program

Concurrent Field Instruction I (SWO 451)
Concurrent Field Instruction II (SWO 453)
Block Field Instruction (SWO 454)

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Office Hours:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Meeting Day:</td>
</tr>
<tr>
<td>Email:</td>
<td>Meeting Time:</td>
</tr>
</tbody>
</table>

I. Catalog Course Description/Prerequisites

SWO 451 Concurrent Field Instruction I (5 credits)
Allows for the application of social work skills and knowledge to implement tasks and strategies of an entry-level generalist social worker in a service delivery system. (220 hours in the field)
Pre-requisites: SWO 301, 302, 310, 311, 321, 341, 342, and all other 200 and 300 level courses required for the major, and instructor’s permission. Open only to majors.
Co-requisite: SWO 411

SWO 453 Concurrent Field Instruction II (5 credits)
Provides a continuation of SWO 451 with an emphasis on elaboration and refinement of skills in a service delivery system. (220 hours in the field)
Pre-requisite: SWO 451
Co-requisite: SWO 441
Open only to majors.

SWO 454 Block Field Instruction (10 credits)
Combines SWO 451 and 453 in a concentrated, 4-5 day/week block field placement. (440 hours in the field)
Pre-requisites: SWO 301, 301, 310, 311, 321, 341, 342, and all other 200 and 300 level courses required for the major, and instructor’s permission. Open only to majors
Co-Requisite SWO 411 and SWO 441; SWO 411 may be taken prior to field

II. Introduction
The field instruction component of the social work major at The College at Brockport is both an extension of the practice sequence of courses and a culmination of the curriculum of core and support courses that precede field instruction. Students use field placements to further and refine practice skills developed in the classroom.

Either in two sequential semester placements or in one intensive block placement, students apply and integrate in the field the knowledge required of social work majors.

The sequential semester placements (SWO 451 and 453) are organized under a “concurrent” plan, with students taking another course or courses in addition to a field instruction seminar (SWO 455 or 457) each semester.
Successful completion of the first semester of placement is required before the second semester can be started. The block placement (SWO 454) is completed in one semester and it is taken concurrently with a field instruction seminar (SWO 456). A total of 440 hours of field instruction is required of both concurrent and block students to satisfy course objectives.

Agency field instructors are an intrinsic part of the social work program. They are familiar with the program’s definition of generalist social work practice, social work ethics, and know what to expect of students from an accredited baccalaureate social work program. To prepare themselves to work in the field, students are asked to review past social work course content with an emphasis on the methods sequence. Such review will facilitate the integration of classroom content with agency experience.

### III. Course Objectives

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate degree programs in social work education in the United States. CSWE developed Educational Policy and Accreditation Standards (EPAS) as an outcomes approach to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes (CSWE, 2015). Below is a list of the learning objectives for this course as they relate to the CSWE competencies.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>CSWE Competency</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Demonstrate Ethical and Professional Behavior</strong></td>
<td>1</td>
<td>Field Placement Experience</td>
</tr>
<tr>
<td>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:</td>
<td></td>
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<tr>
<td>• make ethical decisions by applying the standards of the <a href="http://www.nasw.org/ethics">NASW Code of Ethics</a>, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</td>
<td></td>
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</tr>
<tr>
<td>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
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<tr>
<td>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
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<td></td>
</tr>
<tr>
<td>• use technology ethically and appropriately to facilitate practice outcomes; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use supervision and consultation to guide professional judgment and behavior.</td>
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</tr>
</tbody>
</table>
2. **Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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

3. **Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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.
### 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; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### 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.
### 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.

### 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 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, interprofessional, 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.
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.

IV. **Educational Contract**

At the beginning of the field placement, the student and agency field instructor – in concert with the faculty liaison - will agree to the purpose of the field placement as described in the course objectives and in the field instruction manual. A contract for the duration of the field placement will be developed using the student’s agency learning contract as a basis. Any modifications in the contract will be agreed to by the field instructor, student, and faculty liaison prior to their implementation.

In general, students are expected to conduct themselves professionally and may expect that they will be treated in a professional manner in the field placement setting. Students must avoid unnecessary absence and tardiness related to placement commitments, as they are developing a pattern for future professional performance. Also, the College at Brockport Undergraduate Social Work program’s requirement of 440 hours of field instruction complies with Council on Social Work Education regulations for accredited undergraduate social work education programs.

It is required that all students in field placement will participate in a macro-level experience in their assigned agencies. The macro level component should consume no less than 10% of the student’s field work hours (i.e. 3 hours per week for Block placements, 1½ hours/week for second semester concurrent placements.) It is the responsibility of the students to negotiate appropriate macro projects with their field instructors at the beginning of the field placement. The project will be coordinated with the content of Social Work Methods III (SWO 441), which will be taken concurrently with Block placement or with the second semester of concurrent placement. Students are to share the SWO 441 course syllabus with their field instructor when they start field instruction. The Brockport faculty has a firm belief that the use of macro interventions is a major component of generalist social work education and practice.

Generally, questions or concerns about placement activities may be directed to the field instructor and then to the faculty liaison.

**Course Evaluation:**

Please refer to the Field Instruction Manual for: “Field Internship Evaluation of Student” for field instructor’s evaluation of the student’s performance.

“Student Evaluation of Field Placement” is for student feedback about the Field placement setting. This evaluation, ideally, would be shared with the instructor before the
last seminar session but would not be shared with administration of the agency without permission of the student.

V. Course Readings

**Note: The undergraduate program recommends students save their required textbooks to use in Field Instruction courses as sources for assignments during their senior year.**

**Required Text:**
- APA Manual from one of the following choices:
  - Am.Psych.Assn. PUBL.MAN.OF AM PSYCH ASSOC (2ND+PRTG) 9781433805615
  - Hacker POCKET STYLE MANUAL-APA VERSION 9781319011130
  - Schwartz EASY GUIDE TO APA STYLE 9781483383231

**Supplemental Readings (Available on BlackBoard)**

VI. Course Design

Given the nature of field instruction and the variety of field placement sites with differing organizational styles and clientele, it would be nearly impossible to develop an all-inclusive course design. The following tasks are among those undertaken by students who are involved in a learning and socialization process in an agency:

**Phase I: Orientation (Concurrent-First Half of Fall Semester, Block-First Quarter of Semester)**
- Tour agency/meet staff
- Orientation to agency policies and resources so student will be able to write the Community and Agency Profile
- Review Rating Scale for Evaluation of Field Instructor with Faculty Liaison and Field instructor.
- Discuss case summary procedure for agency.
- Work collaboratively on creating the initial learning agreement.
- Review how hours will be tracked.
- Establish schedule for supervisory meetings.

**Phase II. Beginning Intervention/Apprentice Stage (Concurrent-Second Half of Fall Semester, Block-Second Quarter of Semester)**
- Define macro project involving organizational and/or community change.
- Discussion of Comprehensive Case Analysis (CCA) as capstone demonstrating core competencies.
- Introduction of student to client population by experienced worker.
- Process recording contact with client/other agency.
- Identify ways student will have small group exercise.

**Phase III: Continuing Intervention/Mastery Stage (Concurrent-First Half of Spring Semester, Block-Third Quarter of Semester)**
- Assignment of own client system(s) to student (if possible). If student is unable to have own client system, establish how student will examine a specific practice effectiveness question through the using an evidence-based practice model (see assignment for details).
- Be able to work collaboratively with supervisor to apply theory to practice to demonstrate competencies.
- Select subject for final Comprehensive Case Analysis.
- Continue to work with assigned client system(s).
- Participate in staff meetings/training/community board meetings.
- Measure changes client/system behaviors for single subject design.
- Begin work on macro project.
Phase IV: Termination (Concurrent-Second Half of Spring Semester, Block-Final Quarter of Semester)

- Phase down of workload (no new or long-term client systems/no new projects).
- Discussion of termination with clients and colleagues.
- Complete evaluation of macro project.
- Completion of final evaluation including student, Field Instructor, and Faculty Liaison.
- Complete Evidence Based Practice Paper and Comprehensive Case Analysis.

VII. Grading Policies:
The field component of the curriculum is 10 hours pass/fail. Students must successfully complete the first half of field before entering into the second half of field. The grading scale is a Likert Scale of 1-5 in all of the Core Competencies. After rating the student in all competency areas, the supervisor is asked to give an overall evaluation:

AT MIDTERM (Concurrent-end of first semester, Block-at mid-term) and FINAL Overall Evaluation (Concurrent-end of second semester, Block-end of semester), Students will be rated for each competency using this scale.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Advanced Competence (AC): Able to skillfully demonstrate awareness, knowledge, and skills. Practice behaviors are performed in a highly competent manner, and the student demonstrates high levels of understanding and proficiency.</td>
</tr>
<tr>
<td>4</td>
<td>Competent (C): Consistently demonstrates awareness, knowledge, and skills. Practice behaviors are performed in a competent manner, and the student demonstrates understanding and proficiency.</td>
</tr>
<tr>
<td>3</td>
<td>Emerging Competence at the expected level of growth and development (EM): Consistently demonstrates professional growth and application of knowledge, values and skills required for generalist level practice. Practice behaviors are appropriate and the student demonstrates beginning level understanding and proficiency.</td>
</tr>
<tr>
<td>2</td>
<td>Insufficient Progress (IP): Inconsistently demonstrates awareness, knowledge, and skills. Practice behaviors are handled with many difficulties and the student is unable to demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable Progress (UP): Unable to demonstrate awareness, knowledge, and skills. Most practice behaviors are handled with a high degree of difficulty and the student is unable to demonstrate a fundamental level of understanding and proficiency.</td>
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<tr>
<td>n/a</td>
<td>No opportunity this semester to complete this practice behavior. (This rating is only allowed in fall semester and a plan needs to be developed to assess the competency in spring semester).</td>
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Passing Requirements for Field Practicum and Field Seminar
Students must earn a passing grade of Satisfactory in Field Practicum and a C or better in Field Seminar to receive credit for each senior semester field requirement. If a student is passing only one component (field instruction/practicum or field seminar) and failing the other component, they will be administratively withdrawn from the field course they are passing. An academic review will be scheduled within the first two weeks of the following semester for students failing either field practicum or field seminar.

VIII. Social Work Department Academic Policies

- Academic Dishonesty: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the Instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

- Attendance: Students must attend all sessions and are expected to actively participate in the activities scheduled for each session. "Absences will be excused for (a) documented illness, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Substantiation of excused absences is the responsibility of the student. Excuses for official representation of the College must be obtained from the official supervising the activity or event. Absences deemed excessive by the Instructor may result in a lowered grade. Students whose unexcused absences exceed 15% of the scheduled classes and

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laboratories will be subject to failure at the instructor's discretion" (Faculty Senate, 2009). For this class, if you miss 15% of scheduled classes (or 5.36 hours, or 1.95 class periods) you will fail the class.

- **Students with Disabilities:** The College at Brockport Policy: Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffice@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities. From the Instructors: “We would appreciate hearing from anyone in this class who has a special need which may be the result of a confirmed disability. We are reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See us after class, or during office hours, as soon as possible.”

- **Gender Discrimination and Sexual Harassment:** “Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at www.brockport.edu/titleix/index.html. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Policies at www.brockport.edu/policies/index.php.”

- **Writing Standards:** The profession demands of its practitioners the ability to communicate clearly. This includes both verbal and written communication skills. The written assignments for this course will be graded first on the basis of the student’s mastery of subject matter. The grade will also be affected by the quality of the written assignments. Credit will be lost for poor development of written work, improper grammar, poor spelling, and the improper use of English vocabulary. The APA style is to be followed in preparing this or any other formal papers required by this Department.

  **Scholarly resources:** Many social work assignments require the use of scholarly resources which include peer-reviewed articles and reputable websites which often end in .edu or .gov. Media such including online magazine editions, popular media, or sensational-type news articles often do not meet expectations for social work assignments. Information about how to determine whether or not a resource is scholarly is available at http://library.brockport.edu/c.php?g=390464&p=2651785 and http://www.library.illinois.edu/ugl/howdoi/scholarly.html

  **Be sure to contact your social work instructor if you have questions about using a particular source for an assignment.**

- **Use of Electronic Devices in the Classroom:** Ringtones must be turned off in class, and if on, phones must be in vibrate mode. If there is a need to check for and/or receive a call (New York Alert or parent with sick child and similar needs), the student must inform the instructor in advance that the student may need to excuse him/herself to take an important call. Having an electronic devices with text messaging or photo/video capabilities in hand during an examination can bring a suspicion of (and possibly charges of) violating the College’s Academic Dishonesty policy.

- **Statement of Equity and Open Communication:** We recognize that each class we teach is composed of diverse populations and are aware of and attentive to inequities of experience based on social identities including but not limited to race, class, assigned gender, gender identity, sexuality, geographical background, language background, religion, disability, age, and nationality. Our classrooms operate on a model of equity and partnership, in which we expect and appreciate diverse perspectives and ideas. If anyone is experiencing exclusion, intentional or unintentional aggression, silencing, or any other form of oppression, we encourage open communication with the instructor and/or the class as a whole. (Adapted from M. Obourn, Department of English, Interim Provost for Diversity, Academic Affairs).

  Also see the College’s ‘Better Community Statement’
https://www.brockport.edu/about/diversity/whatwearedoing.html

Learners, both students and instructors, will engage in a learning situation that will benefit all participants and enhance the opportunity to become competent social workers. Students are responsible for reading materials assigned and participating in learning activities.

Instructors are responsible for providing an opportunity for meaningful learning experiences. Although course content may be modified with the agreement of the participants, the objectives must be achieved. The instructors will announce office hours and will be available for individual and group meetings with students outside regular class time. In fact, meeting with instructors outside of class time is strongly encouraged and may be required.

All participants will respect one another's opinions and will commit themselves to create an atmosphere where questioning, self-expression, and sharing are encouraged and the right to disagree respected. During the semester, both students and instructors will be evaluated.

Grading Key:
A/A- = Outstanding Performance: You demonstrated that you understood the concepts, gave appropriate examples, no writing or grammatical errors. Ideas were well developed. Demonstrated excellent critical thinking skills.

B+/B = Good Performance: You demonstrated that you understood most of the concepts and your examples were a little weak. There are a few problems in the development of your ideas, in writing and grammar; however, they are not severe. Demonstrated good critical thinking skills.

C+/C = Average Performance: You did not demonstrate clearly that you understood the concepts. Your work does not indicate clear thinking or that much thought went into the assignments. Ideas were not clearly presented and there are several grammatical and writing errors. Demonstrated average critical thinking skills.

*Note! A “C” grade in a required social work course - especially a methods course, often disqualifies a student from eligibility for advanced standing in MSW programs.

**Note! A “C-” grade in a required social work course is not a passing grade; the course must be taken again for a BSW degree.

D+/D- = Marginal. Just passing (this applies to social work electives only; a grade of “D+, D, or D-“ is not a passing grade in a required social work course). You barely demonstrate an understanding of the concepts. There are numerous problems in development of your ideas, grammar and writing. Demonstrated little, if any, ability for critical thinking.

E = Unacceptable: You demonstrate no understanding of the concepts. There are serious to severe problems in development of your ideas, grammar, and writing. Demonstrated no critical thinking skills.

Grade Quality Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>4.00</th>
<th>3.67</th>
<th>3.33</th>
<th>3.00</th>
<th>2.67</th>
<th>2.33</th>
<th>2.00</th>
<th>1.67</th>
<th>1.33</th>
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<tr>
<td>A</td>
<td>95 - 100 %</td>
<td>90 - 94 %</td>
<td>87 - 89 %</td>
<td>83 - 86 %</td>
<td>80 - 82 %</td>
<td>77 - 79 %</td>
<td>73 - 76 %</td>
<td>70 - 72 %</td>
<td>67 - 69 %</td>
<td>63 - 66 %</td>
<td>60 - 62 %</td>
<td>59.49 %</td>
</tr>
</tbody>
</table>
*** Please note that there are only 4 weeks in each semester to drop a course. **

IX. Instructor’s Classroom Policies

X. Student Resources

The College provides a variety of supportive services listed on the Academic Support page:
https://www.brockport.edu/academics/support.html

The Student Learning Center: Provides a wide variety of academic support services to meet writing proficiency and study skills needs through tutoring in all content areas to help students deepen their understanding of specific course material. http://www.brockport.edu/~slc/index.html

The Educational Opportunity Program: Assists economically and educationally disadvantaged students to achieve educational goals. http://www.brockport.edu/eop/

TRIO Student Support Services Program: Assists first-generation, low income, and students with learning, emotional or physical disabilities achieve academic success through advising, tutoring, personal and career counseling. http://www.brockport.edu/sssp/index.html

The Counseling Center: Offers information, counseling, emotional support, and prevention services to foster the psychological well-being of students. http://www.brockport.edu/

The Registrar’s Office: Find information related to course registration including deadlines for registration, add/drop, and withdrawing from a course. https://www.brockport.edu/support/registration_records
APPENDIX B

DEPARTMENT OF SOCIAL WORK

Undergraduate Social Work Program

Seminar in Field Instruction (SWO 456) Block
Seminar in Field Instruction I (SWO 455)
Seminar in Field Instruction II (SWO 457) \( \begin{cases} \text{Concurrent} \end{cases} \)

This syllabus is for both Social Work 455 (fall) and 457 (spring), (1 semester hour each) which are the seminars that accompany field instruction courses Social Work 451 and 453. The same syllabus is used for the single seminar, Social Work 456, (2 semester hours) that accompanies the field instruction for block field instruction, Social Work 454.

Professors:

I. Catalog Course Description

Social Work 455: Seminar in Field Instruction I (1 semester hour). This must be taken concurrently with Social Work 451. This course provides the opportunity to achieve integration of classroom learning with field experience; resolution of discontinuity regarding the development of social work competencies in the field setting; development and integration of responsibilities of social worker's professional role.

Social Work 457: Seminar in Field Instruction II (1 semester hour). This must be taken concurrently with Social Work 453. This course is a continuation of Social Work 455. The course provides an opportunity to review and integrate course content from all of the program components with a final comprehensive case analysis which allows the student the opportunity to demonstrate integration of theory and practice.

Social Work 456: Seminar in Field Instruction (2 semester hours). This seminar accompanies the block field placement and is taken concurrently with Social Work 454. All of the course assignments are the same as for the concurrent seminars.

II. Pre Requisites

SWO 301, SWO 302, SWO 321, SWO 322, SWO 341, SWO 342, SWO 310, SWO 311, SWO 411

And Co-requisite SWO 441
III. Introduction

The primary purpose of the field instruction seminars is to help students apply and integrate academic content. In addition, the second half of the seminar is used as a final integrative seminar for the social work program. Students are required to review and integrate course content from all of the program components. Students aid one another in achieving both purposes, as they share experiences from different types of field settings. Small seminar groups promote this sharing. This is an essential aspect of professional development. Seminar leaders who serve also as faculty liaisons between the students and their field agencies facilitate sharing.

VII. Course Objectives

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate degree programs in social work education in the United States. CSWE developed Educational Policy and Accreditation Standards (EPAS) as an outcomes approach to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes (CSWE, 2015). Below is a list of the learning objectives for this course as they relate to the CSWE competencies.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>CSWE Competency</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the course, the student will be able to:</td>
<td>1</td>
<td>Integrative &amp; Reflective Journals</td>
</tr>
<tr>
<td>2. Demonstrate Ethical and Professional Behavior</td>
<td></td>
<td>Class Discussions/Reflection Exercises</td>
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<tr>
<td>Social workers understand the value base of the profession and</td>
<td></td>
<td>Agency Profile</td>
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<tr>
<td>its ethical standards, as well as relevant laws and regulations</td>
<td></td>
<td>Comprehensive Case Analysis</td>
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<tr>
<td>that may impact practice at the micro, mezzo, and macro levels.</td>
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<td>Portfolio</td>
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<tr>
<td>Social workers understand frameworks of ethical decision-making</td>
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<tr>
<td>and how to apply principles of critical thinking to those</td>
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<td>frameworks in practice, research, and policy arenas. Social</td>
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<td>workers recognize personal values and the distinction between</td>
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<td>personal and professional values. They also understand how</td>
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<tr>
<td>their personal experiences and affective reactions influence</td>
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<td>their professional judgment and behavior. Social workers</td>
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<tr>
<td>understand the profession’s history, its mission, and the roles</td>
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<td>and responsibilities of the profession. Social Workers also</td>
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<td>understand the role of other professions when engaged in</td>
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<td>inter-professional teams. Social workers recognize the</td>
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<td>importance of life-long learning and are committed to</td>
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<td>continually updating their skills to ensure they are</td>
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<td>relevant and effective. Social workers also understand</td>
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<tr>
<td>emerging forms of technology and the ethical use of</td>
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<td>technology in social work practice. Social workers:</td>
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<tr>
<td>• make ethical decisions by applying the standards of the</td>
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<td>NASW Code of Ethics, relevant laws and regulations, models</td>
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<tr>
<td>for ethical decision-making, ethical conduct of research, and</td>
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<td>additional codes of ethics as appropriate to context;</td>
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<tr>
<td>• use reflection and self-regulation to manage personal values</td>
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<td>and maintain professionalism in practice situations;</td>
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<tr>
<td>• demonstrate professional demeanor in behavior; appearance;</td>
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<td></td>
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<tr>
<td>and oral, written, and electronic communication;</td>
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<tr>
<td>• use technology ethically and appropriately to facilitate</td>
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<td>practice outcomes; and</td>
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<td>• use supervision and consultation to guide professional</td>
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<tr>
<td>judgment and behavior.</td>
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</tbody>
</table>
### Objectives

Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>CSWE Competency</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Integrative &amp; Reflective Journals</td>
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<tr>
<td></td>
<td>Class Discussions/Reflection Exercises</td>
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<td></td>
<td>Comprehensive Case Analysis</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

#### 3. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privileging, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

#### 4. Advance Human Rights and Social, Economic, and Environmental Justice

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systemic levels; and
- engage in practices that advance social, economic, and environmental justice.
## Objectives

Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>CSWE Competency</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Integrative &amp; Reflective Journals</td>
</tr>
<tr>
<td></td>
<td>Class Discussions/Reflection Exercises</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Case Analysis</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>5</td>
<td>Integrative &amp; Reflective Journals</td>
</tr>
<tr>
<td></td>
<td>Class Discussions/Reflection Exercises</td>
</tr>
<tr>
<td></td>
<td>Agency Profile</td>
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<td>Comprehensive Case Analysis</td>
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<td>Portfolio</td>
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</table>

### 10. 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,

### 11. 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; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
### Objectives

Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>12. Engage with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</td>
</tr>
<tr>
<td>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSWE Competency</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Integrative &amp; Reflective Journals</td>
</tr>
<tr>
<td></td>
<td>Class Discussions/Reflection Exercises</td>
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<tr>
<td></td>
<td>Agency Profile</td>
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<tr>
<td></td>
<td>Comprehensive Case Analysis</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
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</tbody>
</table>
### 13. 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.

| 7 | Integrative & Reflective Journals |
|  | Class Discussions/Reflection Exercises |
|  | Agency Profile |
|  | Comprehensive Case Analysis |
|  | Portfolio |
Upon completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>CSWE Competency</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>I4. Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>8</td>
<td>Integrative &amp; Reflective Journals, Class Discussions/Reflection Exercises, Comprehensive Case Analysis, Portfolio</td>
</tr>
</tbody>
</table>

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 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 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 value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, 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.
Upon completion of the course, the student will be able to:

15. 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Profile</td>
<td>25%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Comprehensive Case Analysis</td>
<td></td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>Integrative Journals</td>
<td>30%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>Reflective Journal (mid-placement)</td>
<td>15%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

The students’ mastery of course objectives will be evaluated as follows:

Students are evaluated based on their integration of class and field learning as well as on their integration of course content from all of the program components.
Attendance at each seminar meeting is a crucial part of the course. Instructors will follow the college guidelines regarding unexcused absence(s) (no more than 15% of class time). As concurrent seminars only meet every two weeks, this means students cannot miss more than two classes and still pass the course. At the discretion of the instructor (faculty liaison), students with excessive absences may receive a grade reduction or be required to repeat the course.

An additional purpose of the field seminar is to provide students with a group experience. A meaningful group experience requires active participation by all seminar members. Students who choose not to participate, may, at the discretion of the instructor (faculty liaison), receive a grade reduction.

ALL undergraduate social work courses incorporate assessing (using a rubric) the professionalism of each student. The rubric is included in this syllabus and is comprised of areas such as disagreeing respectfully, implementing recommendations/feedback from the instructor, attendance, and participation. Students will also be utilizing this rubric for self-assessment.

NOTE: Passing Requirements for Field Practicum and Field Seminar
Students must earn a passing grade of Satisfactory in Field Practicum and a C or better in Field Seminar to receive credit for each senior semester field requirement. If a student is passing only one component (field practicum or field seminar) and failing the other component, they will be administratively withdrawn from the field course they are passing. An academic review will be scheduled within the first two weeks of the following semester for students failing either field practicum or field seminar.

Course Readings

**Note:** The undergraduate program recommends students save their required textbooks to use in Field Instruction courses as sources for assignments during their senior year.

Required Text:
1. Students are required to read and be familiar with the policies and processes in the BSW Undergraduate Field Manual. (Available electronically on Blackboard and the Social Work Program Field Education Website).


   Texts 2 and 3 are also available as a bundle from under ISBN: 9781544359342 at a reduced cost from Sage Publishing Company.


Additional Required Readings (Available on BlackBoard):


VI. Course Schedule (Sessions 1-8 are Fall Semester, Sessions 9-16 are Spring Semester)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic/Activity/Assignments</th>
<th>Readings/Assignments Due PRIOR to class</th>
</tr>
</thead>
</table>
| Session 1: 8/27/18 | **Objectives:** 2015 CSWE Competencies (See pages 2-6)  
**In Class Activities:** Syllabus/Fall Assignments Review and Discussion with specific focus on Integrative Journals  
Lecture: Course/Instructor Expectations  
1. Review and discuss program definition of generalist social work and textbook definition of Generalist Field Education Approach (GFEA) (pg. 225).  
2. Briefly Review Syllabus including Fall Assignments  
4. Reflection Question 1 from text will guide class discussion.  
**Take home assignment:** Begin to Develop Learning Contract Collaboratively with Field Instructor and Faculty Liaison. Integrative Activity (IA) 3.1 from textbook will assist will development. | • Orientation Readings and Modules completed before first session (All 6)  
• Upload Social Media Policy to this course’s Blackboard  
• Preparation for first supervision – Integrative Activity 2.1 pages 41-42 of *Field Guide for Social Workers* text.  
• ALWAYS BRING THIS TEXT TO CLASS |
| Session 2: 9/10/18 | **Objectives:** 2015 CSWE Competencies (See pages 2-6)  
**In Class Activities:**  
1. Portfolio development dialogue  
2. Open Fieldwork discussion-This time will serve as an opportunity to create an atmosphere conducive to discussion of the field experience. This will include ethical issues, practice and intervention strategies. All seminar participants will contribute to creating a collaborative model that both highlights the social issues common to all placements and discuss different interventions that reflect the diversity of the client and agency populations. | • *Use of Portfolios in Field* on page 25 and Integrative Activity (I.A.) 1.2 *The Field Portfolio* on pg. 26 in your *Field Guide for Social Workers* text.  
• Read Sage Guide to Social Work Careers Chapter 1  
• Integrative Journal 1 due 9/17/18 |
| Session 3: 9/24/18 | **Objectives:** 2015 CSWE Competencies (See pages 2-6)  
**In Class Activities:**  
1. Agency Profile discussed  
2. Open Fieldwork discussion  
3. Preliminary/Fall Learning Contract Due – upload scanned copy to Blackboard, bring original to | • Learning Contract with original signatures due (bring to class)  
• Integrative Journal 2 due 10/1/18 |
<p>| Class (revisions may be recommended at site visit) |  |</p>
<table>
<thead>
<tr>
<th>Session 4: 10/8/18</th>
<th>Objectives: 2015 CSWE Competencies (See pages 2-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS WILL BE HELD IN TUTTLE ROOM 209/ Eagle's Lookout</td>
<td>In Class Activities:</td>
</tr>
<tr>
<td></td>
<td>1. Agency Profile discussed</td>
</tr>
<tr>
<td></td>
<td>2. Find the chapter in Sage Guide to SW Careers that most closely aligns with your field placement. Identify advocacy opportunities within this field</td>
</tr>
<tr>
<td></td>
<td>3. Open Fieldwork discussion</td>
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<td></td>
<td>• Fall Semester site visits should be scheduled by now</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Session 5: 10/22/18</th>
<th>Objectives: 2015 CSWE Competencies (See pages 2-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Activities:</td>
<td>1. Original Process Recording Assignment Peer Review: Students split into small groups to conduct round robin silent review – each student receives a copy of two other students’ initial process recordings and provides feedback in the provided column.</td>
</tr>
<tr>
<td></td>
<td>2. Open Fieldwork discussion</td>
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</table>

<table>
<thead>
<tr>
<th>Session 6: 11/5/18</th>
<th>Objectives: 2015 CSWE Competencies (See pages 2-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Activities:</td>
<td>1. Discuss Final Reflective Journal assignment</td>
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<tr>
<td></td>
<td>2. Open Fieldwork discussion</td>
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<thead>
<tr>
<th>Session 7: 11/19/18</th>
<th>Objectives: 2015 CSWE Competencies (See pages 2-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Activities:</td>
<td>1. Discuss Final Reflective Journal assignment</td>
</tr>
<tr>
<td></td>
<td>2. Address any last portfolio questions</td>
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<tr>
<td></td>
<td>3. Open Fieldwork discussion</td>
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<table>
<thead>
<tr>
<th>Session 8: 12/3/18</th>
<th>Objectives: 2015 CSWE Competencies (See pages 2-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Activities:</td>
<td>1. Portfolio presentations</td>
</tr>
<tr>
<td></td>
<td>2. Semester Reflective Fieldwork Discussion</td>
</tr>
<tr>
<td></td>
<td>3. Ideas for Methods 3 Macro Project Discussed</td>
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</tbody>
</table>

|                  | • IA 2.2 Agency Profile Preparation |
|                  | • BRING SAGE GUIDE TO SOCIAL WORK CAREERS BOOK TO CLASS |
|                  | • Agency Profile Due |
|                  | • Integrative Journal 3 due 10/29/18 |
|                  | • Integrative Journal 4 due 11/12/18 |
|                  | • Semester Reflective Journal 5 due by 11/26/18 |

<p>|                  | • Portfolio Due – bring to class |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic/Activity/Assignments</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 9 – 1/28/19-- Beginning of Spring Semester</td>
<td><strong>Objectives:</strong> 2015 CSWE Competencies (See pages 2-6) &lt;br&gt;<strong>In Class Activities:</strong> Syllabus/Spring Assignments Review and Discussion with specific focus on Comprehensive Case Analysis &lt;br&gt;<strong>Lecture:</strong> Review Course/Instructor Expectations including progression of field work into phases 3 and 4 &lt;br&gt;1. <strong>Review Syllabus including Spring Assignments</strong> &lt;br&gt;<strong>Take home assignment:</strong> Begin to Develop Spring Learning Contract Collaboratively with Field Instructor and Faculty Liaison to include expectations of progression into Phases 3 &amp; 4</td>
<td>1. Review Field Manual  &lt;br&gt;2. Review Spring Semester Syllabus Update</td>
</tr>
<tr>
<td>Session 10 – 2/11/19</td>
<td><strong>Objectives:</strong> 2015 CSWE Competencies (See pages 2-6) &lt;br&gt;<strong>In Class Activities:</strong> &lt;br&gt;1. Comprehensive Case Analysis (CCA) discussed &lt;br&gt;2. Open Fieldwork discussion</td>
<td>Integrative Journal 7 due by second week of classes – aspirations for fieldwork this semester, reflection on coming back to placement after break</td>
</tr>
<tr>
<td>Session 11 – 2/25/19</td>
<td><strong>Objectives:</strong> 2015 CSWE Competencies (See pages 2-6) &lt;br&gt;<strong>In Class Activities:</strong> &lt;br&gt;1. Comprehensive Case Analysis (CCA) discussed &lt;br&gt;2. Open Fieldwork discussion</td>
<td>Integrative Journal 8 due by fifth week of classes</td>
</tr>
<tr>
<td>Session 12 – 3/11/19</td>
<td><strong>Objectives:</strong> 2015 CSWE Competencies (See pages 2-6) &lt;br&gt;<strong>In Class Activities:</strong> &lt;br&gt;1. Comprehensive Case Analysis (CCA) discussed &lt;br&gt;2. Open Fieldwork discussion</td>
<td>Comprehensive Case Analysis Outline due</td>
</tr>
<tr>
<td>Session 13 – 3/25/19</td>
<td><strong>Objectives:</strong> 2015 CSWE Competencies (See pages 2-6) &lt;br&gt;<strong>In Class Activities:</strong> &lt;br&gt;1. Comprehensive Case Analysis (CCA) discussed &lt;br&gt;2. Open Fieldwork discussion</td>
<td>Integrative Journal 9 due by the ninth week of classes</td>
</tr>
<tr>
<td>Session 14 – 4/8/19</td>
<td><strong>Objectives:</strong> 2015 CSWE Competencies (See pages 2-6) &lt;br&gt;<strong>In Class Activities:</strong> &lt;br&gt;1. Comprehensive Case Analysis (CCA) discussed &lt;br&gt;2. Open Fieldwork discussion</td>
<td></td>
</tr>
</tbody>
</table>
Session 15 – 4/22/19

Objectives: 2015 CSWE Competencies (See pages 2-6)
In Class Activities:
1. Open Fieldwork discussion – focus on termination

Comprehensive Case Analysis Due

Session 16 – 5/6/19

Objectives: 2015 CSWE Competencies (See pages 2-6)
In Class Activities:
1. Final Reflective Fieldwork discussion
2. Course Evaluation

Final Reflective Journal Due

VII. Assignment Descriptions and Rubrics:

1. **Project Homeless Connect**: All students in field placement are asked to volunteer for Project Homeless Connect. This year the event will take place on Thursday, September 13th, 2018. Field Instructors and host agencies have been notified of this date in their confirmation letters. As long as the Field Instructor and Faculty Liaison are supportive, students may count the amount of time they volunteer as hours towards their field placement. **Students should register to volunteer here:**

   http://homelessconnectrochester.org/volunteer.php

   (sign up to act as an escort; you should register even if you volunteered last year)

   The training video designed for students/volunteers is here: https://youtu.be/IcphSP8Qg74

2. **Field Portfolio**: The portfolio is an effective tool for measuring a student’s growth and celebrating accomplishments on the continuum of beginning the Bachelor of Social Work major to the point of entry-level social work employment (commencement). The portfolio will include each student’s learning contract and a separate section for each CSWE competency. Students will refer to their learning contract and identify (with support/input from both their faculty liaison and field instructor) what could be used as evidence of growth/progress/development for each competency related to their field experience.

   An acceptable portfolio will be creative, comprehensive, well organized, and neat. Students will be required to collect artifacts as evidence of progress for each of the CSWE competencies. A hard copy ( binder) is required. Websites, such as Weebly, can be used to store and present e-Portfolio contents. Students will present their portfolios in seminar at the end of each semester.

   Each student will create a portfolio, see the Use of Portfolios in Field on page 25 and integrative activity (I.A.) 1.2 The Field Portfolio on pg. 26 in your Field Guide for Social Workers text. Pages 27 and 28 of the same book reflect “suggested elements” to consider for each competency. The purpose of the portfolio is to create a tangible record of both your practice accomplishments and demonstrate your competence in the nine CSWE core competencies. The elements/artifacts selected to include will vary depending on the student’s field site.

   **Portfolio Directions:**

   Obtain a binder and create sections using dividers. Sections must include your learning contract first and then a separate section for each of the nine core competencies. Some students may also wish to add separate sections at the end of their portfolio for their resume, awards, and/or certifications, although these are not required. Using the Core Competency Worksheet (see Blackboard) reflect on the full competency description including the bulleted component behaviors and identify elements that demonstrate both. Complete each worksheet by naming the element/artifact and explaining explicitly how the element(s) demonstrates competence in that area. A specific element may reflect more than one competency and, if so, first, identify the primary core competency and place the element in that section, then for the other sections, complete the worksheet and reference where the element can be found. Elements/artifacts can come from a variety of
sources such as the Integrative Activities in the text, agency based documentation (without identifiers), and other student generated course assignments as long as the assignment was directly integrated into practice. Students may also include any additional elements of their choosing from their field or course work. For a detailed list of suggested elements, see I.A. 2.1 in your text.

The field portfolio is due at the end of each semester. Students will present their portfolio in the last seminar. Faculty Liaisons will provide specific dates to the students in their seminar – please see the weekly schedule in this syllabus. To pass, a student must demonstrate, at a minimum, four of the nine competencies for the fall, of the student’s choosing. ALL 9 CSWE competencies must be completed in the spring.

3. **Journals:** One of the major learning activities for the course is the journal assignment. While journals kept during the field placement are shared with the seminar instructor, you are encouraged to discuss ideas with your agency-based field instructor for your Macro project for Methods III during your first semester of concurrent field placement or early on during a block placement. Journals are confidential and may only be shared with the agency or seminar participants with the express permission of the student. In addition, students are required to complete and present an agency profile, process recording, and a comprehensive case analysis.

- **First Semester of Concurrent Field Placement Journals:** In the first semester of a concurrent field seminar, students will write a total of five (5) journals. Four (4) of these journals will be integrative and MUST follow the format described in this syllabus. The final or 5th journal will be reflective and focus on your thoughts about the semester field experiences, personal growth, and project proposal ideas for your macro level project (completed in Methods III).

- **Second Semester of Concurrent Field Placement Journals:** In the second semester of concurrent field seminar, students will write a total of four (4) journals. Three (3) journals will be integrative and MUST follow the format described in this syllabus. They will be numbered starting as “Journal 6” and so on as they are continued from the fall semester. The ninth (final) journal will be a reflective summary journal of the entire field placement experience utilizing the following guiding questions:
  - What are the strengths you have developed during your field experience?
  - What were your greatest take-aways/learnings from your field experience?
  - What areas do you want to continue to develop (learn more about)?
  - What's next? (employment, graduate studies, travel, etc.)

- **Block Semester Journals:** Block students will write a total of Eight (8) journals. Six (6) integrative journals, one journal early in the semester (3rd) will follow the reflective journal format below including focusing on the engagement of the Macro Project in field placement and the final journal (8th) will be a reflective summary journal utilizing the questions above.
Field Curriculum Integrative Journals 1-4, 6-8 Required Template

Student Name: ____________  E-mail address: ____________

Journal # _______ Dates from field being discussed in this journal include: ____________

Total Hours spent in Field this week: ___  Total Number of Hours to Date: ______

Amount of Time Spent in Formal/Scheduled Supervision: _________________

Name(s) of Those Providing Supervisory Input: ________________________

Field Instructor Name: ____________  Phone Number/Ext: ____________

E-mail address(s): ________________________

1) Describe a situation from your Field Placement. Describe the client system and situation factually and objectively (case note language).

2) How do you interpret (assess) these behaviors, facts, and observations? In your discussion, use theories and concepts (with citations) from Methods I, II & II, Research, Human Diversity, HBSE, Social and Economic Justice and/or Policy to explain the behaviors and the situation you have observed. These behaviors can be related to organizations and communities, as well as individuals, families or groups.

3) Identify and analyze the interventions used in this situation: How did you handle it or how it was handled by another worker or supervisor? Apply theories and concepts from your social work knowledge of interventions (skills), using citations. What alternative interventions could have been utilized? What social work theories or concepts provide the rationale for this alternative approach? Citations per APA guidance are required for both the interventions/skills used as well as alternative approaches.

4) This section should address the affective (feeling) level. Describe your personal reactions to the above situation. These may be mixed. Discuss how these responses may have emerged from various sources such as your family experiences, worldview, values, religion, gender, etc. “I” can be used here.

5) What have you learned from this situation? Link this experience to the Core Learning Competencies and the appropriate indicators/component behaviors. Cite the competencies per APA guidance.

6) Be sure you are using correct spelling, grammar, punctuation, APA formatting, citations, and references. Include a reference page.

Grading of this assignment will be based upon your level of analysis.
There is one total point possible for each of the six items listed above. See the rubric on pages 18 and 19 below.

Your Journals are to be TYPED and submitted according to your instructor’s directions. Each entry will be graded based upon the quality of your critical thinking and personal insight. Credit will be lost for errors in grammar or spelling. Journals need to be submitted in a timely fashion according to each instructor’s guidelines. No journal may be submitted late without prior approval from the instructor. This means communicating with instructor at least one day before the journal is due.
Field Curriculum Integrative Reflective Journal Assignment (15% of fall semester grade)
(Final First Semester / 5th journal for Concurrent Placement, 3rd for Block Placement)

Student Name: _______________________ E-mail address: ____________

Total Hours spent in Field this week: ____ Total Number of Hours to Date: ____

Amount of Time Spent in Formal/Scheduled Supervision over the Course of the Semester: ____ hours

Principle Supervisor/Field Instructor Name: ________________

Field Instructor Phone Number/Ext: _______________________

E-mail address: __________________________

Personal Reflection Pertaining to Field Experience Overall:

Reflect on your learning this semester. Briefly focus on the social work practice skills & knowledge you feel you have a) developed in your field placement thus far; and b) any skills and knowledge you would like to have more exposure to &/or develop further for next semester.

Reflect on your previous journals in relation to your ability to integrate/apply theory to practice currently and needs associated with developing these abilities next semester. Comment on:

a) Situations:
   a. Your ability to describe the facts objectively.
   b. What type of situations / populations do you foresee experiencing in the field?
   c. Include your thoughts on a possible macro project: This can range from creating a change inside of the system (i.e., providing a new service or program, staff development training, increasing participation in current programs through community outreach) or outside of the system, such as working with a community group to address such issues as community violence, child abuse, or homelessness.

b) Assessment
   a. Your ability to assess behaviors, facts, and observations. Focus briefly on your strengths and areas in need of further development. Which theoretical framework(s), assessment tools, course content, &/or knowledge base did you draw from the most in your previous journals? Which framework(s), assessment tool(s), course content, &/or knowledge base do you think can assist in providing more insight about those that you serve or the various social systems you will be interacting with during spring semester?

c) Interventions:
   a. Your ability to analyze the interventions used as well as to identify alternative approaches that could have been used.
   b. Briefly reflect on your strengths and areas in need of further development in relation to interventions/interactions. Which social work practice skills / course content did you tend to mention most in your previous journals?
c. Briefly describe positive interventions strategies that you foresee using next semester at the individual, group, program &/or community level.

d. Based on your main client system, what best practices will you be interested in exploring further at the beginning of next semester related to CSWE Competency 4: Engage in Practice Informed Research and Research Informed Practice? Are these practices directly or indirectly related to your macro project ideas? Please discuss.

d) Feelings

a. Reflect on your ability to identify your feelings and personal reactions. Discuss how you recognize the various sources for these feelings or if this is something you need to develop further. How do you specifically plan to continue your development in this area over the remainder of your field placement?

b. Describe your personal reactions to initiating a large systems or community level change, i.e. macro project. These may be mixed. Discuss how these responses may have emerged from various sources such as your experiences in employment, internships, organizations, and self-help groups or in your community, etc.

e) Core competencies (Imperative for CCA):

a. Reflect on your ability to link your learning to the CSWE core competencies.

b. On the table below, check-off those competencies & / or behaviors discussed in your previous journals.

c. After you complete the table, make a list of competencies with behaviors (i.e., 2.A) you would like to have a better understanding of as you complete your field placement.

f) Do you have any suggestions / feedback for the instructor?

Notes:

- This journal should be more or less 3 pages (not including reference page/checklist table).

- Please use the checklist below to indicate which competencies and associated behaviors you discussed in each journal. This should help you to identify which competencies need to be of particular focus during the spring semester.

- **REMEMBER** Please complete the field evaluation collaboratively with your field instructor and upload it to Blackboard in the drop box provided. Please bring the original hard copy with signatures in ink to your final seminar. Staple your original (not a copy) timesheet(s) to the last page.

<table>
<thead>
<tr>
<th>Competency</th>
<th>J1</th>
<th>J2</th>
<th>J3</th>
<th>J4</th>
<th>J5</th>
<th>Total</th>
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<tbody>
<tr>
<td>1. Demonstrate Ethical &amp; Professional Behavior</td>
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A. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

B. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

C. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

D. use technology ethically and appropriately to facilitate practice outcomes;

E. use supervision and consultation to guide professional judgment and behavior

2. Engage Diversity and Difference in Practice

A. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

B. present themselves as learners and engage clients and constituencies as experts of their own experiences;

C. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
### Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice

| A. | apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and |
| B. | engage in practices that advance social, economic, and environmental justice. |

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

| A. | use practice experience and theory to inform scientific inquiry and research; |
| B. | apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; |
| C. | use and translate research evidence to inform and improve practice, policy, and service delivery. |

### Competency 5. Engage in Policy Practice

| A. | identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; |
| B. | assess how social welfare and economic policies impact the delivery of and access to social services; |
| C. | 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

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

### Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

| A. | collect and organize data, and apply critical thinking to interpret information from clients and constituencies; |
| B. | apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; |
| C. | develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and |
| D. | 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

| A. | critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; |
| B. | apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; |
| C. | use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; |
| D. | negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; |
| E. | facilitate effective transitions and endings that advance mutually agreed-on goals. |
9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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<tbody>
<tr>
<td>A.</td>
<td>select and use appropriate methods for evaluation of outcomes;</td>
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<td>B.</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
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<td>C.</td>
<td>critically analyze, monitor, and evaluate intervention and program processes and outcomes;</td>
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<td>D.</td>
<td>apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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Total
# Field Curriculum Integrative Journal Assignment Journals 1-4, 6-8

Grading Rubric (30% of each semester grade)

<table>
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<tr>
<th>Student Name: ____________________</th>
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<td>• Description of client / situation is objective, succinct, and clear.</td>
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<td>• Facts/events are presented in chronological / logical order and are easy to follow.</td>
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<td>• Main points are relevant and addressed in other sections.</td>
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<td>• Description of client / situation is somewhat objective, succinct, and clear.</td>
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<td>• Facts/events are somewhat presented in chronological / logical order, and are somewhat easy to follow.</td>
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<td><strong>2. Assessment: Interpretation of behaviors, facts &amp; observations</strong></td>
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<td>• Excellent interpretation of behaviors, facts and observations.</td>
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<td>• Identifies the appropriate theories by name and relates theoretical concepts to behaviors, facts, and/or observations (including citations).</td>
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<td>• Relates behaviors, facts and observations to classroom concepts from Methods I, II, III, Research, Diversity, Social &amp; Economic Justice, HBSE I &amp; II, Policy 311 and/or Policy 411.</td>
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<td>• Adds insight from other reliable sources on subject matter.</td>
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<td>• Somewhat acceptable interpretation of behaviors, facts, and observations.</td>
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<td>• Identifies at least 1 appropriate theory by name and/or somewhat relates theoretical concepts to behaviors, facts, and/or observations (including citations).</td>
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<td>• Somewhat relates observations to classroom concepts from Methods I, II, III, Research, Diversity, Social &amp; Economic Justice, HBSE I &amp; II, Policy 311 and/or Policy 411.</td>
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<td>• May or may not add insight from other reliable sources on subject matter.</td>
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<td>• Poor interpretation of behaviors, facts and observations.</td>
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<td>• Does not identify theory by name and/or relates theoretical concepts to behaviors, facts, and/or observations.</td>
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<td>• Does not relate behaviors, facts, and/or observations to classroom concepts from Methods I, II, III, Research, Diversity, Social &amp; Economic Justice, HBSE I &amp; II, Policy 311 and/or Policy 411.</td>
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| 3. Intervention | • Clearly describes the intervention used or observed.  
• Clearly identifies and relates intervention to theories/ concepts.  
• Clearly labels skills used and relates to course material, i.e. Methods I, II, or III.  
• Clearly identifies another approach.  
• Uses at least one reliable source to provide some rationale for intervention. | • Somewhat describes intervention used.  
• Somewhat identifies and relates intervention to theories/concepts.  
• Labels at least one skill used or observed.  
• Somewhat identifies another approach.  
• May or may not use at least one reliable source to provide rationale for intervention. | • Poorly describes the intervention used.  
• Does not identify or relate intervention to theory/concepts.  
• Does not identify skills used or observed.  
• Does not identify another approach. | |
| 4. Affective / Feelings | Excellent reflection of feelings.  
• Clearly describes / identifies feelings & personal reaction.  
• Clearly describes beliefs / experiences.  
• Clearly identifies source(s) for feelings &/or reactions.  
• Relates feelings / reactions to values &/or worldviews. | Good / Average reflection of feelings.  
• Somewhat describes / identifies feelings & personal reaction.  
• Somewhat describes beliefs / experiences.  
• Somewhat identifies source(s) for feelings &/or reactions.  
• May or may not relate feelings / reactions to values &/or worldviews. | Poor reflection of feelings.  
• Does not describe / identify feelings & personal reaction.  
• Does not describe beliefs / experiences.  
• Does not identify source(s) for feelings &/or reactions. | |
| 5. Learning / Competencies | Excellent description of learning.  
• Cites all core learning competencies and indicators by name and number.  
• Excellent examples of at least two competencies and their indicators observed or demonstrated. | Good / Average description of learning.  
• Cites some core learning competencies by name and number.  
• Good examples of at least two competencies and their indicators observed or demonstrated. | Poor description of learning.  
• Does not cite any core learning competency by name and/or number.  
• Does not provide examples. | |
| 6. Writing / Format | • At least two references listed on reference page.  
• Appropriate use of grammar and punctuation;  
• Appropriate use of APA formatting.  
• Format clear (e.g., template) | • At least one reference listed on reference page.  
• No more than 3 violations of APA format, grammar, or punctuation;  
• Format somewhat consistently clear. | • No references used or listed on reference page  
• 5 or more APA format, grammar or punctuation violations;  
• Lacks consistent or organized format | |
Agency Profile Assignment & Grading Rubric (25% of Fall Semester Grade)
This is the first major assignment in field, and it serves as a basis for orienting yourself to your agency as a formal organization and to the community it serves. You will continue to collect and analyze this material throughout your field placement. This information and knowledge will inform other major assignments (e.g. journal writing, comprehensive case analysis, etc.). This paper should be 5-7 pages in length, 12 font, double-spaced.

1. Description of Agency (Focal system) [2 points total]
   Provide the name and location of your agency / placement site. Indicate the type of agency: public, public non-profit, or for-profit.
   Provide a brief history of the agency (e.g. why it came into existence, years of service, incorporation status and sector/legal authority, major changes during the years, advocacy implications, etc.)

   Comments:

2. Description of the Community and Agency Environment [6 points total]
   A. Describe the community that the agency serves (e.g., people with mental illness, juvenile delinquents, older adults, etc.). [1 pt.]
   B. Describe the geographic area and demographics of the population served. [2 pt.]
   C. Describe the diversity of the staff and discuss whether staff diversity mirrors the client population served. [1 pt.]
   D. Describe the agency environment: [2 pts]
      a. Explore the agency environment / neighborhood. What is the “feel” and appearance of the physical environment of the building and its geographic location?
         i. Make note of population groups, businesses, schools, agencies, etc. in the area.
      b. How accessible is the agency to the community served?
         i. Consider access issues for clients served, such as public transportation, parking facilities, sidewalks, curb cuts, physical access to the building, time of services, outreach.
         ii. Is the agency décor and waiting room atmosphere welcoming?
         iii. Are agency brochures and flyers, accessible and relevant to the diverse populations served?

   Comments:

3. Formal (direct) and informal (indirect) linkages to accrediting or regulatory bodies and/or
national/state organizations – [2 points total]
A. Describe formal organizational relationships (regulation, funding source, membership, community partnerships, grant funding requirements). [1 pt.]
   i. Provide at least two examples of how this agency is assessed by some of these external organizations.

B. Describe informal community partners or other organizations with whom your field agency collaborates (provide an example or two of partnership activities) [1 pt.]

Comments:

4. Agency purpose [4 points total]
A. Attach a copy or specify the agency’s mission and vision statements. [1 pt.]
B. Describe how clients and staff learn about the mission and vision. [1 pt.]
C. How does the agency’s mission and vision statement relate to the culture of the agency? [1 pt]
   • Do the attitudes/practices of staff appear to reflect the agency’s mission/vision? Discuss.
   • Provide an example of ‘informal’ policies/procedures within the agency.
D. In what ways are the values of the NASW Code of Ethics represented in this setting? [1 pt.]

Comments:

5. Agency Structure: [6 points total]
A. Attach organizational charts of the agency structure and also attach a departmental/divisional organizational chart (if available) [1 pt.]
B. Describe how policies get translated into procedures. [1 pt.]
   • Indicate who in the agency makes policy (e.g. executive director, the board, a policy committee, regulatory body)
   • How are policies implemented on various levels within the organization? (e.g. unit level, departmental level, agency level, consumer level)
C. Describe how the agency involves consumers in providing feedback (informal and formal mechanisms). [1 pt.]
D. What types of advocacy activities does this agency engages in? [1 pt.]
E. How are services funded? [1 pt.]
F. How is this agency impacted by the following: [1 pt.]

- Budget cuts (at the federal, state & / or county)
- Current political climate

Comments:

Total: __/20 = ___%
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Inadequate = 0 - 1 point Below Standard</th>
<th>Adequate = 3 points Meets Standard</th>
<th>Above Average = 4 points Exceeds Standard</th>
<th>Exemplary = 5 points Far Exceeds Standard</th>
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<tbody>
<tr>
<td>Please include relevant comments under the column of value awarded. CSWE competencies</td>
<td>Mentions some reasons why artifact demonstrates the competency, but in fact, the item does not demonstrate evidence of competency development OR does not provide an artifact nor mention any alignment with the competency nor demonstrate knowledge or the ability to apply the competency.</td>
<td>Presents at least one artifact and describes some aspects of reasoning as to why example aligns with competency indicated.</td>
<td>Presents at least one artifact and describes alignment with competency in clear, yet descriptive terms.</td>
<td>High levels of evidence are presented (at least 2 artifacts) in an organized fashion.</td>
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<tr>
<td>Application and Knowledge: Does not provide evidence of progress in the competency and/or only provides partial/weak information. Provides a weak and very limited example and/or description of alignment between the artifact and the competency. The student does not use the literature to back up her/his view or reasoning.</td>
<td>Application and Knowledge: Able to identify competency and provide a basic example with some depth and description. The student uses some literature to back up their view/reasoning for providing the artifact as evidence of progress in the competency</td>
<td>Application and Knowledge: Able to identify competency &amp; give at least one example using clear, descriptive language, integrating the literature and course content.</td>
<td>Application and Knowledge: Able to identify competency &amp; give at least two pieces of evidence of how you met this competency in practice. Examples must thoroughly explain your actions as to how you achieved progress in the competency. Your examples must be in depth using descriptive language, integrating the literature and course content.</td>
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<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
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<td>Competency 2: Engage Diversity and Difference in Practice</td>
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<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
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<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
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<td>Competency 5: Engage in Policy Practice</td>
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<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Learning Contract includes S.M.A.R.T descriptions of activities in alignment with each competency.</td>
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To determine grade, add total number of points awarded and divide by the total possible points for the number of competencies completed (average). Example: For Fall semester, students must complete at least four competencies. The total number of points possible is for four competencies completed is (5x4+5 points for learning contract) 25. Student A received 4 points for each competency completed as well as 4 points for their learning contract (4x4+4=20). 20/25=.8 or 80%
Comprehensive Case Analysis
(30% of Final Grade for Students in Concurrent Placement, 20% for Students in Block Placement)

Your final assignment for this course is a Comprehensive Case Analysis. You are to select an example of practice from your field internship experience and demonstrate your ability to analyze this case utilizing social work knowledge, values, and skills as well as cognitive and affective processes. Successful completion of this assignment requires that you demonstrate competence in integrating what you have learned in your social work course of study and applying this knowledge to a practice situation. Specifically, students are expected to integrate knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice for each of the nine competencies.

This assignment offers you an opportunity to demonstrate your identification as a professional social worker. This will be demonstrated by the student’s ability to practice personal reflection that allows for self-correction. Further, there must be a demonstration of the use of professional boundaries and professional roles.

The first step in completing this assignment is to review the nine CSWE competencies. Consider how you might apply these concepts to an actual situation you have encountered with an actual client system with whom you are familiar. If you are uncertain how a competency applies, meet with your Field Instructor and/or Faculty Liaison for clarification. As you write your paper, be sure to indicate which competency you have addressed by including this information in parentheses (e.g. Competency 1: Demonstrate Ethical and Professional Behavior, Component 1). Each competency must include the full title as above the first time it is used. Thereafter, students may use just the number and indicator number (if applicable) such as “(C1.1, CSWE 2015).”

In your paper, be sure to include the following:

- **Background: (Similar to Integrative Journal Question 1 – factual/objective information)**
  
  A succinct description of the focal system (individuals, families, groups, program/organizations, and/or community). This background information should demonstrate your complete understanding of the client system and might include information from your agency profile including community demographics, organizational structure, departmental makeup, client system served, family configuration, individual information/presenting challenges, etc. The background should go from Macro (community) to Micro (individual) (if applicable). For example, “This writer is an undergraduate social work student completing their senior field placement in a child/family serving agency located in Upstate New York. This is a rural community consisting of 86% White, 12% Black and 2% other with a median income of $35,000.” (Include citation of source of demographic information) Note: If a genogram, social history, Eco Map, organizational chart, agency or community profile enhances the reader’s understanding of the system, please include as an appendix. Blackout or remove identifiers on appendices as well or use pseudo names.

- **Assessment: (Similar to Integrative Journal Question 2 – MUST include evidence-based citations per APA guidance)**
  
  An interpretation (professional judgement) of behaviors, facts, and observations using concepts from Methods, Research, Diversity, HBSE, and Policy, and Socio-Economic Justice. You are encouraged to include other sources, i.e. scholarly journal articles that can provide further insight on the situation, i.e. mental illness, resilience, addiction, etc.
• Intervention: (Similar to Integrative Journal Question 3 – MUST include evidence-based citations per APA guidance)
A presentation and analysis of the intervention plan. This section should reflect your ability to engage, assess, intervene, and evaluate when working with individuals, families, groups, organizations, and/or communities. This must demonstrate your understanding of generalist social work practice (i.e. direct and indirect intervention plans) by incorporating knowledge, values, and skills learned as well as cognitive and affective processes practiced in your course and field work. This section might include information on the connection between your macro project and the issues in your case.

• Evaluation/Evidenced-Based Research: (This can be a separate section or incorporated throughout but MUST be included)
A demonstration of the understanding that research plays a critical role in informing practice. How did a literature review of practice research with similar client systems facing similar life challenges guide your work? This could be a theoretical model utilized, proven teamwork/collaboration techniques, or interviewing skills such as active listening. Provide at least one example of how you would disseminate your learning with other professionals in the field.

• Social Policy / Advocacy / Social Justice Considerations: (This can be a separate section or incorporated throughout but MUST be included)
An examination of relevant policy implications, demonstrating your understanding of the intersections between social policy and practice. This must include a discussion of the critical social and economic justice issues applicable to this case. Students can substantiate connections to competencies 2, 3, and 5 by utilizing and citing the NASW or IFSW Codes of Ethics, the Universal Declaration of Human Rights, or relevant policy.

• Reflection: (Similar to Integrative Journal Question 4 – can include “I” statements)
How did an analysis of the impact of social work values and ethics guide your work on the case? Include information about your personal and professional growth that occurred because of working with the client system in this situation. What was successful and what were/are continued areas of development?

Other points to consider:
• This assignment can analyze a situation at any level of practice (micro, mezzo, or macro). It does not have to focus solely on an individual client-practitioner interaction.

• If you did not have an opportunity to apply a competency to your selected situation, it is important that you still incorporate the competency into your paper and describe how you could have demonstrated it given your field placement setting, client population, etc.

The length of this paper is typically 12-15 (maximum) pages, doubled-space, 12 pt. font size, 1” margins on left and right, with title and reference pages (as well as appendices, if applicable). Please number all pages. When submitting your paper, be sure to include a copy of the competency checklist. This checklist should indicate the page and paragraph number on your CCA where you discuss the competency and associated behavior (if applicable). This will assist the reader in locating information in your paper.

Your Field Instructor (supervisor) MUST receive a copy of this paper and sign off that they did receive it and include the date. Please include a copy of the signature page when you submit your paper for seminar.
COMPREHENSIVE CASE ANALYSIS FREQUENTLY ASKED QUESTIONS

• Do we have to address every aspect of how the competencies are demonstrated?
  Yes, if you wish to maximize the credit you earn for this assignment, you should address each related practice, behavior, or “competency indicator” under each competency. You MUST demonstrate that you did (or could) apply knowledge, values, skills or cognitive/affective processes related to each competency. You have some flexibility in how you do this (refer to specific knowledge, skills, concepts, courses, or values, etc.) but you should address the indicators used to demonstrate each competency. In order to receive an A, you must include at least two examples of each competency with clear descriptions and connections.

• Should we provide the name of the agency?
  You should only refer to your agency in general terms (i.e. the public school, the adult care facility, the residential treatment center, the hospital, etc.) Similarly, you should use pseudo-names for clients and staff.

• Do we need to name the course we're taking information from, or just the concepts and do we have to give a citation for every concept used?
  You do not need to reference each course but should cite references as appropriate per APA.

• Do we have to cite information/statistics about the agency itself?
  This depends upon your situation: yes, if you want to use it to demonstrate a competency, but you might approach it from a different perspective. If you feel giving data about the agency (i.e., demographics, service gaps, etc.) is relevant, you should probably NOT cite the sources to protect the confidential identity of the agency. Instead, you can simply put (Source Not Provided to Protect Confidentiality – SNPPC) where you would have put the source. This only needs to be spelled out the first time it is used.

• How are these assignments graded?
  A grading rubric is utilized to calculate points for this assignment and this is then calculated into a final assignment grade. The grading rubric is in the field manual and this syllabus.

• When is the final deadline (time of day) and to whom do we turn in the assignment?
  You are to submit this assignment to your field seminar instructor during your fifteenth field seminar class in April, as instructed by that professor. We assume that would be during your class session unless you are told otherwise by that instructor.

General CCA Recommendations

• Start with big and move to small: macro-micro, community-agency-family-individual (in background section especially but might apply to other sections as well).

Include relevant Information!!
• Do not use “I” other than in the reflection section, instead consider “this writer”, “social work intern”, etc. Think of if you were to read this case analysis in a published journal. Make sure to identify in the beginning that “this writer is an undergraduate social work intern.” This would be an example of competency 1/professional behavior.

• Source any theory, practice, or social work term that may not be familiar with people outside of our profession. These are usually examples of competency 4.

• Provide some explanation of why a section or piece is a particular competency using direct language quotes from the competency itself. Such as (C2.1) “this is needed as professional social workers are required to present themselves as learners and engage clients as experts of their own experiences.” C2.1 is Competency 2, Indicator 1.

• If you make a claim, make sure to include evidence as to why one could conclude this. Be careful of certainties such as the word “will” versus “has the opportunity to” if you do not know for sure something will happen. Also, watch out for and refrain from using judgement words such as “should.” Instead, consider words such as “need,” “recommend,” “require,” or “must.”

• Make sure your paper flows – it needs a beginning, middle, and end while also covering the sections required. Be careful of writing so factually that there is no story. There should be some indication of the student intern’s role in the case as well as what they would or could have done differently if allowed to or if they had more time with the case.

• PLEASE proofread carefully for grammatical errors as this is 25 of the total 61 points available (36% of your grade) Be careful of needed commas, run on sentences, needed separation of paragraphs, sentence flow, repeated words, and redundancy. Please use a thesaurus and formal language! This also includes accurate APA sourcing both within the body of the text and in your reference list/bibliography. Utilize a minimum of 12-15 scholarly sources including but not limited to the 2017 NASW Code of Ethics, Universal Declaration of Human Rights, and the 2015 CSWE Competencies.

• REVIEW THE SYLLABUS/FREQUENTLY ASKED QUESTIONS REGARDING THE CCA!!
Comprehensive Case Analysis (CCA) Grading Rubric

Student Name: __________________________

Reviewed By: __________________________ Date Reviewed: ______

2015 Council on Social Work Education Competencies

This rubric aligns with the Social Work Department’s Assessment Benchmarks whereby any student who performs at a C or higher is meeting or exceeding expectations.

The CCA is worth 40 percent of a concurrent student’s spring semester grade or 20 percent of a block student’s overall grade in Field Seminar. In this rubric, students can find clear descriptions of what is needed to be successful (or achieve at least a C) for this assignment.

Scoring the CCA Paper:
The total number of points a student can receive on this assignment is 61. If a student receives a 61, it means that they have provided sufficient evidence to receive a 100% or an A. Each competency is worth up to 4 points each. There are nine competencies, therefore students can earn up to 36 points for the demonstration of mastery of the competencies. This is worth 80% of the total assignment grade. There are an additional 25 points possible for clarity of writing. Please see attached writing rubric for how those points are awarded. Writing is worth 20% of the total assignment grade. If students wish to double check the grade calculation, they can multiply the competency points times .80 and the writing points by .20 and add the percentages together. This will give the final assignment grade in a percentage format.

A second reader will be utilized for inter-rater reliability should a student’s CCA receive a score of 50% or lower. Faculty Liaisons/Instructors - please notify the Field Coordinator immediately if this occurs.

Additional Note:
Under each Competency are bullet points. These are examples of how one could demonstrate that particular competency. Both the paragraph description and the associated bullet points are part of the competency. Please remember that students will receive a score on the entire competency, not on each individual example given.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Inadequate = 0 - 1 point Below Standard</th>
<th>Adequate = 3 points Meets Standard</th>
<th>Above Average = 4 points Exceeds Standard</th>
<th>Exemplary = 5 points Far Exceeds Standard</th>
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<tr>
<td>Please include relevant comments under the column of points awarded.</td>
<td>Does not mention any or insufficient key concepts from the competency nor demonstrate knowledge or the ability to apply the competency.</td>
<td>Describes some aspects of reasoning as to why example aligns with competency indicated</td>
<td>Describes competency and example in clear, yet descriptive terms.</td>
<td>High levels of understanding and proficiency</td>
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<td>Application and Knowledge: Does not identify competency at all and/or provide sufficient related information. The student does not use the literature nor course content to back up their answer.</td>
<td>Application and Knowledge: Able to identify competency and provide a basic example with some depth and description. The student integrates some literature and/or course content.</td>
<td>Application and Knowledge: Able to identify competency &amp; give at least one example using clear, descriptive language, integrating the literature and course content.</td>
<td>Application and Knowledge: Able to identify competency &amp; give at least two examples of how you met this competency in practice. Examples must thoroughly explain your actions as to how you achieved the competency. Your examples must be in depth using descriptive language, integrating the literature and course content.</td>
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<td>Competency 1: Demonstrate Ethical and Professional Behavior ______/4</td>
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<td>Competency 2: Engage Diversity and Difference in Practice ______/4</td>
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<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice ______/4</td>
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<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice ______/4</td>
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<td>Competency 5: Engage in Policy Practice ______/4</td>
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities _______/4

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities _______/4

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities _______/4

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities _______/4

CCA Grading Rubric for Clarity of Writing
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Inadequate = 0 - 1 point Below Standard</th>
<th>Adequate = 3 points Meets Standard</th>
<th>Above Average = 4 points Exceeds Standard</th>
<th>Exemplary = 5 points Far Exceeds Standard</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.</td>
<td>Writing is coherent and logically organized. All required components are included (background, assessment, etc.) Some points remain misplaced and stray from the topic. Transitions evident but not used throughout the submission.</td>
<td>Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.</td>
<td>Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.</td>
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<td><strong>Critical Thinking</strong></td>
<td>Presents underdeveloped and unoriginal ideas that are vague. Main points lack detailed development and show little evidence of critical thinking.</td>
<td>Some critical thinking is present; thinking and reasoning applied with original thought on a few ideas. Main points are present with limited detail and development.</td>
<td>Content indicates original and critical thinking. Ideas are developed with sufficient and firm evidence; main points well developed with quality supporting details.</td>
<td>Content indicates synthesis of ideas, in-depth analysis and original thought and support for the topic. Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.</td>
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<td><strong>Grammar &amp; Mechanics</strong></td>
<td>Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.</td>
<td>Most spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain.</td>
<td>Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.</td>
<td>Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.</td>
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<td><strong>Style</strong></td>
<td>Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.</td>
<td>Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.</td>
<td>Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.</td>
<td>Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination</td>
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<tr>
<td><strong>Format</strong></td>
<td>Fails to follow APA format and assignment requirements; incorrect margins, spacing and indentation; missing in-text citations and/or reference page; neatness of essay needs attention.</td>
<td>Meets APA format and assignment requirements; generally correct margins, spacing, and indentations; numerous errors in in-text citations and/or reference page; essay is neat but may have some assembly errors.</td>
<td>Meets APA format and assignment requirements; margins, spacing, and indentations are correct; minimal errors in in-text citations and/or reference page; essay is neat and correctly assembled.</td>
<td>Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; no errors in in-text citations and/or reference page; essay is neat and correctly assembled meeting professional standards.</td>
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Summary Points Earned by Competency:

<table>
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<tr>
<th>Competency 1 =</th>
<th>Competency 4 =</th>
<th>Competency 7 =</th>
<th>Total points for mastery of competencies:</th>
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<tbody>
<tr>
<td>Competency 2=</td>
<td>Competency 5 =</td>
<td>Competency 8 =</td>
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<tr>
<td>Competency 3 =</td>
<td>Competency 6 =</td>
<td>Competency 9 =</td>
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Total points for mastery of competencies: _______ (36 points max) x .80 = 80% of total assignment grade = ______

Total points for clarity of writing: _______ (25 points max) x .20 = 20% of total assignment grade = ______

TOTAL SCORE: _____%
2018-2019 CCA Competency Checklist

Student Name: ________________ Date: _____

The 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards in full can be found here. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Demonstrated by the student’s ability to: (Competency Related Behaviors)</th>
<th>Location (Page number &amp; paragraph number)</th>
</tr>
</thead>
</table>
| **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 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: | 1. 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; |  
| | 2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; |  
| | 3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; |  
| | 4. use technology ethically and appropriately to facilitate practice outcomes; and |  
| | 5. use supervision and consultation to guide professional judgment and behavior. |  
| | 6. Paragraph description of competency |  |

| Competency 2 – Engage Diversity and Difference in Practice  
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression | 1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; |  
| | 2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and |  
| | 3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |
and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

3. Paragraph description of competency

**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:

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

4. Paragraph description of competency

**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:

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

4. Paragraph description of competency
### 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:

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

3. Paragraph description of competency

### 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:

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

2. 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;

3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

5. Paragraph description of competency
### Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

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

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<tr>
<td>1.</td>
<td>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
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<tr>
<td>2.</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
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<tr>
<td>3.</td>
<td>use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
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<tr>
<td>4.</td>
<td>negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
</tr>
<tr>
<td>5.</td>
<td>facilitate effective transitions and endings that advance mutually agreed-on goals</td>
</tr>
<tr>
<td>6.</td>
<td>Paragraph description of competency</td>
</tr>
</tbody>
</table>

### 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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>select and use appropriate methods for evaluation of outcomes;</td>
</tr>
<tr>
<td>2.</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
</tr>
<tr>
<td>3.</td>
<td>critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
</tr>
<tr>
<td>4.</td>
<td>apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
</tr>
<tr>
<td>5.</td>
<td>Paragraph description of competency</td>
</tr>
</tbody>
</table>
Professionalism Assessment Rubric (worth 15% each semester)

| Student Name; ____________________ | Date: ____________ |

1. Uses technology ethically and appropriately to facilitate practice outcomes while in class. This includes the use of computers and cell phones in the classroom.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent 5--4.5 pts</th>
<th>Above Average 4.4--4.0 pts</th>
<th>Average 3.9--3.65 pts</th>
<th>Does Not Meet Expectations/ Unacceptable 3.6 pts or below</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Student complies with the classroom rules and does not use his or her cell phone during class. Student’s phone is turned off during class times or does not go off during class or advisement meetings with the professor. If the student uses a computer to take notes during class, he or she has first checked with the professor and has been given permission. Those students with permission to use a computer to take notes do not abuse this privilege by being open to any other page than a word document for note taking.</td>
<td>Student only has had to be told once with regards to inappropriate cell phone use or disturbance during class and or advisement. The same with computer use, the student has only used the computer inappropriately once during class.</td>
<td>Student has had to be told more than twice, but less than four times about his or her inappropriate use of the phone or computer during class and or advisement.</td>
<td>Student does not meet expected professional behavior requirement for use of technology in class or during advisement. Student has been told about his or her inappropriate use of the phone or computer more than four times and has not made any attempt to reflect and or self-correct this behavior.</td>
</tr>
</tbody>
</table>

2. Identifies as a professional social worker and conducts oneself accordingly by using reflection and self-regulation to manage personal values and maintain professionalism in and outside of the classroom with regards to communicating with peers and the instructor. Additionally, student uses self-correction when given feedback regarding ways to improve his or her oral and or written communication.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent 5--4.5 pts</th>
<th>Above Average 4.4--4.0 pts</th>
<th>Average 3.9--3.65 pts</th>
<th>Does Not Meet Expectations/ Unacceptable 3.6 pts or below</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is respectful during class time and does not carry on side conversations with other students while they are supposed to be paying attention to the course content. The student utilizes time given in class for discussion appropriately and does not talk about things other than what is expected during that time. The student is respectful of others when they give feedback and does not yell, swear at or get aggressive in or out of class with others regarding class content. The student brings to the</td>
<td>Student has only had to be spoken to once or twice with regards to any of the following: side conversations, utilizing class discussion time appropriately, not being respectful to other students and or the faculty when giving feedback, not coming prepared to participate in class, being late or leaving early from class (without valid excuse) and or not self-correcting when given written feedback on an assignment. Student was reminded about using proper channels for conflict resolution</td>
<td>Student has been given feedback on their professional misconduct in any of the following areas more than twice but less than four times: side conversations, utilizing class discussion time appropriately, not being respectful to other students and or the faculty when giving feedback, not coming prepared to participate in class, being late or leaving early from class and or not self-correcting when given written feedback on an assignment.</td>
<td>Does not meet expected professional behavior requirement communication and self-reflection and correction. Student has been given feedback in the following areas more than four times and has not reflected and or self-corrected demonstrating a pattern of unprofessional behavior in the classroom or during advisement.</td>
</tr>
</tbody>
</table>
attention of the professor any issues or conflicts that may need to be addressed as they pertain to their learning in class. The student communicates their willingness to learn and participate in professional conduct by coming to class on time, prepared having done readings and or other assignments. The student utilizes both verbal and written feedback on assignments to improve his or her work. The student is willing to receive feedback in a positive manner. The student is able to use proper channels for conflict resolution, starting with the person they have the issue with and then bringing the issue to the attention of the professor, Program Director, Chair, Associate Dean, and/or Dean once all options have been exhausted. This pertains to any issues or conflicts that may need to be addressed as they pertain to the social work program.

<table>
<thead>
<tr>
<th>Total Score/Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receiving a grade in this column may have been spoken to once and have since corrected behaviors and have not had to be spoken to again.</td>
</tr>
<tr>
<td>Students receiving a grade in this column have been spoken to more than once and have not self-corrected with feedback.</td>
</tr>
</tbody>
</table>

### 3. Attendance: Student comes to class on time and prepared to discuss content relevant to class.

<table>
<thead>
<tr>
<th>Student is always on time and actively participates in classroom discussion. Student has not missed any classes.</th>
<th>Student has only been late to class once and actively and has only missed one class. Student actively participates in class.</th>
<th>Student is usually on time, but has missed at least two classes. Student is usually prepared and participates in classroom discussions.</th>
<th>Student is normally late and or has missed more than two classes and when they are in class, they do not regularly participate in classroom discussion.</th>
</tr>
</thead>
</table>

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VIII.

**Agency Information Form**

**Reminder** Students are to submit the completed agency information form to their faculty liaison by the end of the first semester of field practicum.

The Agency Information Forms will be available for BSW students to review as a resource to students in preparation of field application materials.

Section A: Agency Contact Information

<table>
<thead>
<tr>
<th>Name of Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>City, State, Zip</td>
</tr>
<tr>
<td>Contact Numbers</td>
</tr>
<tr>
<td>E-mail Address</td>
</tr>
<tr>
<td>Name of Primary Contact Person</td>
</tr>
</tbody>
</table>

Section B: Overall Agency Information

Primary Agency Purpose and/or Mission (you may attach agency materials that will help students understand the overall agency or copy and paste from website).
VIII. Social Work Department/Campus Academic Policies

- **Academic Dishonesty:** Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the Instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

- **Attendance:** Students must attend all sessions and are expected to actively participate in the activities scheduled for each session. "Absences will be excused for (a) documented illness, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Substantiation of excused absences is the responsibility of the student. Excuses for official representation of the College must be obtained from the official supervising the activity or event. Absences deemed excessive by the Instructor may result in a lowered grade. Students whose unexcused absences exceed 15% of the scheduled classes and laboratories will be subject to failure at the instructor's discretion" (Faculty Senate, 2009). For this class, if you miss 15% of scheduled classes (or **5.36 hours, or 1.95 class periods**) you will fail the class.

- **Student Accessibility:** The College at Brockport Policy: Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Student Accessibility Services (SAS) makes this determination. SAS is now part of The College at Brockport’s Academic Success Center located on the first floor of the A.A. Brown building. For more information, please visit /life/accommodation_resources/. Please contact this Office at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. **The student is responsible for providing the course instructor with an official letter.** Faculty work as a team with the Office for Student Accessibility Services to meet the needs of students with disabilities. From the Instructors: “We would appreciate hearing from anyone in this class who has a special need which may be the result of a confirmed disability. We are reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See us after class, or during office hours, as soon as possible.”

- **Gender Discrimination and Sexual Harassment:** Sex and Gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at https://www.brockport.edu/about/title_ix/. Confidential assistance is available on campus at Hazen Center for Integrated Care and RESTORE. Faculty are NOT confidential under Title IX and will need to share information with the Title IX & College Compliance Officer. For these and other policies governing campus life, please see https://www.brockport.edu/support/policies/student.php

- **Writing Standards:** The profession demands of its practitioners the ability to communicate clearly. This includes both verbal and written communication skills. The written assignments for this course will be graded first on the basis of the student’s mastery of subject matter. The grade will also be affected by the quality of the written assignments. Credit will be lost for poor development of written work, improper grammar, poor spelling, and the improper use of English vocabulary. **The APA style is to be followed in preparing this or any other formal papers required by this Department.** If you need support in developing the quality of your written work, please contact the
Academic Success Center at (585) 395-2293 to make an appointment or schedule an online writing tutoring session. The College at Brockport utilizes STAR NY tutors for this service. STAR NY tutors are available on a first-come, first-served basis and are available Sundays through Thursdays from 7:00-11:59 p.m EST. Follow this link: [http://www.starny.org/tutoring_schedule](http://www.starny.org/tutoring_schedule) and click "request a tutor" and login using your netID and password!

**Scholarly resources:** Many social work assignments require the use of scholarly resources which include peer-reviewed articles and reputable websites which often end in .edu or .gov. Media such including online magazine editions, popular media, or sensational-type news articles often do not meet expectations for social work assignments. Information about how to determine whether a resource is scholarly is available at [http://library.brockport.edu/c.php?g=390464&p=2651785](http://library.brockport.edu/c.php?g=390464&p=2651785) and [http://www.library.illinois.edu/ugl/howdoi/scholarly.html](http://www.library.illinois.edu/ugl/howdoi/scholarly.html)

**Be sure to contact your social work instructor if you have questions about using a particular source for an assignment.**

- **Use of Electronic Devices in the Classroom:** Ringtones **must** be turned off in class, and if on, phones must be in vibrate mode. If there is a need to check for and/or receive a call (New York Alert or parent with sick child and similar needs), the student **must** inform the instructor in advance that the student may need to excuse him/herself to take an important call. Having an electronic devices with text messaging or photo/video capabilities in hand during an examination can bring a suspicion of (and possibly charges of) violating the College’s Academic Dishonesty policy.

- **Emergency Notification:** In case of emergency, the Emergency Alert System at The College at Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the College’s Emergency Information website, [https://www.brockport.edu/support/emergency](https://www.brockport.edu/support/emergency). Included on the website is detailed information about the College’s emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in classrooms, halls, and buildings and all college facilities.

- **Statement of Equity and Open Communication:** We recognize that each class we teach is composed of diverse populations and are aware of and attentive to inequities of experience based on social identities including but not limited to race, class, assigned gender, gender identity, sexuality, geographical background, language background, religion, disability, age, and nationality. Our classrooms operate on a model of equity and partnership, in which we expect and appreciate diverse perspectives and ideas. If anyone is experiencing exclusion, intentional or unintentional aggression, silencing, or any other form of oppression, we encourage open communication with the instructor and/or the class as a whole. (Adapted from M. Obourn, Department of English, Interim Provost for Diversity, Academic Affairs).

Also see the College’s ‘Better Community Statement’ [https://www.brockport.edu/about/diversity/whatwearedoing.html](https://www.brockport.edu/about/diversity/whatwearedoing.html)

Learners, both students and instructors, will engage in a learning situation that will benefit all participants and enhance the opportunity to become competent social workers. Students are responsible for reading materials assigned and participating in learning activities.

Instructors are responsible for providing an opportunity for meaningful learning experiences. Although course content may be modified with the agreement of the participants, the objectives must be achieved. The instructors will announce office hours and will be available for individual and group
meetings with students outside regular class time. In fact, meeting with instructors outside of class
time is strongly encouraged and may be required.

All participants will respect one another's opinions and will commit themselves to create an
atmosphere where questioning, self-expression, and sharing are encouraged and the right to disagree
respected. During the semester, both students and instructors will be evaluated.

**Grading Key:**

A/A- = Outstanding Performance: You demonstrated that you understood the concepts, gave appropriate
eamples, no writing or grammatical errors. Ideas were well developed. Demonstrated excellent critical thinking
skills.

B+/B = Good Performance: You demonstrated that you understood most of the concepts and your examples were
a little weak. There are a few problems in the development of your ideas, in writing and grammar; however, they
are not severe. Demonstrated good critical thinking skills.

C+/C = Average Performance: You did not demonstrate clearly that you understood the concepts. Your work
does not indicate clear thinking or that much thought went into the assignments. Ideas were not clearly presented
and there are several grammatical and writing errors. Demonstrated average critical thinking skills.

*Note! A “C” grade in a required social work course - especially a methods course, often disqualifies a student
from eligibility for advanced standing in MSW programs.

**Note! A “C-” grade in a required social work course is not a passing grade; the course must be taken again for
a BSW degree.

D+/D- = Marginal. Just passing (this applies to social work electives only; a grade of “D+, D, or D-“ is not a
passing grade in a required social work course). You barely demonstrate an understanding of the concepts. There
are numerous problems in development of your ideas, grammar and writing. Demonstrated little, if any, ability for
critical thinking.

E = Unacceptable: You demonstrate no understanding of the concepts. There are serious to severe problems in
development of your ideas, grammar, and writing. Demonstrated no critical thinking skills.

A   4.00 = 95 - 100 %     A-   3.67 = 90 - 94 %     B+   3.33 = 87 - 89 %     B     3.00 = 83 - 86 %
B-  2.67 = 80 - 82 %       C+   2.33 = 77 - 79 %    C      2.00 = 73 - 76 %     C-   1.67 = 70 - 72 %
D+ 1.33 = 67 - 69 %       D     1.00 = 63 - 66 %    D-      .67 = 60 - 62 %     E       .00 = 59.99 %

*** Please note that there are only 4 weeks to drop a course. **

IX. Instructor’s Classroom Policies

ALL students are encouraged to disagree and engage in respectful discourse. However, disagreeing
does NOT mean disrespecting. Any student disrespecting another student, the instructor, or a class
guest will be asked to leave resulting in a recorded absence for that date. The student will then be
required to meet with the instructor to review the professionalism rubric and present how they plan to
respect all parties in the future. This could also result in the student receiving a reduced grade.

X. Student Resources
The Drake Memorial Library: Did you know that we have our very own Social Work Resources page through the Drake Memorial library? You can search for and access library resources as well as services here: http://library.brockport.edu/socialwork

The College provides a variety of supportive services listed on the Academic Support page: https://www.brockport.edu/academics/support.html

The Academic Success Center (ASC): provides services and resources to enhance learning inside and outside of the classroom. Your academic and personal success — however you define it — is important. We want you to get the most out of your experience at Brockport. Services include new student programs, academic advisement, student accessibility support, and academic success resources such as tutoring in ALL content areas, study skills development, as well as tutorials on how to use Eagle Success to track your academic progress and interact with your instructors (request appointments, send email, view office hours) each semester. https://www.brockport.edu/academics/success_center/

The Educational Opportunity Program: Assists economically and educationally disadvantaged students to achieve educational goals. http://www.brockport.edu/eop/

The Counseling Center: Offers information, counseling, emotional support, and prevention services to foster the psychological well-being of students. http://www.brockport.edu/

The Registrar’s Office: Find information related to course registration including deadlines for registration, add/drop, and withdrawing from a course. https://www.brockport.edu/support/registration_records
APPENDIX C

MACRO PROJECT DEFINED

A “macro project” consists of a specific component of the student intern’s field placement, which focuses on macro-systems intervention strategies and tactics in the planning of change. The intervention skills demonstrated in a macro project should therefore focus on public issues, programs, organizations or communities. The arena for this project may be “inside” the system (such as inter-agency planning groups, program development) or “outside” of the system (such as work with neighborhood groups or coalitions).

The project should comprise no less than 10 percent of the student’s field placement assignments (approximately 2 hours per week for concurrent students and 3 hours weekly for block students). An additional five hours is expected that may occur outside of agency time, for a total of at least 27 hours (this guide also applies to students engaged in projects outside of their internship). Hours devoted to this project may be evenly distributed throughout the student’s placement or concentrated in a specific time period according to the discretion of the field instructor and the nature of the project itself.

Please note: if a suitable macro project cannot be found within the context of the internship, students may need to do a project which takes place outside the agency – i.e., a campus-based or community-based activity. The hours spent on this outside project are deducted from the hours the student would normally be at the agency. This decision should not be made unless a conversation takes place between the field seminar instructor and the Methods III course instructor. For off-site projects, a maximum of 22 hours may be deducted from field placement hours, unless otherwise agreed-upon with the agency supervisor and seminar instructor. The additional five hours (for a total of 27) will not be deducted from the field placement hours. The ultimate expectation is that off-site projects would still have major relevance to the field agency’s client system. (Off-site macro project supervisor will sign-off a separate time sheet to be included with Final Field Evaluation)
A macro project should afford the student the opportunity to practice change agent skills in an interactive setting, therefore should not consist of such activities as library research, preparing service directories, or devising new agency forms. Research such as a needs assessment may be an appropriate macro project only if there are ample time and resources available to allow the student to observe or participate in policy or program recommendations that may evolve as a result of the survey’s findings.

A macro project may not consist of the student merely facilitating a group. This mistake is sometimes made when students consider any work with more than one client as “macro level intervention.” Work with groups should have large systems change as the primary objective to be considered an appropriate macro project. A group could be part of piloting a new approach for services

**Appropriate Targets for Change when Designing a Macro Project**

(The following concepts are found in *Promoting Community Change* by Mark Homan.):

**Change “outside” the agency structure:**

Students could participate in community activities that may take one or more of the following forms:

1. Community development – links people with one another and with different types of wealth in the community to change conditions leading to improvement in the quality of life.

2. Neighborhood empowerment – helps people within a particular geographic area develop their resources and lay claim to their right to control their own destinies.

3. Community problem solving – brings together various, even competing interests within a community to creatively solve a particular problem that affects everyone.

4. Developing community support systems – provides the means for community members to be in routine contact with one another in a climate of giving and receiving.

5. Community education – assists the community by bringing matters to the community’s attention and preparing it for knowledgeable action.
6. Developing a broad-based community organization – these organizations work to redistribute community resources and access to community decision making, establishing a new force within the community to recognize and take sustained action on issues that affect people other than the rich and powerful.

**Improving the Service Delivery System:**

Students may engage in work that strives to make improvements in the services clients receive:

1. Change program regulations – improves services by changing regulations, thereby helping a program work better

2. Improve program delivery – involves experimenting with program design and service methods which can result in significant benefits to both the agency and the client.

3. Encourage collaboration between agencies – helping agencies to overcome barriers to provide creative and efficient use of limited resources and set the stage for future collaborative efforts.

4. Develop a new program – helps to meet a gap in needed services or resources

5. Empower clients – organizing clients to help hold the service delivery system accountable and/or to involve them in planning, developing and refining services in a way that vests clients with real authority.

Please Note: *the student alone, the student and field instructor together, or the student and other agency staff may initiate the above activities. Furthermore, the activities above may already be in the planning process or even operationalized. The point is that the student does not necessarily have to initiate the project or work on it alone!!!*

Tactics and skills that are discussed in Methods III include the following:

- Community assessment
- Organizational assessment
- Promoting an innovative service or program
- Fostering participation
- Creating self-help groups
- Cause (vs. case) advocacy
- Changing an organization from within
- Fund raising, grant writing and other forms of procuring resources
- Coalition building
- Using the media and other communication resources
- Negotiation and conflict mediation
- Running effective meetings
- Social movements and protest strategies (i.e., boycotts, sit-ins, rallies, marches)
It is wise for the student and field instructor to identify which of the above skills the student may utilize in the course of his/her macro project.

And finally……..

Here are a few examples of what students have done in the past:

- Homelessness awareness rally, march and speak-out – Three students organized these events to draw attention to conditions of local homeless people and lack of resources for this population. Speak-out was held at St. Mary’s Dugan Center and covered by local Rochester media.

- Campus Clothesline Project – two students took the lead organizer role for this annual two-day campus event which drew over 370 attendees and was covered by major news outlets. Through the display of hundreds of t-shirts with messages regarding violence against women and the creation of new shirts by survivors and their loved ones, the scope of the problem creates a community education opportunity and provides resources to those who need them.

- AARP - Student worked with The Hunger Aging Alliance to develop a communication plan to: educate the public about food insecurity among the older population; address the needs of food insecure individuals; and help them find private community food assistance and resources.

- Jewish Home of Rochester – Student developed a “friendly visitors” training program for volunteers at a nursing home. The program discussed activities that volunteers can do with residents, ways to approach and communicate verbally and nonverbally with residents, communication tips for hearing impaired, vision impaired; speech impaired, and confused residents. It also discussed ways to respond to behaviors related to dementia.

- Jewish Senior Life/Adult Day Health Care – Student analyzed data from Jewish population study and visited other adult day care programs to assess strengths for increasing attendance of their members. Gave recommendations for improvements to Marketing Plan and service delivery of recreation program. Attendance was increased approximately ten percent.

- Restart Substance Abuse Services – student implemented a domestic violence awareness and education component to women’s substance abuse outpatient treatment program.
ARC of Livingston County – Student worked on the initial stages of creating a resident’s advisory council by assessing client needs through facilitating consumer focus groups.

SlutWalk Rochester – Students have organized this annual event which is part of a national movement to draw attention to victim blaming and street harassment. The goal is to counter the belief that because a woman dresses a certain way (or like a "slut") that she was "asking for it." Rally and march has taken place in downtown Rochester and includes students and community members.

Student placed at GCASA used her agency resources to coordinate a training on how to administer Narcan, the lifesaving medicine for the population at risk of fatal drug overdoses, i.e. opiate. This training – targeting students in the Substance Abuse & Addiction Program and the campus community - covered knowledge of the opiate overdose risk factors, signs of an overdose, and methods to handle an overdose.

An intern at Henry Hudson School #28 – RCSD - piloted a Mentorship program for students who recently arrived from Puerto Rico as refugees after Hurricane Maria. Mentors were older, Spanish speaking students that moved to Rochester within the past 2 years and served as positive role models.

Tent City – Students facilitated the annual event on campus called Tent City. The event’s objective is to raise awareness of homelessness to college students and collect money and clothing to donate to local organizations that provide food and shelter for poor people locally. Student collected donations from local businesses in order to have items to raffle off to students in order to raise money. Student organized tabling in the union and recruited volunteers to “panhandle” money, collect donated clothing, and give the donations to the desired places. Students arranged for guest speakers representing local organizations to help raise awareness about homelessness and its causes. Student organizers also established a “tent city” on campus where students slept overnight outside of the union to symbolize the conditions many homeless individuals face.

Rochester Regional Health organizing a social work staff development training on Early Intervention Services in Monroe County. This will be done by bringing in a representative from the organization for a presentation and open forum on the program. Attendees will be pediatric, primary care, internal medicine, and family medicine social workers across the Rochester Regional Health organization.

Through a Center for Youth outreach “Help Zone” location at Monroe High School, a student performed a needs assessment of LGBTQ students and laid the groundwork for the beginning of a Gay/Straight Alliance at the school. She was able to interface with
school administrators and teachers and facilitated the creation of a support network for students as an initial step.

- At a Rochester City school, the intern developed support for and implemented a pilot project which provided a socio-emotional workshop on mental health issues for 6th grade students to assist the school in beginning to create ways to implement the new mental health education law in New York State. The purpose of this pilot project was to promote mental wellness and have students engage in early identification of mental health concerns and coping strategies.

- Two interns placed at Person Centered Housing Options developed a simulation project called Racing for Housing to reduce college students’ stigma towards and stereotypes about the homeless population. Through their internship, the students saw firsthand the significant number of barriers that prevent homeless individuals from obtaining permanent housing. Negative perceptions about homeless people and the causes of homelessness factor into these barriers. The successful simulation was conducted in two social work classes and was featured in the web site for The National Center for Excellence in Homeless Services.

- At Lifespan, the student created a component to a staff meeting called “Stop and Smell the Roses” which was designed to address burnout issues and boost staff morale. This element of the staff meeting was developed for staff to share success stories or praise a colleague for excellence in practice. The student also created a “Stop and Smell the Roses” group on an app on Outlook as a place staff could share and view the same type of kudos and stories.
APPENDIX D

The revised 2017 National Association Code of Ethics can be found in full by clicking on this link.
APPENDIX E

Ethics in Social Work, Statement of Principles

International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

1. Preface
Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries, others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

2. Definition of Social Work
The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions
International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
• The International Covenant on Economic Social and Cultural Rights
• The Convention on the Elimination of all Forms of Racial Discrimination
• The Convention on the Elimination of All Forms of Discrimination against Women
• The Convention on the Rights of the Child
• Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles
4.1. Human Rights and Human Dignity
Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person’s physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people’s right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.

2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.

3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person’s life.

4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice
Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.

3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. **Working in solidarity** - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

5. **PROFESSIONAL CONDUCT**

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.

2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.

3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.

4. Social workers should act in relation to the people using their services with compassion, empathy and care.

5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.

6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.

7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, and the professional association and to the law, and that these accountabilities may conflict.

9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.

12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004. Copyright © 2004 International Federation of Social Workers and International Association of Schools of Social Work, PO Box 6875, CH-3001 Bern, Switzerland
Appendix F

COUNCIL ON SOCIAL WORK EDUCATION

Internships, Department of Labor Regulations, and Social Work Field Education:
Setting the Record Straight
February 25, 2014

In 2010, the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act, which can be found here: http://www.dol.gov/whd/regs/compliance/whdfs71.pdf

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, Harper’s Bazaar, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.