



BASW FIELD EDUCATION STUDENT HANDBOOK

SCHOOL OF SOCIAL WORK - 2011-2012

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“The online handbooks aim to provide the most current information possible; sites are updated as needed. However, information contained in the handbooks is subject to change at any time. The handbooks are intended to serve as a general source of information and are in no way intended to state contractual terms.”

Summary

In 2008 the Council on Social Work Education designated Field Education as the signature pedagogy of Social Work Education. Field education is considered as experiential curriculum in which the goal of the outcome approach is to demonstrate the integration and application of competencies in practice with individuals, families, groups, organizations and communities. In many instances, it is where students *transform* into Professionals. With the help of a field instructor, the student integrates classroom learning and personal experience with real life situations. While the field "course" takes place in an organizational or community setting, there are still learning educational goals, practice behaviors, articulated competencies, student responsibilities, an evaluation, and a field instructor.

Students are expected to be adult learners and be responsible for key aspects of the field experience such as:

Knowing the number of credits and hours they need to complete for each term of field;

Registering for field before going to a field placement;

Paying the malpractice premium before going to field placement;

Signing the Student Agreement/Release of Information form;

Taking the field learning plan and evaluation to their field instructor at the start of the term;

Knowing the dates on the field schedule for field planning and orientation seminars and when field learning plans, evaluations, and requests for field are due;

Knowing school policies and procedures related to field;

Knowing the steps of problem solving and how to contact their assigned field liaison;

Conforming to the NASW Code of Ethics while in field.

The field experience is definitive for most students: it affirms that they have chosen the right profession. Additional information to assist students with field placement is located in the following chapters in this handbook.

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Introduction

Field Education has been designated the signature pedagogy of 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 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 criteria by which students demonstrate mastery of the program's core competencies as operationalized by the practice behaviors as outlined by the School and the Council on Social Work Education for each level.

Field Education is commonly described as that part of the curriculum where the integration of theory and practice occurs. The opportunity for this "integration" or "hands-on" learning to take place occurs when the student is assigned to a field instructor or task supervisor in an agency or organization that is affiliated with the School of Social Work. Broadly speaking, the learning is structured through the identification of educational goals, practice behaviors and the program's core competencies. The field instructor translates these educational goals, practice behaviors and competencies into specific practice and learning tasks for the student and provides both instruction for and supervision of the learning. Field instructors and task supervisors engage in ongoing evaluation of the student's progress through the mechanism of the weekly supervision conference and by providing feedback regularly to the student. A field liaison from the School of Social Work visits at least once during the term. The Formal evaluation of the student by the field instructor occurs prior to the end of the term.

BASW Program

In concert with the School's mission, the BASW Program, built on a strong liberal arts base, prepares its students to be competent entry-level generalist social work practitioners and for graduate education. The program educates students with the knowledge, values, and skills needed to engage in culturally competent practice with diverse populations, promotes critical analysis of environmental factors affecting individuals, families and communities, and promotes advocacy for those who confront structural barriers, thus preparing students for service and leadership.

In the BASW Program, field practicum constitutes of 12 credit hours or approximately 600 hours over a two term period in the senior year. The student is in field placement 3 days each week for approximately 8 hours each day. A 3 credit practicum seminar and lab runs concurrently with each term of field placement. The instructor for the practicum seminar lab serves as the field liaison for the field placement. The focus of the BASW field placement is the **generalist practice method**. During the first term, the student becomes familiar with the agency setting and gradually becomes involved in the professional work of the agency; in the second term, the student is expected to actively use the problem-solving process.

PREPARING FOR FIELD PLACEMENT

The placement of BASW students actually begins at the Orientation for New Students held for incoming students. Part of the Orientation is set aside for a member of the field staff to review the field placement process and distribute information. Students are advised to review the BASW Field Information Packet at: http://www.socialwork.pitt.edu/downloads/BASW_Fld_Plcmnt.pdf and FAQ document at: <http://www.socialwork.pitt.edu/downloads/FAQs.pdf> as well as resources for students available at: <http://www.socialwork.pitt.edu/academic-programs/field-education/resources.php>. Students are reminded of their upcoming field practicum in many of the BASW classes and are asked to reference the above-mentioned materials on-line prior to the start of the official matching process. Students are also informed that the BASW Field Handbook is always available on-line for their review at: <http://www.socialwork.pitt.edu/downloads/BASW%20FIELD%20HANDBOOK.pdf>. In the spring of the year preceding their senior Practicum, the Office of Field Education holds a "Preparation for Field" meeting for students. This meeting, which is included in the School's calendar and is discussed in the BASW Field Education section of the BASW Student Handbook, reviews with the students the BASW Field Information Packet, FAQs, and resources available to assist them as listed above. This meeting also introduces students to the resources and procedures used to match them with available field placements. Field education policies such as request for field placement, interview confirmation forms, and expectations for field placements are reviewed. Students begin the process by viewing appropriate field setting opportunities organized by CSWE categories via the School's web based directory at www.fieldedlink.pitt.edu.

Matching students with a potential field placement continues after the field planning meeting when the BASW student completes and submits a Request for Field Placement form, a resume, and Student Agreement/Release of Information form to the Office of Field Education <http://www.socialwork.pitt.edu/academic-programs/field-education/basw.php>. BASW students are not permitted to "shop" for their own placements and although they are asked to provide information about sites in which they are interested, we ask that they narrow it down to their top three areas of interest. As discussed in Standard AS B2.1.8, a separate, but comparable, form is completed by those students considering field placement at their place of employment. This form can be found at: <http://www.socialwork.pitt.edu/academic-programs/field-education/basw.php>. Both forms request information on the student's prior work or volunteer experiences, current interests, and factors that might impinge on the selection of a field placement, such as availability of a car, distance from home or school, and the like. Completed forms, along with two copies of a current resume, and the Student Agreement Form are submitted to the Administrative Assistant in the Office of Field Education who then schedules the student for an individual appointment with one of the professional field staff. Office of Field Education staff who are engaged in the process of matching students to field placement sites are referred to as "field advisors".

The interview with the field advisor is designed to elicit additional information about the student's learning goals and career plans. Based on the interview, the field advisor contacts potential field agencies that can provide opportunities congruent with the program's goals and core competencies, and arranges to send a copy of the student's resume. The student is then given the name of the contact person at the agency and is told to arrange an appointment with him or her. If, after interviewing with the agency, there is agreement by both the field instructor and the student regarding the suitability of the match, the student and the Field Instructor submit a Confirmation of Field Placement Form to the Office of Field Education. At this point, a letter of confirmation is sent out to both the student and field instructor.

There are School of Social Work policies based on the Council on Social Work Education standards regarding most of these aspects of field placement. Students are required to read and to follow all policies and guidelines related to field placement. Please refer to the section on "Policies and Guidelines Related to Field Placement" for further information.

- Students are required to set up a university email address so that they can receive information related to field education. Field information is also available through the school's web site, <http://www.socialwork.pitt.edu/academic-programs/field-education/>
- Students must also purchase a malpractice premium that will be automatically invoiced on their student bill before they can begin field placement. Students must sign a Student Agreement/Release of Information form. Lastly, a student must be registered for field while they are in the field.

The section entitled "**Resources Available to the Student**" indicates where the student can obtain information on field placement possibilities. Students may begin their quest for a field placement by exploring current field placement opportunities via the on-line field directory located at www.fieldedlink.pitt.edu.

REQUESTING FIELD PLACEMENT

1. All students complete and submit a REQUEST FOR PLACEMENT FORM. The Forms are available in the forms display outside Room 2127 C.L., are included in the information packets distributed at the required field placement planning programs and individual meetings with BASW students, Finally, these forms are available from the school's web site for all students that may be accessed at any time. These forms are specifically reviewed in the BASW planning seminar. The dates and deadlines for submitting the form each term are also identified on the BASW Field Education Schedule later in this section. The dates for the field placement planning programs are also identified on the BASW Field Education Schedule later in this section.

BASW forms are submitted from February 1-15 of the student's junior year; BASW students planning sessions occur in the spring. Students are provided with request forms, learning goals, practice behaviors, core competencies, confirmation forms, and other materials through the planning session.

Students are expected to have a current résumé attached to the REQUEST FOR FIELD PLACEMENT FORM and to send an electronic copy to the assigned field advisor. The résumé should be available to the potential field instructor either prior to or during the interview with the student. Any standard résumé format is acceptable. A sample layout and copy of a sample resume is included in the welcome packet available on-line. More information on resume writing is available through the University of Pittsburgh School of Social Work career services website- <http://www.socialwork.pitt.edu/student-resources/career-services.php> or the University's website <http://www.careers.pitt.edu>.

As part of the admissions process BASW students complete a student agreement/release of information form A copy of this form can be found at BASW students -http://www.socialwork.pitt.edu/downloads/Release_BASW.pdf

Students who require accommodation during field placement must submit a letter specifying the particular accommodation that will be needed to assist them to meeting the requirements of the field placement at the time they submit their request. Since the field environment is different than classroom environment, the accommodations may be different from the classroom.

Students should not request settings where they or a family member are or have been receiving services.

2. All request forms for field placement are forwarded to the administrative support person for field in Room 2129 Cathedral of Learning. An appointment with a field advisor will be given. For incoming students, initial communication may be via phone or e-mail. Students are not permitted to make independent arrangements for field placement. Field instructor approval and field assignment must be made by field personnel. No student can be guaranteed a stipend from an agency by the field advisor. No field placement is finalized until the student and field instructor interview forms are received and each has received an official letter of confirmation.
3. Notification of field instructor and field placement potential "match" are provided to the student following a review and discussion of the request and the identification of an appropriate "match". This may take several weeks.
4. The student then arranges to interview with the potential field instructor. In larger agencies, the training director may first interview the student to facilitate the appropriate match between specific students and field instructors. To prepare the student for the initial interview with an agency representative, field education advisors have generated a list of questions. This list can be found in the "Welcome Packet" on the school's web site in the Field Education section. The aim of these questions is to sensitize the student as to what information he or she needs to obtain in order to make a responsible decision about the field placement

selection. In all cases, the student must meet with the actual field instructor before the field placement arrangements are finalized.

5. At the close of the interview, students should feel free to inquire about the decision-making process regarding field placement. Some field instructors will provide the confirmation immediately while others may have to consult a supervisor or administrator before making a decision.
6. The student should return both confirmation forms (the student interview confirmation form and the field instructor confirmation form) to their field seminar instructor, field advisor or to the administrative support person for field in Room 2129 C.L. as soon as possible. The confirmation form is necessary to verify the final information on the name and address of the field instructor, agency, etc. Without these completed forms, the field placement will not be confirmed. Students should expect to receive a confirmation letter regarding their field placement assignment.

The matching process is a complicated one. Many variables are involved. First, students are matched on the basis of interest, previous experience, learning goals, preference for the field site, professional goals, and transportation needs. Secondly, the School of Social Work works within certain constraints. The number of placements available is not constant. Occasionally agency funds may be cut unexpectedly resulting in staff layoffs. The number of students accepted for field placement may then be reduced. For various reasons, sometimes agencies are unable to inform the School of Social Work expeditiously of the number of staff available for field instruction purposes. A current list of field placement opportunities can be found on the School's website at www.fieldedlink.pitt.edu.

Students are not "to shop" for their own field placement, just as agencies are not permitted "to shop" for students. Larger agencies and organizations usually will not respond to a student request for an interview; interviews are granted only when a field advisor has consulted with an agency representative prior to the student call. Some agencies may not be able to accommodate students during a particular term. There are settings that will accept only second year MSW students. A particular field site may have additional requirements such as a physical exam or Mantoux test (for tuberculosis), or require clearance from the Commonwealth of Pennsylvania for Act 33 (relating to history of child abuse offense) or Act 34 (relating to criminal history). To obtain this additional personal information is the responsibility of the student. Students can access these forms through http://www.fbi.gov/about-us/cjis/background-checks/background_checks . The links to these forms may also be found via the School of Social Work's website at <http://www.socialwork.pitt.edu/academic-programs/field-education/resources.php>.

In addition, some agencies are now requiring FBI checks for all students requesting field placements working with children. This is especially important for out-of state advanced standing students who may have the start of their placement delayed due to the inability to process a PA clearance and the wait involved in the FBI clearance process. For more information on this process, the FBI website is <http://www.fbi.gov/hq/cjis/fprequest.htm>

School of Social Work Clearance Statement:

I, _____ am a student in the School of Social Work at the University of Pittsburgh. I understand and agree in accordance with the curriculum requirements outlined in the School of Social Work student handbook for the BASW student <http://www.socialwork.pitt.edu/downloads/BASWHandbook.pdf> that in order to complete the program in social work in which I am enrolled, I will be required to complete a field placement or placements with an agency, organization or facility external to the University, and such facilities will or may require a criminal background check, an act 33/34 clearance (if applicable) and perhaps a drug screen to determine whether I am qualified to participate in the field placement. Additionally, in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse. I understand that it is my responsibility to secure the necessary background checks required and submit them to the facility of interest for field placement for their review and determination. Should I fail a check, clearance and/or drug screen, I understand that the School of Social Work cannot guarantee that it will be able to place me in an agency for a field internship, and that these results may affect my ability to complete the program requirements for which I am enrolled and my future ability to be licensed.

I also understand and agree that while I am in field placement, that I am not covered by workman's compensation for any accident/injury that may occur during my time on site doing agency/field placement business. I understand that I, or my medical insurance plan, will be responsible for all expenses incurred while I am working in my field placement and that the University of Pittsburgh and the University of Pittsburgh School of Social Work assumes no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Pittsburgh, its schools, departments, agencies, officers, trustees, and employees from any such responsibility or liability. Students agree that they are not employees of the University of Pittsburgh or the Field Education Organization and are not covered by Workers' Compensation, Unemployment Compensation, or any other laws, government regulations or ordinances related to employees. More information on how to obtain these clearances can be found at <http://www.socialwork.pitt.edu/academic-programs/field-education/resources.php> . For more information on this process, the FBI website is <http://www.fbi.gov/hq/cjis/fprequest.htm>

A new site, or one not previously used by the School of Social Work may not have an Affiliation Agreement with the School of Social Work, University of Pittsburgh. The Affiliation Agreement is a legal document that establishes the contractual relationship that exists between the field site and the School of Social Work. A new field

instructor must also meet qualifications and should be available to attend field instructor orientation and training, training is mandatory for instructors who do not hold a CSWE accredited BASW or MSW degree.

RESOURCES AVAILABLE TO STUDENTS

The following resources can assist and inform the student who is preparing to select a field placement:

1. Field Education maintains an On-Line Directory of Affiliated Agencies. The Directory can be accessed at www.fieldedlink.pitt.edu.

This Directory provides a thumbnail sketch of the opportunities available at a wide variety of field sites. The directory is updated annually to coincide with the start of each new academic year. Forms pertaining to various aspects of field placement are located on the school's web site:

<http://www.socialwork.pitt.edu/academic-programs/field-education/> .

2. "Helpconnections," a valuable compendium of information about human service programs developed by the United Way of Allegheny County. "Helpconnections" can be located on the web site: www.unitedwaypittsburgh.org. An additional information resource in the region can be reached through the Carnegie Library of Pittsburgh at <http://clpgh.org/subject/organizations/>. A new resource is www.humanservices.net .
3. Another valuable but often underutilized resource is discussion with students who are currently in placements.
4. Each Fall, the Field Education advisors provide a separate planning program for Advanced Standing MSW students and each spring for BASW students in which students have the opportunity to ask questions about field placement. Full-time and part-time first year non-advanced standing students will attend a Foundation Field Integrative Seminar which will discuss at length all aspects of field placement. Advanced standing students may also complete the orientation via Courseweb.
5. Students are encouraged to confer with their faculty advisor. Faculty advisors who are knowledgeable about field instruction sites can serve as an important link in the appropriate matching between student and field site or field instructor.

For MSW students, the process of obtaining the second field placement is similar to how the first was obtained. Students must submit the required form and an updated resume by the stipulated deadline. Field education advisors may discuss this request during the field visit or schedule a separate meeting to discuss planning for the concentration field placement.

ASSIGNMENT OF FIELD PLACEMENT AND INTERVIEW WITH THE FIELD INSTRUCTOR

Once the student is notified of the recommended field assignment, the student is responsible to schedule an interview with the designated field contact person in the agency. In smaller settings, the interview may be with the actual person who will do the field instruction. In larger settings, the student may be interviewed more than once, initially by the training coordinator or training director and then by the identified field instructor.

In making the appointment, students need to obtain clear directions to the site, inquire about parking if needed and repeat back the date and time of the appointment. If an appointment needs to be canceled, this is to be done immediately. If an emergency occurs on the day of the appointment, a call to the field instructor or training coordinator with an explanation is in order. Ask if a tour can be available following your visit. Request an agency brochure or newsletter in advance, and visit the agency web site (if available a link to the website is on the field directory site) so that you can have questions prepared to ask during the interview. Links to agency websites may be found at www.fieldedlink.pitt.edu. You may also want to write down any concerns that you will want to discuss during the interview, such as specific hours, physical limitations, etc.

THE FIRST IMPRESSION COUNTS! Make your initial contact a positive one.

Many field settings have official dress codes or at least norms for dress. If you interest in the placement or wish to gain experience in that particular setting, respect the dress code or norms. Take the initiative to inquire about what norms may exist. When you begin field placement, you take another step to build a professional image.

- Prepare for your interview. Seek information about the agency beforehand. Many agencies have web sites. Review the questions list available in the Welcome Packet that was mailed to you and is also available on the web site.
- Be on time for your interview. Demonstrate your ability to be dependable and punctual.

- Plan to talk about you: work experience, volunteer experience and life experiences that reflect on your choice of social work as a career, *but do not tell your life story*.
- Take along a list of courses that you have successfully completed.
- Ask questions about the site, what kind of learning experiences will be available, what other students have completed while in placement, if there will be additional students or if you will be the only student.
- Inquire about the style of supervision, how often, and when supervision will occur. Discuss your learning style, that is, how you best learn.
- At the close of the interview, request an answer about whether you are accepted for the placement. If other staff needs to be involved in the decision, ask for a date when you may call back to get the answer.
- Remember to thank the interviewer and any other staff person who may have spent time with you during the visit.
- While you are visiting the field site, please remember to observe confidentiality. During a tour, you may observe a confidential record on a desk or you may recognize a name on a chart or sign-in roster, etc. Even though you are not yet in placement, it is important that you demonstrate your ability to respect the privacy of others.
- Let the field education advisor who sent you on the interview know that you completed the process by promptly completing and returning the BASW Student Interview Confirmation Form. Remind the field instructor who interviewed you to complete and return their Field Instructor Interview Confirmation Form. These forms may be downloaded <http://www.socialwork.pitt.edu/academic-programs/field-education/>

FACTORS INFLUENCING PLACEMENT CONFIRMATION

It is unusual for a student to change his or her mind about going to a particular site after the field visit/interview, but it occasionally happens. Sometimes a student will want to be placed in a hospital, but during the visit the student may recognize how difficult it is for them to see patients who are ill, or they may react to some of the odors present or be overwhelmed by the size of the hospital. This is important information to be learned in advance of the actual placement so that another alternative may be explored.

Occasionally, but not often, the field instructor and the student have very different styles or personalities and know from the first contact that to pursue the placement might result in tension for both and might diminish the productivity of the placement.

Environments in some field sites today are fast-paced and stressful. Other environments may deal with a population that is so different from what the student has heretofore experienced in his or her life, that it may shock or frighten the student and thus, diminish the learning potential. Students usually need well-structured learning experiences that might not be available in a more informally structured setting such as a neighborhood placement or a drop-in center; some sites prefer individuals who have actually worked in the field before coming to school because the complicated nature of their services requires learning and experience beyond that which is experienced in the classroom. The amount of field instruction may vary from setting to setting and may suggest varying levels of increased independence. All of this is taken into consideration during the placement process.

While many "themes and variations" exist related to placement selection and assignment, most students do get placed following their first interview. However, if a student does not get placed following the initial interview, this is not considered a failure or a problem. The field advisor working with the student needs to be informed so that the "first choice" or "selection" can be re-evaluated and the student can be sent to another field site more suited to her or his learning needs. However, if this inability "to match" a student to a field placement continues after three referrals, the situation will be reviewed by the Director of Field Education, the Program Director, and the Associate Dean for Academic Affairs and a decision on how best to proceed will be made at that time.

PLACEMENT AND MONITORING OF STUDENTS

In the BASW Program, full-time faculty assigned to the BASW Program that teach the Practicum Seminar and Lab courses serve as the field liaison for the students enrolled in their section of the seminar and lab each term. (Students remain with the same faculty member's section of Practicum Seminar and Lab during both terms of field their senior year). Field liaison contact represents the vital link between the School and the agency. It is through the liaison's efforts that the quality of field-based learning and the mastery of the core competencies is assured and that student performance is monitored. The Practicum Lab instructor, serving in the capacity of field liaison, provides a bridge between the BASW Program curriculum and the student's experience in the field. The Practicum Lab instructor/ field liaison offers this connection not just to the student but to the field instructor as well. Should difficulties arise, the faculty member is available to both the field instructor and the student to engage them in the

process of problem solving. Students learn about the role and function of the field liaison in their Practicum Seminar and Lab courses as well as from the BASW Student Handbook and the section of the BASW Field Education Handbook, both available at: http://www.socialwork.pitt.edu/academic-programs/policies_downlds.php. The importance the School attaches to the performance of this role is reflected in the fact that field liaison responsibility is taken into consideration in the determination of faculty workload. Finally, the field liaison consults with the Director of Field Education and his staff as needed.

BASW students submit a Field Learning Plan as required course work each term in the Practicum Seminar and Lab course. The Practicum Lab instructor/field liaison is responsible for reviewing and signing the Field Learning Plan that is negotiated between the field instructor and the student. Practicum Lab instructors, in their capacity as field liaisons, will contact the field instructor if there are concerns about the proposed specific learning tasks and how they relate to the core competencies. When indicated, the Practicum Lab instructor/field liaison might arrange a site visit (with the field instructor and the student) to discuss alternative or additional learning tasks that would support achievement of the field learning objectives, expected learning outcomes, and the core competencies.

As noted in the Practicum Seminar and Lab syllabi, Practicum Lab instructor/field liaisons conduct a minimum of one in-person visit each semester with the student and his or her field instructor. If the field instructor does not possess an MSW, two in-person visits are to be conducted each term to assure that a social work perspective is transmitted. Typically, these meetings occur at the agency site. In such situations, the Practicum Lab instructor/field liaison is expected to provide supportive information and discussion about the systems and the person in the environment perspectives, social work ethics and values, diversity, populations-at-risk, and social and economic justice, as these content areas relate to the particular field setting and the student's learning opportunities to demonstrate the program's core competencies and related practice behaviors. In addition to the required meetings, the Practicum Lab instructors/field liaisons supplement contact with field instructors by telephone and e-mail to address questions or concerns that field instructors or students may have. Again, in the BASW Program, students also have weekly contact with their field liaison through participation in their required Practicum Seminar and Lab course. To reiterate, each term of Practicum, BASW students negotiate their Field Learning Plans with their field instructor and then submit the plan to their Practicum Seminar and Lab Instructor. The evaluation of a student's learning in a field placement is a collaborative process involving the field instructor, the student, and the faculty field liaison. The learning objectives and specific activities in a student's Field Learning Plan are consistent with the criteria for the evaluation of performance at the end of the term. The Practicum Seminar and Lab instructors, in their role as field liaison, teacher, and student advisor, review the Field Learning Plan to ensure that it meets the educational learning objectives and core competencies of the program. When these objectives and opportunities demonstrating that core competencies are met, the Practicum Lab instructor signs the student's Field Learning Plan and submits it to the Office of Field Education.

ABOUT FIELD INSTRUCTORS AND FIELD INSTRUCTION

Field Instructor qualifications are described in the "Definition of Field Instructor" incorporated in the University Affiliation Agreement.

Field instructors should have an MSW from an accredited social work program with at least two years professional experience. In unusual situations the School of Social Work may approve an individual with related credentials such as a Master's or Ph.D. in Psychology or Education or Public Health. In those cases, the school assures a social work perspective and demonstrates how this is accomplished through its articulated field learning plan, complete with educational goals, practice behaviors and core competencies, the field instructor orientation, the seminars in field education, and through faculty and field liaisons who assure that social work professional practice issues and values are embodied within the scope and instruction of the field placement experience through contacts with the student and field instructor. The social work perspective is also reinforced through the information available on the School's website and new field instructors who do not hold a CSWE accredited BASW or MSW degree are required to attend the Field Instructor Orientation or at a minimum complete the on-line training available via Courseweb.

Field instruction models vary according to how an organization is staffed. The designated field instructor may not be the person providing day-to-day supervision; however, the designated field instructor should meet with you formally, at least weekly for a minimum of an hour, and be instrumental in the development of the Field Learning Plan/Time Sheet and end of term Evaluation/Time Sheet. Likewise, you are expected to actively participate in each of these three functions.

Other staff may have suggestions, work with you on assignments, and give feedback to you; this is perfectly acceptable. You can learn about different approaches and styles this way. If your field instructor is the person working with you daily, feel free to ask about spending some time during the placement with other staff so that you also can enrich the experience through exposure to a variety of approaches and styles. To learn how the same situation can be addressed in different ways to get results can be educationally challenging.

SELECTION OF FIELD INSTRUCTORS

Agency-based field instructors perform a vital role in the education of BASW students. As described in the BASW Field Education Handbook, <http://www.socialwork.pitt.edu/downloads/BASW%20FIELD%20HANDBOOK.pdf>, and in the Affiliation Agreement, the BASW Program has two primary criteria for the selection of field instructors: a Master's degree from an accredited school of social work, and two years post-master's experience. Equivalencies for the postmaster's experience criterion includes: (1) demonstrated competence in social work practice for at least five years prior to entrance into graduate school, or (2) maturity and demonstrated leadership ability in related areas and at times, because of the educational needs of the student or in the absence of an available agency person who meets the above requirements, individuals with graduate degrees in a related field may be appointed to oversee the student's work in the agency. These instructors are required to attend a live orientation or, at a minimum, complete an on-line orientation before accepting a student.

BASW field instructors are expected to meet with their field students at least one hour per week for structured supervision and instruction. The field instructor is responsible for working with the student to develop a Field Learning Plan during the first few weeks of each term. The Field Learning Plan is a collaborative effort that takes into account the educational assessment of the student, the educational goals of the BASW Program, core competencies, the learning objectives, expected learning outcomes, timeframes, and the opportunities available through the approved field site. It is a detailed plan for the student's learning while in field placement and serves as a guide for ongoing supervision and for final evaluation. The final evaluation of each competency area, the narrative summary referring back to specific learning tasks, the student's strengths and areas in need of improvement, and recommended grade are also the responsibility of the field instructor to prepare and to submit to the Practicum Lab instructor in their role as field liaison.

As the preceding summary of responsibilities implies, the qualities sought from field instructors involve much more than mere expertise in their chosen field of social work practice. Field instructors are further expected to:

1. Have the capacity to conceptualize and transmit knowledge.
2. Have the ability to provide opportunities for students to demonstrate the core competencies.
3. Be committed to the values and ethics of the social work profession and have the capacity to operationalize them in practice through field instruction.
4. Identify appropriate learning opportunities within the agency which can be utilized to enhance the student's knowledge and practice skills.
5. Perform an educational assessment.
6. Have knowledge of, and apply, adult learning concepts.
7. Select appropriate teaching material related to the core competencies.
8. Assess student progress in relation to mutually agreed upon educational and learning goals.
9. Use the supervisory relationship in a constructive manner.
10. Work collaboratively with the School's liaison.
11. Express commitment to professional education through safeguarding the field instruction process by preparing supervisory and instructional meetings, thorough communication with the liaison, and in participating in School of Social Work seminars specific to field instruction.
12. Complete the Field Instructor Evaluation of Field Experience Survey.

People generally become field instructors by virtue of being employed in an approved field instruction agency where the School of Social Work places students or by submitting an Application for Field Instructor Status form to the Office of Field Education <http://www.socialwork.pitt.edu/academic-programs/field-education>. MSW or BASW students, whether full-time or part-time, are not eligible to serve as field instructors nor are students from other educational programs who are completing an internship at a field placement agency. Moreover, in the case of an employment-based field placement, a student's work-related supervisor is not to serve as the field instructor.

The Application for Field Instructor Status form includes an academic and employment history. It also asks for information related more specifically to the role and process of field instruction, such as whether the individual has served as a field instructor for other schools of social work and whether he or she has had experience in staff training and/or supervision. Additionally, the applicant is asked if he/she has obtained a degree from a CSWE-accredited MSW program. If not, the potential field instructor must agree to attend a live training session or complete an on-line training course before accepting a student. The form also requests that the potential field instructor detail their familiarity with the core competencies and related practice behaviors of the program.

Once the Application for Field Instructor Status form has been completed, returned to the Office of Field Education, and is processed, field instructors receive an official appointment letter from the Dean of the School of

Social Work acknowledging the field instructor's status as faculty and the benefits available to them by virtue of that status. Although field instructors are formally appointed as faculty of the University, the Affiliation Agreement does not create an employer-employee relationship between the University and the field instructor or any other employee of the agency. Field instructors that do not possess a CSWE-accredited MSW degree are registered for the next live or on-line training session.

As needed, the School of Social Work permits the use of field instructors that have a master's degree in a related discipline and who have appropriate experience. In some organizations, there is not an MSW available. In other instances, an experienced MSW is the program administrator or clinical program director; he/she supervises other master's level professional who have direct service delivery and/or project implementation responsibilities. These master's-level professionals, who have ongoing student contact and who provide day-to-day supervision, are referred to as the task supervisor. The agency-based person is designated as the field instructor. The field instructor is expected to work with the task supervisor in developing the field learning plan, monitoring the student's performance, and evaluating the student's attainment of field education goals and mastery of the core competencies. Most importantly, the field instructor is expected to ensure that a social work perspective grounds the student's field learning experience.

If a BASW student is supervised by an individual who does not possess an MSW and there is not an MSW at the agency capable of participating in field instruction, the Practicum Lab instructor/field liaison may assume the role of field instructor. To assure reinforcement of a social work perspective, the Practicum Lab instructor/field liaison is expected to provide supportive information and discussion about the systems and person in the environment perspectives, generalist practice, ethics and values, diversity, populations-at-risk, and social and economic justice as they relate to the particular field setting and the student's learning opportunities to demonstrate the core competencies. More frequent liaison contact is also expected in such situations. All field instructors and task supervisors who have an MSW are invited to attend the Field Instructor Orientation and the Seminar Series in Field Instruction. New field instructors with a CSWE accredited degree are strongly encouraged to attend field instructor orientation and training before supervising a student or during the first term of field instruction.

The School has responsibility for reinforcing a social work perspective when there is not an MSW field instructor. This is accomplished in various ways. 1). The field learning plan has articulated goals, practice behaviors and program competencies which identify what social work students are expected to learn. 2). The School offers orientation and training for field instructors; new field instructors with a CSWE accredited degree are strongly urged to attend. Field instructors or agency task supervisors from related disciplines are required to attend field instructor orientation and training or at a minimum, successfully complete the Seminar in Field Instruction available on-line via Courseweb. 3). Field liaisons may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor. All field instructors and task supervisors learn quickly what the expectations are for a BASW student in field because the field objectives and learning tasks are clearly delineated in the Field Learning Plan for Semester I and II.

STUDENT RESPONSIBILITIES IN THE FIELD PLACEMENT

The primary responsibilities for students in field placement include:

- Active participation in the learning process;
- **Attend and participate in the Field Planning Seminar and Practicum/Lab;**
- An open attitude towards learning;
- Performance of all activities in consonance with social work values and ethics;

In addition, students are more specifically expected to:

- Take the field learning plan to the field instructor and assist the field instructor in formulating practice and learning tasks that will satisfy the education goals, practice behaviors and competencies which are reflected in the Field Learning Plan;
- Systematically pursue each education goal and competency area through the tasks identified with achieving that goal and competency area;
- Become increasingly skillful in delivering services to clients or completing administrative or organizing assignments towards mastery of program competencies;
- Follow the practices and policies of the agency or organization seeking to make improvements through recognized organizational mechanisms;
- Develop professional self-reflective skills through the review of field placement experiences with the field instructor;
- Demonstrate responsibility and professionalism by completing all agreed upon tasks;
- Perform in a manner consistent with the NASW Code of Ethics and standards of professional practice;
- Assure that the completed Field Learning Plan/Time Sheet, the student End of Term Field Evaluation/Time Sheet, and evaluation of the field experience are received on time by their field liaison or to best verify receipt of these documents, please return them to the Office of Field Education, Room 2129 C.L by the designated due date.
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STUDENT RIGHTS IN FIELD PLACEMENT

The student has the right to:

- A field instruction assignment that meets the requirements of the student's educational program and ability to master program competencies.
- Meet the field instructor prior to confirming the assigned field placement.
- Expect that no task that violates the ethics and values of the profession will be assigned.
- Due process if a problem arises related to the student's performance or behavior in the field. The field advisor is responsible for guiding the problem-solving activities.
- Participate in, to see, and to have a copy of her/his field evaluation. The student also has the right to expect that the field instructor discuss the evaluation with her/him. When substantial differences exist in an evaluation between student and field instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.
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BEGINNING THE FIELD PLACEMENT

Confirm your starting date and your schedule prior to actually beginning the field placement. There may be some schedule variations in hours and credits for part-time students. When registered for field placement credits, part time students must complete no less than 12 hours each week in placement; further, no student can end a field placement more than two weeks early without written approval from the Director of Field Education. Ideally, at least 8 hours must be completed during daytime hours. The duration of the field placement is then extended to meet the required number of hours. All variations in field placement schedules must be approved by the field advisor, and by the Director of Field Education.

The recommended schedule is 20-24 hours per week for BASW students.

All students are also required to purchase a malpractice liability premium which is automatically invoiced to each student registered for field work credits. Students cannot begin field placement without purchasing this coverage. The coverage is not extended to contracted employment that is not part of the field placement. Each student must also sign the Student Agreement/Release of Information form appropriate to program level.

BASW students in field placement are required to maintain a time and activity sheet that is to be signed off regularly by the field instructor and submitted with the final evaluation for the term and with the field learning plan for the first term of field placement for full and part-time non advanced standing students. This form can be found on the field section on the school's web site and is attached to all the Evaluation of Field Work forms and the Field Learning Plan forms. In addition, it is recommended that students keep an activities log in which is written a brief description of activities and your role. The log can then serve as a reference tool during supervision. Some field instructors and faculty advisors may ask to review your log with you as part of the supervision process. Failure to turn in these required documents by the designated deadlines may affect your grade for the term.

During the initial days in field placement, an orientation to the agency and / or setting usually occurs. Orientation consists of meeting people, learning more about the setting and its operations, discovering what procedures you will need to know to perform your learning assignments. If information is unclear, ask for clarification. Keep a notebook in which you record information that may be of importance to you. In your notebook, write names of people you meet and what they do; later in the placement you may have an opportunity to consult with them or have a need to enlist their help. Identify where resource information is kept in the agency or organization and how you can access it. Exploration of the placement will allow you to know what part you play in the total operation. During and following orientation, the field instructor makes an educational assessment of the student. You should provide a list of courses that you have completed and are currently enrolled in to your field instructor.

Developing the Field Learning Plan and completed examples (available at: <http://www.socialwork.pitt.edu/academic-programs/field-education/>) is a joint responsibility of the field instructor and the student. When a field instructor is new, the field liaison may choose or be invited to be involved in establishing the Learning Plan. The University of Pittsburgh, School of Social Work uses an "articulated" set of educational goals, practice behaviors and competencies. That means that the learning goals are identified by the student's educational program; the role of the student and field instructor is to further define how those goals and competencies can be translated into practice and learning tasks. The Field Learning Plan specifies the educational objectives, the practice and learning tasks to be completed by the student, the targeted time period for completion of the tasks and the method of evaluating the student's performance for each task. Basically, each practice/learning task will outline who, will do what, by when and how will it be measured.

The School of Social Work has guidelines or expectations about what the focus of the placement. These include: field placement goals, behaviors and competencies to be interpreted by the field instructor through practice/learning tasks to fit the experiences available at that particular site.

Generalist Practice is the focus of both terms of the BASW field placement. The faculty has defined generalist practice as: Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

There are 10 core competencies that considered by the Council on Social Work Education (CSWE) to be core knowledge, skills and values that every social worker, regardless of field of practice, should possess. They serve as a base or foundation for concentration skills for the MSW student. In this first term, the placement will have a generalist practice focus but students and field instructors may weigh assignments in the student's skill concentration area.

The ten core competencies are:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly
- 2.1.2 Apply social work ethical principles to guide professional practice
- 2.1.3 Apply critical thinking to inform and communicate professional practice
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research informed practice and practice informed research
- 2.1.7 Apply knowledge of human behavior in the social environment
- 2.1.8 Engage in policy practice to advance social and economic well being to deliver effective services
- 2.1.9 Respond to contexts that shape practice
- 2.1.10
 - A) Engage with individuals, families, groups, organizations and communities
 - B) Assess individuals, families, groups, organizations and communities
 - C) Intervene with individuals, families, groups, organizations and communities
 - D) Evaluate with individuals, families, groups, organizations and communities

BASW students are provided generalist practice opportunities to demonstrate the core competencies.

Please note: A list of competencies and practice behaviors for field placement for the BASW educational program is included within this handbook.

ONGOING LEARNING IN FIELD PLACEMENT

BASW students attend a Practicum Seminar and Lab concurrent to the field placement.

As the student becomes more involved in the actual work of the organization, the tasks associated with the learning objectives become more involved. It is expected that field instructors to develop the Field Learning Plan so that the practice/learning tasks cover a period of two terms or the entire placement for part-time students.

Learning for most adults is gradual and progressive. What is learned early in the placement experience serves as a building block for what is learned later in the field placement.

Learning must also be meaningful for students. Sometimes students object to answering the telephone. They may see that as a clerical responsibility. Yet it is often in performing this task that one must demonstrate knowledge about the organization and demonstrate an ability to engage the caller and elicit appropriate information in order to answer the request or refer the caller to the correct person. If, however, the entire term were to be spent solely performing this task, the student would not be able to fulfill the School of Social Work's requirements for the field placement.

Field instructors will occasionally ask students majoring in interpersonal skills to do a process recording on a selected case. (Process recording is a supervision tool in which the student captures the dialogue and events of an interview in a very detailed manner. The field instructor reviews the written material with the student. The field instructor asks questions and makes comments that will assist the student to develop and to refine his or her skills. Audio and video-tapes are also used in this same way.) It would be inappropriate however, for the student to be asked to do this with every interview. It would also be inappropriate if no joint review of the material occurred. **Students need to observe the agency privacy guidelines for sharing and releasing information related to the activities of the field placement. This includes tapes, papers, and classroom discussion. For additional information on the HIPAA privacy regulations, MSW students can check the Courseweb site or look under the "resources" section of the field material on the school's web site. For first year non-advanced standing students, HIPAA privacy regulations are specifically reviewed in the Foundation Field Integrative Seminar and in the planning seminars for all other students. It is also available on-line via Courseweb.**

The student role is not the same as an employee role. CSWE prohibits substitution of employment as a field placement. Students participate in an orientation period and engage in training that is sometimes similar to the training of employees. Tasks they perform may at times be identical to those of other staff. They are

expected to comply with organizational practices as do staff. Students do not carry the workload of paid staff. Their educational assignments are structured to emphasize learning, not merely completion of a task. They engage and participate in educational supervision that we call field instruction; this is differentiated from administrative supervision that employees more commonly receive. Administrative or agency supervision as it is sometimes called focuses on *getting the work done*, not the *actual learning* required to complete and understand or assess the task or one's performance.

Students and field instructors are expected to utilize the Field Learning Plan as a guide in regular instructional and supervision meetings. The student is expected to actively participate and submit written, audio and visual materials as requested by the instructor and to meet agreed upon deadlines. **As an adult learner, the student is an active learner.** Asking, clarifying, seeking out new information and participation are essential to this role.

On the other hand, the field instructor is expected to assure that instructional meetings have a focus, adhere to the guidelines established, and provide the student with critical feedback related to the completed assignments.

Sometimes students have difficulty with critical feedback. They may interpret the information too personally and conclude that the supervisor doesn't like them. Others may reject the critical feedback as they think to themselves: what does the field instructor know anyhow? **Feedback is important in shaping practice skills and in developing professionally. For more information please see <http://www.socialwork.pitt.edu/academic-programs/field-education/>**

A student who has difficulty with receiving feedback needs to talk with his or her field instructor; the capacity and the development of self-reflective skills are essential to the professionalization process. If a problem exists in the giving or receiving of feedback, the field education assistant or the faculty advisor needs to be consulted as soon as possible. Waiting until the end of the term is too late. Many valuable opportunities will have been missed. The student is referred to "Guidelines for Problem-Solving" located in the Policies and Guidelines section at the end of this information.

EVALUATION OF PRACTICE

Evaluation of practice is a skill that students must learn. *Evaluation of practice* means that the student develops a methodology to ascertain the effectiveness of client or program interventions. While the required research courses in the BASW Program include the basic content for evaluation of practice, many of the methods courses also provide content relevant for practice evaluation.

Common tools used to develop "evaluation of practice" include surveys, questionnaires, rapid assessment tools, schedules, focus groups, before and after comparisons, inventories, statistical analyses, etc. Most agencies use several methods to evaluate practice effectiveness even though field instructors may not readily associate these methods with applied research.

In the generalist method (BASW) and the generalist practice and foundation (MSW) field placements students are expected to engage in a broad base evaluation of some aspect of the agency's work or the student's learning tasks. The following are but a few examples to illustrate how such evaluation can be built into the field learning plan and the student's experience.

In one setting, the student reviewed the applications that were denied for services to determine what the reasons were and whether or not services could be received from other auspices. This evaluation of an agency practice uncovered data that permitted the agency to apply for funding from another source and to target services to this group of people. This example of an evaluation of practice included policy analysis, planning, and grantsmanship - an exciting way for a student to see the pragmatic implications of applied research.

In another setting, a student canvassed staff through informal discussions, then through a more formal survey. The focus of the task was to ascertain what concrete action might better support the efforts of an already heavily burdened staff. The student ascertained that the development of a shared and current community resource information system would be most helpful. The student, with staff input and support, was then able to collaboratively plan and launch this project. While the project was meant to support staff, the student also learned about the type of resources used by this organization, how referrals were made, and how to synthesize information to be most useful to staff.

In another example, a student initially developed an inventory and tracked consumer complaints about services. Analysis of the data concretized around two major problems that could be clearly identified and tracked. This problem statement led to the formulation of steps for correction. In the process, the student learned how to apply the problem-solving steps to consumer concerns.

On an individual level, a student taught an adolescent how to monitor, then how to alter a particularly offensive behavior. Incentives for success were identified by the client and student (with the help of the field instructor). All could then observe, monitor, and measure the results of the intervention.

EVALUATION

Throughout the term the student needs to know how he or she is performing. With the student evaluation, there should be no surprises. In preparation for the final evaluation, the student and field instructor need to review the Field Learning Plan and the criteria outlined by the School of Social Work in the Student Evaluation Form. Separately, each is to evaluate using the identified criteria and Likert scale. This is followed by a joint conference in which both student and field instructor share information. The grade for the student is recommended at this time. Forms may be found at www.socialwork.pitt.edu/academic-programs/field-education/.

Undergraduates receive letter grades for field placement. The scale for the letter grades is outlined on the BASW student evaluation form. The evaluation due date for BASW students is determined by the Practicum Seminar and Lab instructor.

Students sometime disagree with the evaluation on a particular point or overall education goal and competency area. The active learner takes responsibility for differences of this nature and asks for discussion of the matter. In the discussion, the student seeks the basis for the determination. If it is unjustified, the student has responsibility to present accurate data to validate his or her point of view. Significant differences in opinion that do not get resolved need to be brought to the faculty advisor's/field advisor's attention.

Any time a problem develops in the field placement, the student and field instructor are expected to make an attempt towards resolution of the problem. If they are not successful, the field liaison needs to be involved. In extreme situations, the concentration chairperson, Director of Field Education, and the Director of the BASW program / Associate Dean of Academic Affairs may be involved. The student is expected to engage in problem-solving following established guidelines.

BASW Students are required to complete a web based survey - **EVALUATION OF THE FIELD EXPERIENCE FORM** prior to or just after the completion of their field experience in a particular organization. BASW students will complete an online survey. This evaluation form assists the Director of Field Education to continue to evaluate the appropriateness of each site and of each field instructor for continued student placement opportunities. Field instructors are additionally sent an Evaluation of Field Processes Form so that they may give feedback on the school's performance of responsibilities related to the student field assignment. This evaluation process provides information to evaluate the student learning and field setting effectiveness congruent with the program's competencies.

FIELD EDUCATION LIAISON VISITS

The Council on Social Work Education requires that School of Social Work representatives have contact with field instructors and students during the field placement and maintain field liaison contacts with field education settings. Field liaison visits are made at least once per term. On site field visits can occur at the beginning of field placement especially with new field instructors, during the middle, or at the end of the term. While there are many variations of the structure of field liaison visits during the field placement, there are certain themes that are central to the discussion during these visits.

1. How well can the student describe the agency or department, the types of services, clients/consumers/constituents, and interventive processes that are utilized?
2. Who are the populations at risk and what is the diversity of the clients/consumers/constituents that the student is working with?
3. What are the quantity and quality of the field learning experiences and practice/learning tasks and how do they relate to the program competencies?
4. What are the amount, type of, and quality of field instruction? How has the field instructor furthered the student's development?
5. Give examples of the integration of field and classroom learning.
6. Give examples of diversity, ethical and social justice issues that are observed or discussed in the field experience.
7. How has the field experience influenced the student's development of a professional self?
8. How has the student and field instructor prepared for ending the field experience?

Students and field instructors often ask HOW to prepare for this visit. Styles and formality often vary among School of Social Work representatives from the University of Pittsburgh, but in some form, students and field instructors should prepare to:

- demonstrate what the student has learned by way of a verbal summarization, discussion of specific cases, groups, projects, or situations;
- demonstrate that the learning is appropriate to and advances the completion of the student's educational outcomes, practice behaviors and mastery of program competencies;
- demonstrate that the learning has been supervised.

If your field liaison has not called to schedule a visit at least one month prior to the end of a field placement, please call that person as a reminder. Do not hesitate to call your field advisor or field liaison at any time during the field placement for consultation or assistance in problem solving.

ENDING THE FIELD PLACEMENT EXPERIENCE

Termination or coming to closure with the field placement experience is probably the least well conducted aspect of the field placement process. To say good-bye to staff with whom you may have developed relationships, and with your field instructor may not be easy.

You demonstrate your ability to completely fulfill your responsibilities by completing such tasks as returning materials, developing closing or final summaries, transferring unfinished work for which the organization is responsible to another individual, and clearing your work area.

Remember to say, "Thank you," to all who assisted you. Everyone who worked with you wants to hear they are appreciated and have contributed to your experience in some way.

You may want to begin talking about termination with your instructor and clients at least a month before you leave. Make sure your last date is set well in advance and that it is confirmed with your field instructor. Ask for help in preparing your concluding activities. It is advantageous to rehearse with your instructor or other staff with whom you closely work what you will say to clients. Sometimes termination of intervention with the client or closure of a project or group is acceptable at this time; in other situations, arrangements for a transfer or continuation of service are required. These decisions need to be made in consultation with your field instructor. Termination needs to be planned to avoid untimely interruptions in service delivery, or projects, or administrative responsibilities.

The field placement experience is rarely a perfect or ideal one. There are ups and downs as in any other life experience. Liking your field instructor and what you are doing at the site helps, but mastering the program competencies and **to learn what you are expected to learn as you become a professional social worker** is really what the experience is all about.

FIELD EDUCATION GOALS FOR THE BASW STUDENT

The Generalist Practice

The BASW student engages in "generalist" practice in field placement. Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The following educational goals are used to teach generalist practice. These goals are evaluated separately at the end of each term of field placement. By mid-term of the first semester, the student is expected to be sufficiently oriented to the agency or organization and to have begun contact with clients and/or consumers. Utilization of skills and classroom knowledge should be evidenced as appropriate to the field site. The second semester should reflect increasing proficiency in skills, both professional and work management as well as in-depth understanding of the nature of the agency or organization's services and the special population(s) served.

BASW Program Goals

BASW Students are prepared to competently engage in generalist social work practice. As such, it is our goal that by completion of the program students will be prepared to:

1. Use their liberal arts foundation and their understanding of bio-psycho-social-spiritual-cultural development to engage in evidence-based generalist social work practice with individuals, families, groups, communities and organizations within a multicultural society (EP 2.1.1, EP 2.1.3, EP 2.1.4, EP 2.1.6, EP 2.1.7, EP 2.1.8, EP 2.1.9, EP 2.1.10).
2. Practice according to the principles, values, and ethics that guide the social work profession (EP 2.1.1, EP 2.1.2).
3. Advocate for human rights and social and economic justice (EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.8, EP 2.1.9).
4. Continue formal education in either graduate social work education or other graduate disciplines (EP 2.1.1).

Guidelines for the BASW Field Learning Plan First Semester

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The

competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Bachelor's Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.

2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Field Learning Plan should reflect the required learning for BASW level and term of field placement. The Student submits the plan by the appropriate due date to the Practicum Lab Instructor.
3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.
4. The Student's Practicum Lab Instructor / Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Practicum Lab Instructor / Liaison and the Field Instructor.
5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Practicum Lab Instructor/ Liaison.
6. A copy of the Field Learning Plan is placed in the Student's academic folder.

BASW Field Learning Plan Semester 1

Professionalism (EPAS Competency 2.1.1)

Learning Objectives	Learning Outcomes	Specific Activities (where applicable)	Due Dates
<p>Student demonstrates professional demeanor in appearance and communication.</p>	<ul style="list-style-type: none"> • Student will follow agency dress code. • Student will treat clients and staff in a respectful and non-judgmental manor. • Student will use clear and understandable language when communicating with staff and clients. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student practices personal reflection and self correction.</p>	<ul style="list-style-type: none"> • Student will share with supervisor her/his thoughts and feelings about client interactions. • Student will seek feedback from supervisor and other systems. • Utilizing feedback, student will develop and implement plan for self correction. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student attends to professional roles and boundaries.</p>	<ul style="list-style-type: none"> • Student will identify self as a student intern when communicating with staff and clients • Student will engage in assigned tasks appropriate for generalist practice. • Student will maintain agency and client confidentiality. • Student will uphold NASW Code of Ethics, specifically codes as they apply to field education. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student uses supervision and consultation.</p>	<ul style="list-style-type: none"> • Student will be prepared for supervision • Student will seek supervision appropriately outside of formal meeting times. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Learning Objectives	Learning Outcomes	Specific Activities (where applicable)	Due Dates
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Applies ethical principles to practice (EPAS Competency 2.1.2)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student recognizes and manages personal values to allow professional values to guide practice.	<ul style="list-style-type: none"> Student will recognize and identify conflict between personal and professional values. Student will act to protect the clients' interests. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student identifies NASW Code of Ethics in making ethical decisions.	<ul style="list-style-type: none"> Student will identify ethical dilemmas. Student will identify specific Codes for making ethical decisions. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student describes strategies to arrive at ethical decisions.	<ul style="list-style-type: none"> Student will discuss ethical dilemmas during supervision. Student will identify potential strategies to resolve ethical dilemmas. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Critical thinking (EPAS Competency 2.1.3)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
<p>Student demonstrates effective oral and written communication skills.</p>	<ul style="list-style-type: none"> • Student will verbally communicate clearly and effectively with clients and staff • Student will be able to clearly and concisely complete progress notes and service plans 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student analyzes models of assessment and prevention.</p>	<ul style="list-style-type: none"> • Student will be able to identify various models of assessment and prevention relevant to population served by agency. • Student will be able to compare and contrast models of assessment and prevention. • Student will demonstrate the ability to evaluate the efficacy of assessment and prevention models relative to population served. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student distinguishes among multiple sources of knowledge.</p>	<ul style="list-style-type: none"> • Student will be able to identify sources of knowledge (ex. Theoretical, Service Delivery Systems, Evidence-based Practice). • Student will be able to distinguish which sources are relevant to client population served by agency. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Diversity in practice (EPAS Competency 2.1.4)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
<p>Student articulates an understanding of how personal experiences influence the understanding of the experiences of diverse groups.</p>	<ul style="list-style-type: none"> • Student will be able to identify own personal experience with groups different than s/he. • Student will be able to candidly discuss the impact of her/his own personal experience on client interactions with supervisor. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student engages, collects data, and assesses clients who differ from them in terms of race, ethnicity, national origin, religious/spiritual beliefs, age, ability, sexual orientation, class, and/or gender by using clients as informants.</p>	<ul style="list-style-type: none"> • Student will demonstrate the ability to identify and assess the needs, values, and strengths of diverse client systems. • Student will demonstrate effective and culturally competent interviewing skills. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student articulates an understanding of how the experience of being a member of a minority group (defined above) influences the experience of privilege/marginalization.</p>	<ul style="list-style-type: none"> • Student will be able to describe the impact of culturally diverse factors at all system levels (micro, mezzo, and macro). • Student will identify how agency policies and procedures affect diverse populations eligible for services. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Human rights and social and economic justice (EPAS Competency 2.1.5)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
<p>Student identifies forms and mechanisms of discrimination and oppression.</p>	<ul style="list-style-type: none"> • Student will be able to identify and describe forms and mechanisms of discrimination and oppression. • Student will be able to identify agency policies and structures that adversely affect client systems. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student advocates for human rights and social and economic justice.</p>	<ul style="list-style-type: none"> • Student will identify underserved needs of population served by agency. • Student will develop advocacy strategies to meet these needs at all system levels (micro, mezzo, and macro). 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student engages in just practice.</p>	<ul style="list-style-type: none"> • Student will identify her/his position of privilege and power in relation to client system. • Student will acknowledge and honor difference between client system and self. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Research informed practice and practice informed research (EPAS Competency 2.1.6)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
<p>Student uses placement experience to formulate research proposal.</p>	<ul style="list-style-type: none"> • Student will be able, in consultation with field supervisor, to identify agency problem or issue that needs to be addressed and formulate a problem statement. • Student will be able to identify potential participants and plan to gather data. • Student will be able to discuss the effect of research on agency practice and/or policy. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student uses current research to inform practice.</p>	<ul style="list-style-type: none"> • In consultation with supervisor, student will identify a practice issue. • Student will conduct thorough literature review addressing practice issue. • Student will discuss her/his conclusions with supervisor. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Human behavior and the social environment (EPAS Competency 2.1.7)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student describes and utilizes conceptual framework to guide bio-psycho-social-spiritual-cultural assessment.	<ul style="list-style-type: none"> • Student will able to identify issues related to transitions over the course of the life cycle. • Student will able to relate social work perspectives and related theories. • Student will be able to complete comprehensive, culturally sensitive, bio-psycho-social-spiritual assessments on clients and client systems. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Policy practice (EPAS Competency 2.1.8)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student describes how agency and governmental policies affect service delivery.	<ul style="list-style-type: none"> • Student will describe social policies, laws, practices that impact the client system or delivery of services. • Student will describe services and resources provided by the agency to its client systems. • Student will identify key stakeholders. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Practice context (EPAS Competency 2.1.9)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
<p>Student discusses the influence of context (locale, population, technological developments, and social trends) on service delivery.</p>	<ul style="list-style-type: none"> • Student will describe the scope of the problem the agency addresses. • Student will articulate the agency's mission, scope and limitations of the agency. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Practice (EPAS Competency 2.1.10)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
<p>Student displays empathy and other interpersonal skills to engage clients.</p>	<ul style="list-style-type: none"> • Student will be able to “start where the client is”. • Student will be able to establish rapport with the client system • Student will be able to create and maintain a therapeutic relationship with clients 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student gathers, organizes, and interprets data.</p>	<ul style="list-style-type: none"> • Student will be able to gather relevant data in an organized manner. • Student will be aware of, and can appropriately utilize, standardized measurement and diagnostic tools. • Student will be able to create clinical recommendations to client systems based on information gathered. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student assesses strengths and limitations.</p>	<ul style="list-style-type: none"> • Through the interviewing process, the student will identify at least three areas of strength. • Through the interviewing process, the student will identify at least three areas of challenge. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
<p>Student develops goals and objectives mutually with clients.</p>	<ul style="list-style-type: none"> • Student, in concert with client system, will be able to develop clear and timely service goals. • Student will be able to develop measurable objectives 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
	designed to meet agreed upon goals.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student selects intervention strategies to promote goal attainment.	<ul style="list-style-type: none"> • Student will be able to select from an array of intervention strategies. • Student will be able to describe selected intervention and discuss why particular strategy has been chosen. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

BASW Field Learning Plan Semester 2

Professionalism (EPAS Competency 2.1.1)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student advocates for client access to needed services.	<ul style="list-style-type: none"> Student will assess the need for advocacy on behalf of client system. Student will implement advocacy strategy. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student continues the practice of personal reflection and self correction.	<ul style="list-style-type: none"> Student will share with supervisor her/his thoughts and feelings about client interactions. Student will seek feedback from supervisor and other systems. Utilizing feedback, student will develop and implement plan for self correction. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student continues the use of supervision and consultation.	<ul style="list-style-type: none"> Student will be prepared for supervision. Student will seek supervision appropriately outside of formal meeting times. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student plans for engagement in lifelong career learning.	<ul style="list-style-type: none"> Student will investigate resources that support lifelong learning (ex. NASW chapter events, continuing education opportunities, alumni mentoring). Student will develop written lifelong learning plan 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Applies ethical principles to practice (EPAS Competency 2.1.2)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student employs NASW Code of Ethics in making ethical decisions	<ul style="list-style-type: none"> Student will accurately identify ethical dilemmas. Student will accurately employ specific appropriate Codes for making ethical decisions. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student applies strategies of ethical reasoning to arrive at decisions.	<ul style="list-style-type: none"> In consultation with field supervisor, student will analyze decision-making strategies in resolving a particular ethical dilemma. Student will apply discussed strategy in resolving dilemma 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student describes example of ability to tolerate ambiguity in resolving ethical conflict.	2. In supervision, student will describe an example of his/her ability to tolerate ambiguity in resolving ethical conflicts.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Critical thinking (EPAS Competency 2.1.3)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student analyzes models of intervention and evaluation.	<ul style="list-style-type: none"> Student will be able to identify various models of intervention relevant to population served by agency. Student will be able to compare and contrast models of intervention. Student will demonstrate the ability to evaluate the efficacy of intervention relative to population served. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student integrates multiple sources of knowledge.	<ul style="list-style-type: none"> Student will seek out and use knowledge of services and resources available in the community for the benefit of the client/client system. Student will demonstrate decision making and implementation strategies for practice based on integration of knowledge from multiple sources, including coursework, relevant research and agency resources. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Diversity in practice (EPAS Competency 2.1.4)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student evidences practice behaviors that reflect ability to eliminate influences of personal biases and values in working with diverse groups.	<ul style="list-style-type: none"> Student will be able to identify personal values, beliefs and assumptions evoked in relation to the demands of the agency setting. With the direction of the field instructor, student will develop appropriate strategies for managing biases effectively in order to practice without discrimination. Student will be able to work with clients of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student intervenes and evaluates the efficacy of intervention on clients who differ from them in terms of race, ethnicity, national origin, religious/spiritual beliefs, age, ability, sexual orientation, class, and/or gender.	<ul style="list-style-type: none"> Student will be able to implement interventions based on needs, values, and strengths of diverse client systems. Student will be able to evaluate the effectiveness of interventions implemented, both throughout the intervention process and at completion. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student advocates for agency change in policies and procedures, as indicated, to increase access by diverse populations.	<ul style="list-style-type: none"> Student will assess impact of current agency policy and procedures on diverse populations. Student will design or redesign program's policies and procedures to increase access to and best practices for vulnerable populations. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Human rights and social and economic justice (EPAS Competency 2.1.5)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student implements advocacy strategy for human rights and social and economic justice at all system levels (micro, mezzo, and macro).	<ul style="list-style-type: none"> Student will engage in advocacy on behalf of all system levels 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student engages in just practice.	<ul style="list-style-type: none"> Student will work effectively in diverse organizational environment. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Research informed practice and practice informed research (EPAS Competency 2.1.6)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student implements research proposal.	<ul style="list-style-type: none"> Student will collect and analyze data. Student will present findings and discuss practice implications at Poster Session. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student demonstrates use of evidence-based practice.	<ul style="list-style-type: none"> Student will evaluate evidence for validity and use in particular practice situation. Student will apply and appraise the efficacy of evidence based practice approach implemented. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Human behavior and the social environment (EPAS Competency 2.1.7)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student utilizes conceptual framework to inform intervention and evaluation.	<ul style="list-style-type: none"> Student will apply relevant HBSE theories and perspectives when assessing and working with assigned clients/client systems. Student will evaluate usefulness of various HBSE theories with respect to understanding and working with the client population in field. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Policy practice (EPAS Competency 2.1.8)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Including key stakeholders, student analyzes and formulates advocacy plan for policies that advance social well-being.	<ul style="list-style-type: none"> Student will build coalition for support and mobilization. Student will prepare implementation plan and budget. Student will develop indicators to monitor progress and evaluates impact. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Practice context (EPAS Competency 2.1.9)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student continuously attends to and appraises the influence of context (locale, population, technological developments, and social trends) on service delivery.	<ul style="list-style-type: none"> Student will seek out and use knowledge of services and resources available in the community for the benefit of the client system. Student will provide feedback in promoting sustainable changes in service delivery and practice to improve the quality of social services. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Practice (EPAS Competency 2.1.10)

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
Student implements intervention strategies to promote goal attainment.	<ul style="list-style-type: none"> Student will be able to implement and continually assess progress towards goal attainment. Student will be able to revise intervention plan accordingly. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Student facilitates transitions and endings.	<ul style="list-style-type: none"> Student will be able to assess successful goal attainment and plan termination accordingly. Student will be able to successfully terminate in the helping process. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Learning Objectives	Learning Tasks	Specific Activities (where applicable)	Due Dates
<p>Student critically analyzes, monitors, and evaluates intervention.</p>	<ul style="list-style-type: none"> • Student will be able to continuously evaluate intervention, not only at termination, but throughout process. • Student will be able to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving outcomes. • Student will be able to develop future recommendations for favorable outcome strategies for goal attainment. 		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
			<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

BASW Field Placement Competencies/Evaluation Instrument—Semester 1

The Council on Social Work Education (CSWE) now defines field education as “signature pedagogy”. The knowledge, values, and skills learned throughout the student’s academic career are to be demonstrated in the 41 practice behaviors outlined by CSWE. These practice behaviors are domains of 10 core professional competencies that social work undergraduates are expected to exhibit at the time of graduation. Based on these competencies and specific practice behaviors outlined by CSWE, Gayle Mallinger, BASW Program Director, and the Field Education Office developed the following specific learning tasks that allow field instructors to objectively measure the student’s mastery of specific practice behaviors and competencies.

Please use the scale below to thoughtfully rate the student’s current competency of each practice behavior.

1 = Unacceptable progress (The student has not achieved competency despite opportunities in this area)

2 = Insufficient progress (The student has to consciously work at this area and rarely demonstrates awareness)

3 = Emerging competence (This area is becoming more integrated in the student’s practice)

4 = Competence (This area is done with confidence and is an integral part of the student’s practice)

5 = Advanced competence (The student completes this area with sufficient mastery to teach others)

NA=Opportunities were not available

SCALE:

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please do not equate this scale to the traditional letter grading scale. At the BASW level, a **score of three or “emerging competence” constitutes a passing grade.** Students are not expected to have fives or many fours.

For additional guidance in using this scale, please contact the Office of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

Please note that if the student receives a score of 1 or 2 on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a 3. It is expected that students must demonstrate achievement in all areas in order to receive a score of 4 or 5.

A score of 1 or 2 in any of the overall competency area is not considered satisfactory and may result in a failing grade in Field Practicum 1.

The field instructor completes a copy of the field evaluation at the end of each term of field placement, and the student may complete an evaluation on themselves for comparison. The field instructor and student should meet to discuss the performance ratings. Any specific plans for the student’s improvement should be noted in the narrative section. One completed final evaluation (done by the Field Instructor) is forwarded to the Practicum Lab Instructor. The Lab Instructor reviews the evaluation, computes a grade and then forwards the evaluation to the Office of Field Education and the BASW Program Director. The student is to be given a copy of the final evaluation.

Competency #1 Professionalism (EPAS 2.1.1)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student demonstrates professional demeanor in appearance and communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student practices personal reflection and self-correction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student attends to professional roles and boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student uses supervision and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #1	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF PROFESSIONALISM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If the student earned a score of 1 or 2, please comment and indicate how the student can improve.

Competency #2 Applies Ethical Principles to Practice (EPAS 2.1.2)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student recognizes and manages personal values to allow professional values to guide practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student identifies NASW Code of Ethics in making ethical decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student describes strategies to arrive at ethical decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #2	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF ETHICAL PRINCIPLES TO PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

Competency #3 Critical Thinking (EPAS 2.1.3)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student demonstrates effective oral and written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student analyzes models of assessment and prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student distinguishes among multiple sources of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #3	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF CRITICAL THINKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #4 Diversity in Practice (EPAS 2.1.4)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student articulates an understanding of how personal experiences influence the understanding of the experiences of diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student engages, collects data, and assesses clients who differ from them in terms of race, ethnicity, national origin, religious/spiritual beliefs, age, ability, sexual orientation, class, and/or gender by using clients as informants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student articulates an understanding of how the experience of being a member of a minority group (defined above) influences the experience of privilege/marginalization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #4	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF DIVERSITY IN PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #5 Human Rights and Social and Economic Justice (EPAS 2.1.5)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student identifies forms and mechanisms of discrimination and oppression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student advocates for human rights and social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student engages in just practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #5	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

COMPETENCY #6 Research informed practice and practice informed research (EPAS 2.1.6)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student uses placement experience to formulate research proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student uses current research to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #6	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF RESEARCH INFORMED PRACTICE AND PRACTICE INFORMED RESEARCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #7 Human Behavior and the Social Environment (EPAS 2.1.7)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objective	SCALE					
	5	4	3	2	1	NA
Student describes and utilizes conceptual framework to guide bio-psycho-social-spiritual-cultural assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #7	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

COMPETENCY #8 Policy Practice (EPAS 2.1.8)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objective	SCALE					
	5	4	3	2	1	NA
Student describes how agency and governmental policies affect service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #8	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF POLICY PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

COMPETENCY #9 Practice Context (EPAS 2.1.9)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student discusses the influence of context (locale, population, technological developments, and social trends) on service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #9	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF PRACTICE CONTEXT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #10 Practice (EPAS 2.1.10)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student displays empathy and other interpersonal skills to engage clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student gather, organizes, and interprets data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assesses strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student develops goals and objectives mutually with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student selects intervention strategies to promote goal attainment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #10	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

EVALUATION SUMMARY

Add each of the overall evaluation of competencies (1-10) together to obtain the score.

Note: Do not add the individual Learning Objectives.

OVERALL EVALUATION OF Competency 1	
Professionalism (EPAS 2.1.1)	
OVERALL EVALUATION OF Competency 2	
Applies Ethical Principles to Practice (EPAS 2.1.2)	
OVERALL EVALUATION OF Competency 3	
Critical Thinking (EPAS 2.1.3)	
OVERALL EVALUATION OF Competency 4	
Diversity in Practice (EPAS 2.1.4)	
OVERALL EVALUATION OF Competency 5	
Human Rights and Social and Economic Justice (EPAS 2.1.5)	
OVERALL EVALUATION OF Competency 6	
Research Informed Practice and Practice Informed Research (EPAS 2.1.6)	
OVERALL EVALUATION OF Competency 7	
Human Behavior and the Social Environment (EPAS 2.1.7)	
OVERALL EVALUATION OF Competency 8	
Policy Practice (EPAS 2.1.8)	
OVERALL EVALUATION OF Competency 9	
Practice Context EPAS 2.1.9)	
OVERALL EVALUATION OF Competency 10	
Practice (EPAS 2.1.10 a,b,c,d)	

OVERALL EVALUATION OF Competencies 1-10	
Score Should Range from 10-50	
OVERALL EVALUATION SCORE (to be determined by the Field Instructor)	

What were the student's strengths and limitations?

What additional learning goals and assignments are suggested for the student's continued professional development?

BASW Field Placement Competencies/Evaluation Instrument—Semester 2

The Council on Social Work Education (CSWE) now defines field education as “signature pedagogy”. The knowledge, values, and skills learned throughout the student’s academic career are to be demonstrated in the 41 practice behaviors outlined by CSWE. These practice behaviors are domains of ten core professional competencies that social work undergraduates are expected to exhibit at the time of graduation. Based on these competencies and specific practice behaviors outlined by CSWE, Gayle Mallinger, BASW Program Director, and the Field Education Office developed the following specific learning tasks that allow field instructors to objectively measure the student’s mastery of specific practice behaviors and competencies.

Please use the scale below to thoughtfully rate the student’s current competency of each practice behavior.

- 1 = Unacceptable progress** (The student has not achieved competency despite opportunities in this area)
- 2 = Insufficient progress** (The student has to consciously work at this area and rarely demonstrates awareness)
- 3 = Emerging competence** (This area is becoming more integrated in the student’s practice)
- 4 = Competence** (This area is done with confidence and is an integral part of the student’s practice)
- 5 = Advanced competence** (The student completes this area with sufficient mastery to teach others)

NA=Opportunities were not available

SCALE:

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please do not equate this scale to the traditional letter grading scale. At the BASW level (second semester), a **score of four or “competence” constitutes a passing grade.** Students are not expected to have many fives.

For additional guidance in using this scale, please contact the Office of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

Please note that if the student receives a score of 1 or 2 on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a 3. It is expected that students must demonstrate achievement in all areas in order to receive a score of 4 or 5.

A score of 1 or 2 or 3 in any of the overall competency area is not considered satisfactory and may result in a failing grade in Field Practicum 2.

The field instructor completes a copy of the field evaluation at the end of each term of field placement and the student may complete an evaluation on themselves for comparison. The field instructor and student should meet to discuss the performance ratings. Any specific plans for the student’s improvement should be noted in the narrative section. One completed final evaluation (done by the Field Instructor) is forwarded to the Practicum Lab Instructor. The Lab Instructor reviews the evaluation, computes a grade and then forwards the evaluation to the Office of Field Education and the BASW Program Director. The student is to be given a copy of the final evaluation.

Competency #1 Professionalism (EPAS 2.1.1)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student advocates for client access to needed services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student continues the practice of personal reflection and self-correction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student continues the use of supervision and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student plans for engagement in lifelong career learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #1	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF PROFESSIONALISM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

Competency #2 Applies Ethical Principles to Practice (EPAS 2.1.2)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student employs NASW Code of Ethics in making ethical decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student applies strategies of ethical reasoning to arrive at decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student describes example of ability to tolerate ambiguity in resolving ethical conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #2	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF ETHICAL PRINCIPLES TO PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

Competency #3 Critical Thinking (EPAS 2.1.3)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student analyzes models of intervention and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student integrates multiple sources of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #3	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF CRITICAL THINKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #4 Diversity in Practice (EPAS 2.1.4)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student evidences practice behaviors that reflect ability to eliminate influences of personal biases and values in working with diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student intervenes and evaluates the efficacy of intervention on clients who differ from them in terms of race, ethnicity, national origin, religious/spiritual beliefs, age, ability, sexual orientation, class, and/or gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student advocates for agency change in policies and procedures, as indicated, to increase access by diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #4	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF DIVERSITY IN PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #5 Human Rights and Social and Economic Justice (EPAS 2.1.5)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student implements advocacy strategy for human rights and social and economic justice at all system levels (micro, mezzo, and macro).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student engages in just practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #5	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

COMPETENCY #6 Research informed practice and practice informed research (EPAS 2.1.6)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student implements research proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student demonstrates use of evidence-based practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #6	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF RESEARCH INFORMED PRACTICE AND PRACTICE INFORMED RESEARCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

COMPETENCY #7 Human Behavior and the Social Environment (EPAS 2.1.7)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objective	SCALE					
	5	4	3	2	1	NA
Student utilizes conceptual framework to inform intervention and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #7	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

COMPETENCY #8 Policy Practice (EPAS 2.1.8)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objective	SCALE					
	5	4	3	2	1	NA
Including key stakeholders, student analyzes and formulates advocacy plan for policies that advance social well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #8	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF POLICY PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

COMPETENCY #9 Practice Context (EPAS 2.1.9)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student continuously attends to and appraises the influence of context (locale, population, technological developments, and social trends) on service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #9	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF PRACTICE CONTEXT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

What were the strengths of the student in meeting these tasks?

If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.

COMPETENCY #10 Practice (EPAS 2.1.10)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Learning Objectives	SCALE					
	5	4	3	2	1	NA
Student implements intervention strategies to promote goal attainment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student facilitates transitions and endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student critically analyzes, monitors, and evaluates intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF Competency #10	SCALE					
	5	4	3	2	1	NA
OVERALL EVALUATION OF THE APPLICATION OF PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

EVALUATION SUMMARY

Add each of the overall evaluation of competencies (1-10) together to obtain the score.

Note: Do not add the individual Learning Objectives.

OVERALL EVALUATION OF Competency 1	
Professionalism (EPAS 2.1.1)	
OVERALL EVALUATION OF Competency 2	
Applies Ethical Principles to Practice (EPAS 2.1.2)	
OVERALL EVALUATION OF Competency 3	
Critical Thinking (EPAS 2.1.3)	
OVERALL EVALUATION OF Competency 4	
Diversity in Practice (EPAS 2.1.4)	
OVERALL EVALUATION OF Competency 5	
Human Rights and Social and Economic Justice (EPAS 2.1.5)	
OVERALL EVALUATION OF Competency 6	
Research Informed Practice and Practice Informed Research (EPAS 2.1.6)	
OVERALL EVALUATION OF Competency 7	
Human Behavior and the Social Environment (EPAS 2.1.7)	
OVERALL EVALUATION OF Competency 8	
Policy Practice (EPAS 2.1.8)	
OVERALL EVALUATION OF Competency 9	
Practice Context EPAS 2.1.9)	
OVERALL EVALUATION OF Competency 10	
Practice (EPAS 2.1.10 a,b,c,d)	

OVERALL EVALUATION OF Competencies 1-10	
Score Should Range from 10-50	
OVERALL EVALUATION SCORE (to be determined by Field Instructor)	

What were the student's strengths and limitations?

What additional learning goals and assignments are suggested for the student's continued professional development?

FIELD POLICIES - INTRODUCTION

The Field Education Program in the School of Social Work, University of Pittsburgh operates under the leadership of the Director of Field Education who reports to the Associate Dean for Academic Affairs.

The following definitions are for terms used throughout these policies:

- A **field instructor** is the individual who meets the qualifications to supervise the student. See the School Policy, *Selection of Field Instructors* for additional details.
- A **field liaison /practicum lab instructor** is the individual who is responsible for following and monitoring assigned students through the field experience and for visiting the student and field instructor at least once per term. Field liaisons may be faculty or professional staff from Field Education.
- A **field advisor** is a member of the Field Education unit who has responsibility for placing students and for teaching the Foundation Integrative Field Seminar. Field advisors may also serve as field liaisons. The field advisor is also the person who develops new field sites, monitors current field placements and guides students along with the student's faculty advisor.
- A **task supervisor** is an individual in the agency who provides day-to-day supervision of a student when a qualified field instructor is not available.

Section 1.01 Field Placement Requirements - Approved November 19, 2003 (Revised April 2007 and August 2010)

EPAS Standard 2.1.3 The Program discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.

- (a) Field placement is a requirement for the social work degree in the BASW Program.
- (i) In the BASW Program, students are required to complete 600 hours (12 credits) of field placement over two consecutive terms in the same setting. The field placement occurs concurrently with course work during the student's senior year. Students are in the field organization for three days per week, usually for 8 hours each day.
 - a. The focus of the BASW experience is generalist practice.
 - (b) **Part-time students** will follow the schedule established by the program for completion of field placement. Part-time students may complete **no less than 12 hours per week** for the field placement schedule, eight of which should be during the daytime operations of the organization, and must satisfactorily complete the total number of hours required by the program.
 - (c) Students requesting an **employment-based field placement** should follow School Policy, Employment-Based Field Placements. (Described later in this section.)
 - (d) Before the placement matching process begins, each student must return a signed Student Agreement/Release of Information form (normally part of the admissions process)
 - (e) Students requesting **special accommodations** should notify their field advisor and academic advisor and should contact the Disability Resources and Services, 216 William Pitt Union, as early as possible. DRS will verify the disability and recommend reasonable accommodations for the field experience. Information may be found at <http://www.drs.pitt.edu>.
 - (f) The design of the field experience should meet the program's educational requirements and provide opportunities for students to demonstrate program competencies and related practice behaviors. The amount of time a student spends in field should be reflected in her or his registration.
 - (g) A student must submit a written request for **deviation from the established educational design for field** to her or his academic and field advisor, the Program Director and the Director of Field Education. The Director of Field Education will respond to this request. Circumstances that may necessitate such a request might be the need for a personal leave as a result of illness, moving to another area, or an acceleration of hours. No student is permitted to end a field placement more than two weeks early in any term without written permission from the Director of Field Education.

- (h) A student who is interested in a field placement out of the geographic area should submit a written request to the academic and field advisors, Director of Field Education, and Program Director. A request form is available from the Director of Field Education. The field advisor is responsible for conferring with other designated program faculty. Final approval of a request will be made by the Director of Field Education and is contingent on the availability of an approved field placement, field instructor, and field liaison to monitor the student's experience.
- (i) When significant distances (more than 90 minutes travel time from the university) are involved, the field placement may be monitored through conference call, email, or through a field liaison from a nearby accredited school familiar with the field organization and field instructor. If the field placement is monitored by a field liaison from another school, a formal Release of Information should be signed by the student and kept in the student's academic folder.
- (j) All students are required to purchase and are automatically billed **malpractice insurance coverage** from the university to cover the period of field placement. A student is not permitted to begin field placement without purchasing this coverage. Further, the student may sacrifice accrued hours if found to have begun field without purchasing the coverage.
- (k) Each student is expected to follow the **university calendar in observance of designated holidays**. In agency situations where a student's observance of a University holiday would result in hardship or problem in the organization's program, the student may negotiate an agreement satisfactory to all parties: student, field instructor, and field liaison. A statement of this change or agreement should be placed in the student's file. Students are not required to make up agency holidays that are not observed by the University, in any event (inclement weather, etc...) the minimum hours required for each field placement must be achieved before a placement is concluded.

Section 1.02 Program Requirements for Student Admission to Field Education - Approved November 19, 2003 (Revised April 2007) (Revised April 2010)

EPAS Standard 2.1.4 Admits only those students who have met the program's specified criteria for field education.

The criteria for entrance into field education are described in the Student Handbook.
For the BASW student-

- (a) To be enrolled in field, students must satisfactorily complete the eight required first-year social work courses with at least a letter grade of C- and must maintain a 2.50 QPA average in their required social work courses
- (b) Students must also conform to standards of professional conduct as specified by the NASW Code of Ethics, which is reviewed relative to the content of every course offered in the BASW Program.
- (c) The student is also expected to attend a BASW field planning program held in the spring term of their junior year and to review the BASW Field Planning Packet on-line found at www.socialwork.pitt.edu/downloads/BASW_Fld_Plcmnt.pdf
- (d) Students submit a request and resume to the Office of Field Education for field placement in the spring of their junior year. Office of Field Education staff interviews each student to discuss their request. Students are then matched to agencies that can provide learning opportunities consistent with program competencies, and with a qualified field instructor (as discussed in Section 1.04) Students are also required to sign and submit a Student Agreement/Release of Information form. (Normally part of the admissions process into the BASW Program).
- (e) The student is responsible to schedule an interview with the proposed field instructor. Prior to finalization of the field assignment, both the student and the field instructor are required to return a written confirmation form that the field placement arrangement is acceptable. Placements for undergraduate students are selected by the Office of Field Education in collaboration with BASW Program Faculty. Once finalized, both the student and field instructor receives a confirmation letter from the Office of Field Education. (See additional procedures in this section, *Placing and Monitoring Students*).

Section 1.03 Selection of Field Instructors (revised October 15, 2008 and August 2010)

EPAS Standard 2.1.6 The Program discusses how its field education program specifies the credentials and practice experiences of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field Instructors for baccalaureate students hold a baccalaureate or master's degree from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

- (l) School Policy-Field Instructors
 - (i) Category 1
 - a. Field instructors for the School of Social Work are expected to have a Master's degree from an accredited school of social work and have two years post-Master's experience. The equivalency for the post-Master's experience could include (1) demonstrated competence in social work practice for at least five years prior to entrance to graduate school, or (2) maturity and demonstrated leadership ability in related areas.
 - ii) Category #2
 - a. Because of the educational needs of the student, or in the absence of an available agency person who meets the requirements as set forth in Category #1 above, individuals from related social work disciplines may be appointed to oversee the student's work in the agency. Such individuals are referred to as either field instructors or agency task supervisors. The field instructor of record for the student may be an experienced MSW elsewhere in the agency or community, or a faculty member of the School of Social Work. For cases in which the field instructor does not hold a CSWE-accredited social work degree, the School assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

The school has responsibility for reinforcing a *social work perspective* when there is not an MSW field instructor. This is accomplished in various ways. (1) The field learning plan has articulated goals, practice behaviors and program competencies which identify what social work students are expected to learn. (2) The school offers orientation and training for field instructors; new field instructors with an CSWE accredited degree are strongly urged to attend, field instructors or agency task supervisor from related disciplines are required to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb. (3) Field liaisons/practicum lab instructors may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor. Through the field seminar, the field liaison visit(s), phone calls, and special opportunities such as orientation, the yearly field recognition seminar, the Dean's Speaker Series, the Dean's Council, invitations for field instructors to speak in classes, the school maintains ongoing communication with practitioners in the community. In addition, when faculty and field education professional staff attends community meetings, they converse with local practitioners about current issues and changes in the school or organization.

- b. All field instructors and agency task supervisors should have the interest and ability to teach, the ability to conceptualize and articulate information, the self awareness to function as a role model, competence within their area, be familiar with program competencies and practice behaviors, understand and utilize the program competencies in their work with students, adherence to the NASW Code of Ethics, and the insight needed to problem solve. They should be able to relate these skills both within and beyond their specific agency practice in their teaching and supervision with a student.
 - c. New field instructors with a CSWE accredited degree are strongly encouraged to attend field instructor orientation and training before supervising a student or during the first term of field instruction. New field instructors or agency task supervisors from related disciplines are **required** to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb before supervising a student.
 - d. Full time and part time students enrolled in the BASW or MSW program cannot serve simultaneously as field instructors. Individuals from other educational programs who are completing an internship in the agency may not supervise social work students.
- (m) Procedures

- i) A discussion occurs with a potential field instructor in which the practitioner's interest and eligibility to be a field instructor is assessed.
- ii) The potential field instructor is informed of the responsibilities the school requires of all field instructors.
- iii) The potential field instructor is asked to complete the formal Field Instructor Application.
- iv) New field instructors or agency task supervisors from related disciplines agree to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb before supervising a student.
- v) A letter of appointment of the potential field instructor as field instruction faculty for the School of Social Work is sent upon completion of the application form and assignment of a student.

(n) Details

- (i) Field instructors are given a faculty appointment to the University of Pittsburgh as *field faculty*; however, the Affiliation Agreement between the Field Education Organization and the University of Pittsburgh, School of Social Work is not intended to create an employment or agency relationship between the University and any field instructor or other employee of the agency.
- (ii) *Regarding employment-based field placements for full and part time students*, the field instructor should not be the person who is the employment supervisor. If there is no other qualified person in the agency, an experienced MSW elsewhere in the agency or community or a faculty member of the School of Social Work may serve as field instructor. An *employment-based field placement* is defined as a field placement that occurs in the student's place of employment, but is not the student's employment position. Such field placements must meet the criteria described in the Employment-Based Field Placement Policy.
- (iii) The University offers benefits to field instructors such as tuition reduction, continuing education discount, and library privileges. These benefits are granted by the University and school administration and are subject to change.

Section 1.04 Placing Students

(o) Student Policy Placing Students

- (i) Students in the BASW Program receive their field placement assignment from the Field Education unit. Students are not permitted to shop for field placements, but there may be circumstances such as the student living a distance from the university or having knowledge of a possible new site for the school in which the student is asked to provide information to the field advisor for further exploration.
- (ii) When a student or field instructor does not agree to the field placement assignment, the student is sent to another setting and field instructor. Students who are not placed after the interviewing process following a third field agency referral are referred to the Program Director and /or the Associate Dean for Academic Affairs for review. In the BASW Program, this would include a maximum of three referrals for Practicum I and Practicum II. When a student is not placed by the end of the drop / add period, or cannot be matched after ;3 interviews, the student will be referred to the BASW Program Director and/or the Associate Dean for Academic Affairs for review.
- (iii) Students must obtain malpractice insurance to cover the period of the field placement. The insurance is automatically invoiced to students registered for field credits. They are also responsible to obtain any clearances or health tests required by the field organization. Clearances should be obtained in advance of the field placement in order to avoid a delay in commencing placement activities at the field organization.
 - a) Students are responsible for obtaining, completing with the field instructor, and returning the field learning plan/time sheet for each term in field placement, and the evaluation/time sheet form for each term of the field placement. No grade can be given until the field learning plan and time sheet and the evaluation form and time sheet is received in the school and reviewed by the field liaison. Satisfactory completion of the field learning plan, hours and the field
 - b) In the BASW Program, students receive letter grades for Practicum I and Practicum II. Passing for field is a C- grade. (Reference is made to the School Policy, Academic Standing in the BASW Program.)

- c) Students requesting an "I" grade for field because field requirements have not been satisfied by the end of the term, must follow the School's policy for "I" grades. The student must submit to her / his field liaison a written request for the extension, the reasons for the extension, and a length of time for which the extension will be valid. This should be done by the end of the term for which the student is requesting the "I" grade. The field liaison/practicum lab instructor will prepare a letter in response to the student's request and that letter along with the request will be placed in the student's folder and a copy sent to the Director of Field Education.

- (iv) Students are also responsible for completing and returning the evaluation of the field placement.
- (v) Students who receive stipends from the agency for field placement are expected to notify their field advisor. When feasible, the stipend may flow through the business office of the school to avoid confusion between employment and field placement, otherwise, the stipend process may be handled directly by the agency.
- (vi) Students are not permitted to terminate an assigned field placement without having engaged in a problem solving process with their field instructor and field liaison. The field liaison is the person who has responsibility for terminating the field placement. Reference is made to the School Policy, Problem Solving in Field Placement. A student who terminates their own placement without utilizing the problem solving process will be reviewed by the BASW Program Director and the Associate Dean for Academic Affairs.

(p) Procedures

- (i) A student field planning seminar is held each year for baccalaureate students in the spring of their junior year. The purpose of the planning seminar is to provide students with both an overview and the details of how to begin the process of obtaining a field placement. Related purposes of the seminar is to educate the student to all the field work documents and processes, help prepare the student to enter their field experience, and be made aware of program competencies.
- (ii) The student submits a formal request for field placement indicating areas of interest with a copy of a resume and a signed Student Agreement/Release of Information form to the Field Education administrative support person prior to the deadline date. An electronic copy of the resume will also be requested by the assigned field advisor.
- (iii) The student is interviewed initially by phone, e-mail or in person by a field advisor in Field Education and subsequently met with individually when an appointment is made with their field advisor to discuss placement options. The student is then notified by phone or email of the proposed field site and field instructor.
- (iv) The student is responsible for making an appointment for an interview at the site with the proposed field instructor.
- (v) Both student and field instructor must provide feedback / confirmation to the school that the field assignment is acceptable.
- (vi) The student is responsible to coordinate the schedule of hours to be spent at the field placement with the field instructor.

(q) Details

- (i) Information and forms related to this process are located in the Student Handbook and on the school's web site <http://www.socialwork.pitt.edu/academic-programs/field-education/>. as well as in the forms display outside Room 2127 C.L. Information and forms are also mailed out to all students as part of a welcome packet for incoming students.

Section 1.05 Monitoring of Students and Maintaining Field Liaison Contacts with Agencies

(r) School Policies

- (i) In the BASW Program, program faculty monitor students in a practicum Seminar and Lab Course. This course runs concurrently with the field experience. The Practicum Seminar and Lab instructor is the liaison for purposes of the field visit.
- (ii) A minimum of one field liaison visit per term is required for each assigned student in field placement. When significant distances (more than 90 minutes travel time from the university) are involved, the field placement may be monitored

through conference call, email, or through a field liaison from an accredited school nearby who is familiar with the field organization, program competencies and field instructor. If the field placement is monitored by a field liaison from another school, a formal Release of Information should be signed by the student and kept in the student's academic folder. If the field liaison is serving as field instructor, there is an expectation of at least two visits per term.

- (iii) The assigned field liaison/practicum lab instructor must have a completed field learning plan and evaluation/time sheet of the student in hand prior to submitting a grade to the university.

- (s) Procedures

- (i) Each student is to submit a field learning plan that is jointly developed with the field instructor. Program faculty and assigned professional staff from Field Education review field learning plans and provide feedback and guidance when indicated.
- (ii) Field liaisons/Practicum Lab Instructor visit the field instructor and student in the agency while the student is in field placement. While the content and structure of those visits may vary, the focus of the visit should include an overview discussion of the student's assignments, , program competencies, the level of learning and competence the student has achieved the field instructor's appraisal of the student's efforts, augmentation to the identified field learning tasks when indicated, and termination issues, when appropriate. A minimum of one field liaison visit per term is required.
- (iii) The school has responsibility for reinforcing a *social work perspective* when there is not an MSW field instructor. This is accomplished in various ways. (1) The field learning plan has articulated goals, practice behaviors and program competencies which identify what social work students are expected to learn. (2) The school offers orientation and training for field instructors; new field instructors with an CSWE accredited degree are strongly urged to attend, field instructors or agency task supervisor from related disciplines are required to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb. (3) Field liaisons/practicum lab instructors may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor.

- (t) Details

- (i) Field liaison assignment information is provided to faculty by the administrative support person in Field Education.
- (ii) Faculty field liaisons/practicum lab instructors are required to compile a list of their visits at the end of each term. This information is forwarded to the Associate Dean of Academic Affairs. Field advisors providing liaison efforts forward a completed list of their visits to the Director of Field Education.
- (iii) Field liaisons/practicum lab instructors are expected to provide feedback about the quality of field instruction to the
Director of Field Education.

Section 1.06 Evaluating Student Learning and Field Setting Effectiveness In Providing Field Instruction Congruent with Program Competencies

- (u) School Policies

- (i) Field Placements and field instructors must be able to provide assignments and supervision that meet the student's educational, field program and program competency requirements. In order to ascertain this, a yearly evaluation is made.

- (v) Procedures

- (i) At the end of the academic year, field instructors are asked to evaluate the field program's effectiveness in relation to the field placement that has just concluded. This information is gathered, analyzed, and discussed by the Director of Field Education with field education professional staff and Program Director.
- (ii) At the end of the field placement, students are asked to evaluate the field experience either live or via a web based survey. This information is gathered, analyzed, and discussed by the Director of Field Education with field education professional staff and Program Director.
- (iii) Faculty, students, and field instructors are free to provide feedback and suggestions at any time. When there are significant policy or curricular changes, field instructors and faculty are invited to give input.

(w) Details

- (i) As a result of the evaluation process by students and feedback from field liaisons/practicum lab instructors, specific agencies and field instructors may be identified for additional development or non-use.
- (ii) Evaluation forms include: Student Evaluation of Field Experience, Field Instructor Evaluation of the School's Field Efforts.

Section 1.07 Field Instructor Orientation and Training and Continuing Dialogue with Agencies – Approved November 19, 2003 (Revised August 2010)

EPAS Standard 2.1.7 The Program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

(x) School Policy

- (i) Field Education professional staff on main campus and the Coordinators of the UPJ and UPB Programs has responsibility for providing orientation and training to field instructors.

(y) Procedure

- (i) Field instructors are invited for a full day of orientation at the beginning of the fall, spring and summer terms. The content of the orientation includes information that will familiarize field instructors with their role and responsibilities as educators, discussion of policies pertinent to the field experience, and discussion of curricular issues that define the student's expected field learning assignments, practice behaviors and program competencies.
- (ii) The Seminars in Field Instruction (SIFI) is a series of 3 sessions designed to parallel the student and field instructor experience. While the SIFI is not required, field instructors of record and task supervisors, and new field instructors are strongly encouraged to attend. New field instructors and agency task supervisors from related disciplines are required to complete the SIFI available on-line via Courseweb before supervising a student
- (iii) Field instructors are provided with an on-line field education handbook and all necessary documents are always available via the School's website.

(z) Details

- (i) An outline of a typical orientation and SIFI outline is available.
- (ii) Field instructors evaluate the effectiveness of the SIFI.
- (iii) Field instructors who complete the orientation and SIFI are provided CEUs.

(aa) School Policy

- (i) Through the field seminar, the field liaison visit(s), phone calls, and special opportunities such as orientation, the yearly field recognition seminar, the Dean's Speaker Series, the Dean's Council, invitations for field instructors to speak in classes, the school maintains ongoing communication with practitioners in the community. In addition, when faculty and field education professional staff attends community meetings, they converse with local practitioners about current issues and changes in the school or organization.

Section 1.08 Employment-Based Field Placement - Approved November 19, 2003 (Revised April 2007 and August 2010)

EPAS Standard 2.18 The Program discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

(bb) School Policy

- (i) The School of Social Work permits students to be assigned to employment-based field placements when the following criteria are met: 1) the agency must be qualified as an approved field site, 2) the employment assignments and experience must be different from the field learning assignments and experience, 3) the field instructor is not the employment supervisor and qualifies as a field instructor, and 4) the student provides a schedule of hours that are acceptable to the school, employer, and field instructor.
- (ii) Students are not permitted to substitute current or previous work experience for field.
- (iii) The employment-based field placement must be able to meet the requirements of the student's educational program and level. The role of learner is tied to learning opportunities that reflect the program's competencies and characteristic practice behaviors.
- (iv) Students must not do less than 12 hours per week in a supervised field placement and 8 of those hours should be during the day so that students can participate in the life of the field organization.

(cc) Procedures

- (i) The student submits the Request Form for Employment-Based Field Placement at the designated time.
- (ii) Professional field education staff interviews each student requesting an employment-based field placement. When all the appropriate information is available, the field advisor will contact both the proposed field instructor as well as the employment supervisor before making a final recommendation.
- (iii) Recommendations are reviewed with the Director of Field Education before a final decision is made.

(dd) Details

- (i) The school generally permits one field placement as employment-based. On occasion, there may be large or umbrella agencies with significantly different but appropriate field learning opportunities unavailable elsewhere in the community. In those specific instances, the field advisor may recommend that such an assignment would benefit the student's learning.
- (ii) In all discussions with students, employment supervisors and proposed field instructors, the field advisor will ask each to evaluate the potential for conflict of interest issues to arise before final approval.

**Section 1.09 Problem Solving in Field Education - Approved November 19, 2003
(Revised April 2007)**

(ee) Policies

- (i) The School of Social Work at the University of Pittsburgh aspires to provide quality field placements. These field placements are expected to meet basic standards that include but are not limited to 1) acceptance of the University Affiliation Agreement (or similar agreement), 2) provision of a qualified field instructor, and 3) identification and use of structured learning opportunities that are consistent with the student's educational program and the standards of the Council on Social Work Education. To this end, a commitment is made to students, field instruction agencies and field instructors to engage in a problem-solving process when the need for such a process is identified by any one of the these individuals or by the field liaison, Program Director, or Director of Field Education. The purpose of these guidelines is to identify common problems that occur in field placement that may require problem solving as well as the steps by which field placement "problems" are addressed in field education.
- (ii) Termination of a field placement cannot occur unless the problem solving process has been fully utilized. Any recommended termination must follow the School's Policy, *Withdrawal and Termination of Field Placement*.

(ff) **Description of common problems that may occur in field placement:** Any effort or lack of effort on the part of the student, field instructor, or School that may serve as an impediment to learning or to the active completion of the required learning goals of the student. Some examples of this include:

- (i) failure to receive the University Affiliation Agreement, letter of appointment, the Field Learning Plan, the end of the term evaluation;
- (ii) failure to receive a completed application for field instructor;

- (iii) poor attendance or performance in the field lab and seminar;
- (iv) failure of the field liaison/ practicum lab instructor, field advisor, field instructor to respond to phone calls within a reasonable time; no faculty contact and/or visitation during each term of field placement;
- (v) absence of a completed field learning plan/time sheet and end of term evaluation/time sheet; inadequate or missing learning tasks to address objectives; a significant number of unsatisfactory ratings on the final evaluation or frequent NA items;
- (vi) difficulty of the student in talking to and/or working with the field instructor;
- (vii) difficulty of the student in "engaging" in the work and with the staff of the field placement;
- (viii) difficulty of the student in having an open attitude towards learning; lack of demonstrable evidence that the student is learning or adequately moving toward task completing;
- (ix) tardiness, unexcused or frequent absences of the student, inability to work within agency policies and procedures;
- (x) personal problems of student or field instructor that negatively impact on the field instruction effort;
- (xi) agency or organizational changes or stresses that negatively affect the field instructor's ability to meet the expectations of the field instruction effort.

(gg) Procedures

- (i) Problem solving steps should follow the commonly accepted model(s) that students are taught as a basic intervention method.
- (ii) Problem identification by student or field instructor.
- (iii) Discussion of the problem, issue, or concern by those immediately involved.
 - 1) The issue is resolved, or
 - 2) A plan to address the problem is agreed upon and implemented, or
 - 3) There appears to be no workable solution.
- (iv) If no workable solution is found, the field liaison is involved. The field liaison may "coach" the student, or the field instructor, or both and suggest that they meet again.
 - 1) The issue may be resolved, or
 - 2) A plan to address the problem is agreed upon and implemented, or
 - 3) There still appears to be no workable solution.
- (v) If there is still no workable solution, the field liaison schedules a meeting with the student and field instructor. The Program Director is notified.
- (vi) The field liaison facilitates the meeting with the field instructor and the student. This is usually held at the field site.
- (vii) The issue may be resolved, or
 - 1) A plan to address the problem is agreed upon and implemented, or
 - 2) A solution cannot be facilitated.

- a) The field liaison/practicum lab instructor notifies the BASW Program Director and the Director of Field Education if a solution cannot be facilitated; this notification should be in writing. These individuals then engage in problem solving with the field liaison.
- 3) The issue may be resolved, or
 - a) A plan to address the problem is agreed upon and implemented, or
 - b) A solution cannot be facilitated.
- 4) If no solution is agreed upon, a decision to terminate the field placement may be recommended. Termination of a field placement cannot occur unless the problem solving process has been fully utilized. Any recommended termination must follow the School's Policy, *Withdrawal and Termination of Field Placement*.
- 5) Agreed upon plans to address the problem(s), issues(s), or concern(s), should be evaluated for effectiveness at the appropriate level of decision-making. If such plans fall short of resolving problems, issues, or concerns, when implemented, the above problem solving steps are reactivated.
- 6) If a student terminates a placement on their own without utilizing the problem solving process, the situation will be referred to the Program Director and the Associate Dean of Academic Affairs.

Section 1.10 Student Field Placement Activities During a Strike – Approved by Faculty: November 12, 1975

- (hh) Students who are in field placement at the time when the agency is being struck by its employees may or may not cross the picket lines, depending upon the student's orientation or conscience. In no case, shall the student be forced to cross a picket line against his/her own will.
- (ii) A student's educational program shall not be placed in jeopardy as a result of a strike in his/her field placement, agency especially in relation to an impending graduation. The field liaison, in concern with the student, the advisor, and the field instructor (where possible), shall work out alternative plans for instruction to continue during the period of the strike to match as closely as possible the normal field assignment time. The student is responsible in this situation for immediately being in touch with his/her faculty advisor about making plans for his/her educational program for the strike period. This may mean a new placement, if this seems feasible, or it may mean alternative methods of field learning which can be devised to support the student's educational program during the period of the strike (video and audio tapes, role plays, other agency visits and assignments, intensive advising conferences, seminars created for the strike period, etc.). In the case of disagreement between the field instructor and the student's advisor, the advisor will make the decision consistent with this policy.
- (jj) If the student is willing to cross the picket line, and depending upon which services or functions of the agency are being "struck" and depending upon the student's major skill concentration, going to the agency during the strike will be differentially assessed. For example, if a field placement agency's supervisory and administrative personnel are not on strike and those students who have an administrative placement in that agency and whose supervisors and field instructors are still working may continue in their placements. The learning component here may focus on staff behavior during a strike, the administrative role to be played, functional differences that strikes may highlight, administrative responsibility to continue client services as well as possible under the circumstances.
- (kk) Under no circumstances should students be asked to engage in functions that are not in accord with the normal academic pursuits of their field assignment.

Section 1.11 Recommended Procedures on Withdrawal from Field Agency Placement and Termination of Field Instruction Effective Date: October 21, 1987 – Revised January 1989 (Revised April 2007)

- (ll) Withdrawal from a registered field agency placement is only permissible in those rare/selected instances in which there has been a very considerable post-planning shift variables involved in the matching of students and field agencies, and then only with the prior approval of the faculty advisor, the field instructor, and the appropriate Administrative Officer.
- (mm) Requests for withdrawal of a student from field agency placements can be initiated by the faculty advisor, field instructor, or student. Such requests must include a detailed written explanation of the rationale and are to be directed to the faculty advisor who, in turn, will consult with the field instructor and the appropriate Administrative Officer. The faculty advisor is to be held responsible for informing the student and field instructor of the decision. The faculty advisor is also responsible for placing all relevant materials, including the final decision, in the student's folder.
- (nn) All withdrawals from registered field placements are subject to the following conditions:
 - (i) Withdrawals occurring after the first day of the field placement has designated on the academic calendar and before the drop/add period must be noted as "Assignment Changed" in the student's academic folder. The consequences, if any, for field clock hours will be determined on the basis on the amount of elapsed time between withdrawal and reassignment.
 - (ii) Withdrawals occurring after the end of the drop/add period and involving unanticipated agency dynamics which may disadvantage the student must be noted simply as "Withdrawn" in the student's academic folder. The consequences, if any, for field clock hours will be determined by the Faculty Advisor and Administrative Officer.

- (iii) Withdrawals occurring after the end of the add/drop period and involving unsatisfactory field performance to date must be noted as "NC" in the student's academic folder. Such withdrawals will automatically fall within the purview of mandatory academic review and will invoke the academic review process. The consequences for field clock hours shall be full loss of prior field hours for that registered placement.
- (iv) After one approved withdrawal from the field placement, any additional requests for withdrawal made through the remainder of the student's tenure in the degree program will automatically invoke the academic review process. The consequence for field clock hours will be determined during the academic review process and will involve either full or partial loss of prior field placement clock hours for that registered field placement. The review of the student's performance in the field should occur no later than the end of the first term of the student's second trial period.
- (v) In the instance of student removal from two field instruction placements for unsatisfactory performance (two NC grades), no further field instruction placements shall be made, and the student will be terminated from the social work program.

Section 1.12 University of Pittsburgh Policies Relating to Field Education

(oo) Affirmative Action Policy Statement – Revised March 1992

- (i) The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative action steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This commitment is made by the University and is in accordance with federal, state, and /or local laws and regulations. (<http://www.hr.pitt.edu/empredu/affirm.htm>)

(pp) School of Social Work Clearance Statement

I, _____ am a student in the School of Social Work at the University of Pittsburgh. I understand and agree in accordance with the curriculum requirements outlined in the School of Social Work student handbook for the BASW student <http://www.socialwork.pitt.edu/downloads/BASWHandbook.pdf> that in order to complete the program in social work in which I am enrolled, I will be required to complete a field placement or placements with an agency, organization or facility external to the University, and such facilities will or may require a criminal background check, an act 33/34 clearance (if applicable) and perhaps a drug screen to determine whether I am qualified to participate in the field placement. Additionally, in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse. I understand that it is my responsibility to secure the necessary background checks required and submit them to the facility of interest for field placement for their review and determination. Should I fail a check, clearance and/or drug screen, I understand that the School of Social Work cannot guarantee that it will be able to place me in an agency for a field internship, and that these results may affect my ability to complete the program requirements for which I am enrolled and my future ability to be licensed.

I also understand and agree that while I am in field placement, that I am not covered by workman's compensation for any accident/injury that may occur during my time on site doing agency/field placement business. I understand that I, or my medical insurance plan, will be responsible for all expenses incurred while I am working in my field placement and that the University of Pittsburgh and the University of Pittsburgh School of Social Work assumes no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Pittsburgh, its schools, departments, agencies, officers, trustees, and employees from any such responsibility or liability. Students agree that they are not employees of the University of Pittsburgh or the Field Education Organization and are not covered by Workers' Compensation, Unemployment Compensation, or any other laws, government regulations or ordinances related to employees. More information on how to obtain these clearances can be found at <http://www.socialwork.pitt.edu/academic-programs/field-education/resources.php> . For more information on this process, the FBI website is <http://www.fbi.gov/hq/cjis/d/fprequest.htm>

(qq) Sexual Harassment Policy – Revised February 1, 2002

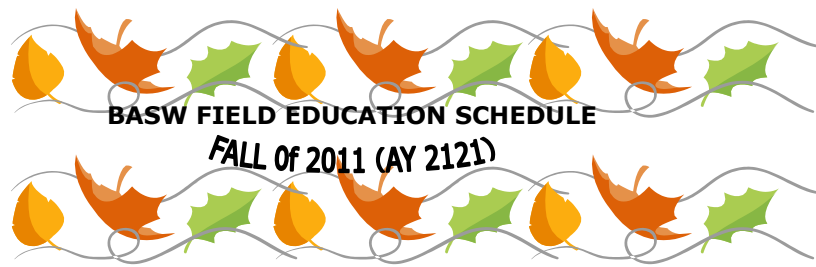
- (i) The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor

condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors and visitors of the University.

- (ii) It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.
- (iii) Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment will be subject to disciplinary action, including, but not limited to reprimand, suspension, termination or expulsion. Any disciplinary action taken will depend upon the severity of the offense <http://www.pitt.edu/HOME/PP/policies/07/07-06-04.html>.

1) Definition

- a) Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when:
 - i) Submission to such conduct is an explicit or implicit condition of employment or academic success;
 - ii) Submission to or rejection of such conduct is used as the basis for an employment or academic decision; or
 - iii) Such conduct has the purpose or effect of: a) Unreasonably interfering with an individual's work or academic performance, or b) Creating an intimidating, hostile or offensive work or academic environment.
 - iv) While sexual harassment most often takes place where there is a power differential between the persons involved, it also may occur between persons of the same status. Sexual harassment can occur on the University premises or off campus at University sponsored events. It can occur between members of the same gender as well as members of different genders.
 - v) **Consensual Relationships** - Personal relationships must not be allowed to interfere with the academic or professional integrity of the teacher-student, staff-student, supervisor-employee or other professional relations within the University. The University's policy on Faculty-Student Relationships (Policy 02-04-03) prohibits intimate relationships between a faculty member and a student whose academic work, teaching or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself / herself from all supervisory, evaluative, and / or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action.
- b) **Complaint Procedure** - Any faculty, staff, or student who believes he or she has been sexually harassed should contact a department chair, dean, director, supervisor, the Office of Affirmative Action, the Office of Human Resources, the Office of Provost, the Coordinator of the University Student Judicial System, or the person(s) listed at the end of this document at one of the regional campuses. (See <http://www.pitt.edu/HOME/PP/policies/07-07-06-0.4.html>) The complaint will either be handled by the person or office receiving the complaint or referred to the Office of Affirmative Action.
- i) All complaints will be given serious, impartial, and timely consideration. When an administrator or supervisor receives a complaint, oral or written communication with the person whose action the complainant found offensive may resolve the problem. If that does not resolve the matter, an investigation will be undertaken. The complainant and the accused will be informed of the findings of the investigation. While every effort will be made to protect the privacy rights of all parties, confidentiality cannot be guaranteed.
- c) If an individual is found to have violated the University's policy against sexual harassment, steps will be taken to stop the harassment and the violator will be subject to disciplinary sanctions, including, but not limited to, oral or written warning, required education program, mandatory counseling reprimand, suspension, reassignment or responsibilities, termination of employment or expulsion from the University. If it is found that the complaint is without reasonable foundation, the parties will be so informed and will also be informed that no further action is warranted. A record of the findings and the action taken must be kept in the unit that handled the complaint.
- d) Any faculty, staff or student who believes that he or she has been sexually harassed should first seek a resolution of this problem as outlined above.



August

- 29 Classes begin.

September

- 5 Labor Day (University closed).
- 6 **Field placement begins for BASW students.**
- 7 **Orientation for Field Instructors, 2017 Cathedral of Learning, 9:00am-4:00 pm**

October

Field Learning Plans are available via
<http://www.socialwork.pitt.edu/academic-programs/field-education/>

- X **Field Learning plans are due for BASW students
(To be determined by BASW Practicum Seminar and Lab Instructor)**
- 15 **Spring Term Request for Field Placement Forms Due.**

November

- 23-27 Thanksgiving Recess for students (no classes or field).

December

- X **Evaluations are due for BASW students.
(To be determined by BASW Practicum Seminar and Lab Instructor.)**
- 5 Last day of Fall term for field placement for BASW students.

- 18 - Jan. 3 Winter Recess for all students.



BASW FIELD EDUCATION SCHEDULE
SPRING of 2012 (AY 2124)

January

4 First day of field placement for all students.

Week of 9th

Required Planning Session for Field Placement for Junior BASW students, (Watch for notices in late fall).

16 Dr. Martin Luther King's Birthday Observance (University closed). (NO FIELD)

February

XX Field Learning plans are due for BASW students
(To be determined by BASW Practicum Seminar and Lab Instructor)

1-14 BASW students submit "Request for Field Placement." Submit Request to Room 2129 CL

March

4-11 Spring Recess for all students.

11 Spring Holiday (University Closed). (NO FIELD)

April

XX Evaluations are due for BASW students
(To be determined by BASW Practicum Seminar and Lab Instructor)

21 Last day of field placement for Spring term for BASW students.

Student Observance of Holidays

Each student is expected to follow the University calendar in observance of designated holidays. In agency situations where a student observance of a University holiday would pose a hardship or problem in the organization's program, the student may negotiate a compensatory time arrangement satisfactory to all parties: student, field instructor, administrative officer, and advisor. A statement of this change or agreement should be placed in the student's file. Students are not required to make up agency holidays that are not observed by the School. In any event, (inclement weather etc...). A student must clock the minimum amount of hours required for their field placement before the placement is concluded.

Student's Satisfactory Completion of Field Requirements

Students must have a field learning plan/time sheet and an evaluation/time sheet on file to indicate they have satisfactorily completed field learning requirements. Students need to complete the required number of hours for each term in field placement. No student is permitted to end a field placement more than two weeks early without permission from the Director of Field Education.