

New Mexico State University
College of Health and Social Sciences
School of Social Work
MSW 551
GENERALIST FIELD PRACTICUM I
Semester/Year
Class Location

Course Syllabus

Field Coordinator:

Email:

Phone:

Assignments:

Field Liaison:

Email:

Phone:

Seminar Day of the Week:

Seminar Time:

Seminar Place:

COURSE CATALOG DESCRIPTION

Supervised professional practice in a community social service agency, providing experiential instruction and learning; seminar required. Evaluation criteria for this course will include upholding social work practice standards for interpersonal and ethical conduct.

Total of 225 hours in the field each semester is required – 3 credits each semester

Pre/Co-requisite(s): MSW 505, MSW 509, MSW 510, MSW 520, Restricted to MSW Majors. Grade is S or U first semester field.

COURSE DESCRIPTION

Supervised social work practice in a university approved agency. This course focuses on generalist social work practice. **At this level students are expected to assume substantive responsibility for carrying out social work activities.**

- Students are given the opportunity to observe and assume social work activities in direct and indirect practice under close supervision.
- These field work opportunities enable students to apply and integrate previous and current learning.
- Opportunities will be available for students to develop knowledge of professional practice at multiple system levels and with a variety of cultural, ethnic, racial, gender and age groups.

- **The course has four equally important requirements:**
 1. Agency Attendance and Performance
 2. Seminar Attendance and Performance
 3. Documented student development of Competencies and Practice Behaviors
 4. Timely submission of Competency Based Assignments in seminar
 5. Completion of a social work practicum learning portfolio

COURSE OBJECTIVES

The School of Social Work at New Mexico State University incorporates competencies developed by the Council on Social Work Education. The Field Contract and evaluation are based on these competencies.

Upon completion of this course, students will be able to:

1. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.
2. Identify myself as a professional social worker and conduct myself accordingly.
3. Apply social work ethical principles to guide professional my practice.
4. Apply critical thinking to inform and communicate professional judgments.
5. Engage with diverse clients in the practice setting.
6. Learn about the role of social work in advancing human rights and social justice.
7. Incorporate research-informed practice and practice-informed research.
8. Apply knowledge of human behavior and the social environment.
9. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services.
10. Identify the process needed to respond to contexts that shape practice

See page 5 for description of competencies and required behaviors

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE¹

Generalist social work practitioners work with **individuals, families, groups, communities and organizations** in a variety of social work and host settings and apply ethical principles and critical thinking to practice.

- The generalist practitioner identifies with the social work profession and is grounded in the dual perspective of the person and the environment.
- Utilizing knowledge of the human condition, generalist practitioners view clients and client systems from a strengths and resiliency perspective in order to recognize, support, and build upon the capabilities of all human beings.
- They use a collaborative process to engage, assess, and intervene (broker services, advocate, and counsel, educate, and organize) with and on behalf of clients and client systems.
- Generalist social workers participate in community and organizational development. Generalist practitioners are consumer informed, are involved in research-informed (evidence based) practice, and evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.
- Finally, generalist social work practice is guided by the NASW Code of Ethics, incorporating diversity in their practice and advocating for human rights and social justice.

¹ NMSU Social Work Faculty approved 11/9/07.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

<http://www.socialworkers.org/pubs/code/code.asp> (All Social Work students are required to become familiar with and adhere to the social work professions code of ethics)

Required Readings:

- **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**
- At least three field related research articles
- Additional readings may be assigned by Social Work Field Liaison and/or Instructor

AGENCY PLACEMENT

Students are placed in a variety of community agencies to match their interests with agency activities. Students are required to be in their field placement for 225 hours per semester for two semesters, total of 450 hours. See following role of Field Instructor and Field Liaison.

MANDATORY SEMINAR MEETINGS WITH LIAISON

Seminar discussions, presentations and assignments will aim at giving students an opportunity to accomplish the following:

- Integrate and discuss knowledge from academic course work and its relationship with knowledge gained in the field experience.
- Present and discuss field case examples.
- Share experiences, address common learning needs, and obtain consultation from peers and the field liaison.
- Allow students to have a broader exposure to the field of social work by learning about social work practice in other settings by listening to their peer's field experience.

Seminar Requirements

1. **Weekly Seminar attendance is mandatory.** Social work practitioners should be punctual in both attendance and in meeting deadlines. Therefore, seminar attendance is expected. **Arriving late or leaving seminar early may be counted as an absence.**
2. **Social work practitioners assume responsibility for knowing and understanding the NASW Code of Ethics.** Professional ethics will be discussed throughout the semester and seminar and agency behavior is expected to reflect a collective attempt to demonstrate ethical practice.
3. **All assignments must be submitted by the deadline.** Late submissions will not be graded but must be submitted and included in the portfolio to earn a passing grade.
4. The majority of seminar time will be spent in discussions related to field experience and student presentations. **Quality of participation will be judged over quantity.** All discussions must be focused on field experience concerns, questions, insights, etc. Disagreements should be stated in a respectful manner to maintain seminar discussions at a professional level.
5. **The use of cell phones or any other electronic device will NOT be allowed during seminar.** If you have a valid reason to keep your phone on during seminar you need to discuss the issue with the liaison, put the cell on vibrate and sit by the door so you can exit the classroom if you receive a phone call. According to NMSU Student Code of Conduct **"It is the personal responsibility of every member of the campus community not only to protect his/her own rights, but to respect the rights of others, and to behave in a manner conducive to learning and/or living in an educational environment."** Therefore **a student who engages in disruptive behavior may be asked to leave the seminar session** and a meeting to address the issue will be schedule with the MSW Program Coordinator, the student, the student's Academic Advisor and the Liaison.

6. Eating in the classrooms is not permitted per college administration policy.

Seminar is meant to give you the opportunity to:

- Discuss your field experience to facilitate the integration of knowledge from coursework and field experience.
- Learn from others and develop and practice your listening skills – when others speak, make an effort to really listen.
- Contribute by sharing what you are learning at your particular agency.
- Become aware of the different resources available in the community.
- Become aware of community needs.
- Start to understand how policies (at all levels) impact social work practice.
- Explore natural emotions related to being an apprentice (feeling inadequate, making mistakes, learning the language of the profession, dealing with difficult clients, recognizing your learning gaps, identifying and setting boundaries with peers, superiors, clients, etc.).
- Start developing your peer network.

Seminar is not meant to:

- Be a forum to discuss problems in the field – problems are best addressed with the people involved (get familiar with the chain of command in your particular agency and read your Field Manual) usually it is best to start with the person you are having a conflict with.
- Be a gossip session – before you speak, ask yourself if what you are going to say contributes to your own learning and that of your peers. If not, don't say it. **Do not discuss client issues with anyone outside the seminar setting.**
- Be at your learning level at all times – everyone in the group will have different learning needs; the liaison will attempt to help everyone but no one can successfully assist more than one person at a time.
- Be a therapy session – while feelings related to your developing competence as a social worker in training are appropriate, issues related to your personal life need to be addressed in a different environment.

The seminar is an important part of the course and like all courses; you will get as much out of it as you put into it. Be ready to listen, learn and contribute.

COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

Practice Behaviors
Competency 1. Identify myself as a professional social worker and conduct myself accordingly. Social workers serve as representatives of the profession, its mission and core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication
5. Engage in career-long learning
6. Use supervision and consultation
Competency 2. Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws.
7. Recognize and manage personal values in a way that allows professional values to guide practice.
8. Make ethical decisions by applying standards of the national association of social workers code of ethics and, as applicable, of the international federation of social workers/international association of schools of social work ethics in social work, statement of principles
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.
Competency 3. Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom.
12. Analyze models of assessment, prevention, intervention, and evaluation.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues.
Competency 4. Engage with diverse clients in the practice setting. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, as well as create or enhance privilege and power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
17. View themselves as learners and engage those with whom they work as informants.
Competency 5. Advance human rights and social justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.
18. Understand the forms and mechanisms of oppression and discrimination.
19. Advocate for human rights and social and economic justice.
20. Engage in practices that advance social and economic justice.

<p>Competency 6. Identify (Engage in) research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>
21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.
<p>Competency 7. Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p>
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
24. Critique and apply knowledge to understand person and environment.
<p>Competency 8. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>
25. Analyze, formulate, and advocate for policies that advance social well-being.
26. Collaborate with colleagues and clients for effective policy action.
<p>Competency 9. Identify the process needed to respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p>
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
<p>Competency 10. Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p>
ENGAGEMENT
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
30. Demonstrate empathy and other interpersonal skills
31. Develop a mutually agreed-on focus of work and desired outcomes.
ASSESSMENT –
32. Collect, organize, and interpret client data
33. Assess client strengths and limitations.
34. Develop mutually agreed-on intervention goals and objectives.
35. Select appropriate intervention strategies.
INTERVENTION –
36. Initiate actions to achieve organizational goals;
37. Implement prevention interventions that enhance client capacities.
38. Help clients resolve problems.
39. Negotiate, mediate, and advocate for clients.
40. Facilitate transitions and endings.
Evaluation
41. Critically analyze, monitor, and evaluate interventions

GLOBAL STUDENT PERFORMANCE EVALUATION

A. EVALUATION OF FIELD AGENCY BEHAVIOR
Agency attendance – All time and activity reports and instructional meeting agendas were completed weekly, have been signed and are included in student portfolio for review.
Student's active participation in own learning – Student was prepared for every instructional meeting; student takes initiative seeking social work related tasks independently, asks for feedback, and researches relevant information independently.
Field Learning Contract and Evaluation document was completed in a timely manner.
One Process recording completed: (MID TERM and FINAL) Process recording was given to instructor with sufficient time to provide feedback, the process recording was complete, insightful, and demonstrated positive regard for the client.
Student's ability to accurately self-evaluate prior to mid-term and final exams.
Student's ability to effectively work with others; peers, supervisors, public, etc.
Student is able to accept and use redirection without defensiveness
B. EVALUATION OF FIELD SEMINAR BEHAVIOR
Seminar Attendance & Participation – Student was present in body and mind for all seminar sessions; student's comments were relevant to topic at hand, student was able to express unpopular points of view in a respectful manner.
Field Agency Presentation – the student presentation was concise, but included a brief overview of agency's mission and structure, funding sources, clients served and own role in the agency.
Portfolio : Complete, organized, timely & relevant. Will serve as a reference for student
Assignments and Process Recordings : Completeness, clarity, insight, scholarly quality & timeliness. All assignments focused on the given theme.
Student's ability to accurately self-evaluate prior to mid-term and final exams
Student is able to accept and use redirection without defensiveness

FIELD COURSE WORK EVALUATION CRITERIA

Used for Midterms and Finals evaluations

Note: Documentation of how the student has been advised to work on all areas where the student has earned 1, 2 or N/A is required.

	Practice Behaviors Competency Level Descriptions
5 = A	EXCELLENT – Consistently performs above expectations in all aspects of social work practice. Critical thinker and effective team player. Takes control of own learning. Has the discipline to complete tasks in a timely manner, interacts with everyone in the agency in a courteous and professional manner. The student demonstrated effective use of this practice behavior consistently and effectively. All practice behaviors need to have examples of how you are practicing the specific skill.
4 = B	GOOD – Consistently performs at expected level of social work practice. Completes assigned work, is willing to be guided and is prepared for supervisory meetings, follows agency policies and is able to work effectively with staff and clients and keeps a regular schedule. The student demonstrates effective use of this practice behavior most of the time. Students must include examples of how practice behaviors are being developed and practiced in the field placement.
3 = C	AVERAGE – Performs at expected level, but will focus on preferred tasks. Completes assigned work, but the quality is inconsistent, is willing to be guided but is not always prepared for supervisory meetings, follows agency policies when interacting with staff and clients and keeps a regular schedule most of the time. The student demonstrated understanding of this skill and offers evidence of appropriate use but more practice experience is required. Students must include examples of how practice behaviors are being developed and practiced in the field placement.
2 = D	BELOW AVERAGE – Barely acceptable work, fails to complete assigned work on a timely manner, has difficulty accepting guidance, is consistently unprepared for supervisory meetings or cancels supervisory meetings, has to be reminded of agency policies and has difficulty working with staff or clients. The student demonstrated understanding of some aspects of this practice behavior, but shows little ability to implement it in practice. Student, please include documentation as to how you have been advised to address these deficiencies and what you plan to do to address them.
1 = F	FAILING – Unacceptable work in all areas. Little or no initiative, fails to take responsibility for own learning and does not take guidance graciously, Fails to follow agency policies and is unsuccessful establishing effective work relationships with staff and clients. Unacceptable: the student demonstrated little understanding of this practice behavior or its use in practice. Student, please include documentation as to how you have been advised to address these deficiencies and what you plan to do to address them.
n/a	NOT APPLICABLE , the student has not had the opportunity to work on this area – Instructor, please include documentation as to how the student will have the opportunity develop competence in this practice behavior.

Your work will be evaluated using the above criteria

NMSU ACADEMIC MISCONDUCT STATEMENT:

Academic Misconduct – Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

1. Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty.
2. Plagiarism is using another person's work without acknowledgement, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism:
 - An idea or opinion, even when put into one's own words (paraphrase)
 - A few well-said words, if these are a unique insight
 - Many words, even if one changes most of them
 - Materials assembled by others, for instance quotes or a bibliography
 - An argument
 - A pattern or idea
 - Graphs, pictures, or other illustrations
 - Facts
 - All or part of an existing paper or other resource

This list is not meant to include all possible examples of plagiarism. See the University Library's web page on plagiarism for further examples.

3. Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials.
4. Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; or unauthorized access to academic computer records.
5. Nondisclosure or misrepresentation in filling out applications or other University records in, or for, academic departments or colleges.

Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV- Non Academic Misconduct-all Students. Such students are also subject to administrative actions in accordance with the

For further information on academic misconduct, refer to the following website:
<http://deanofstudents.nmsu.edu/student-handbook/index.html>.

NMSU AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

If you have, or believe you have a disability, you may contact the Student Accessibility Services (SAS) Office located in Corbett Center, Room 244, 575-646-6840, or email sas@nmsu.edu. All medical information will be treated confidentially. If you have a condition which may affect your ability to exit safely from the premises in an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or Student Accessibility Service.

Questions regarding the Americans with Disabilities Act (ADA), the American with Disabilities Amendment Act and/or Section 504 of the Rehabilitation Act of 1973 should be directed to the SAS Office.

Questions regarding NMSU's Non-discrimination Policy and discrimination complaints should be referred to Gerard Nevarez, Office of Institutional Equity 575-646-3635.

Accommodations will be provided to students who provide the instructor with official documentation from the NMSU Student Accessibility Services Office. The document must include the specific accommodations required as determined by that office.

SOCIAL WORK FIELD EXPERIENCE TEAM MEMBERS SHOULD READ THE FIELD CONTRACT CAREFULLY TO UNDERSTAND THEIR DUTIES AND RESPONSIBILITIES

THE SOCIAL WORK STUDENT

Students are required to successfully complete two semesters of social work field experience under the supervision of a social work field instructor and a field liaison. In some agencies such as CYFD a site based supervisor will be assign to provide the day to day supervision of student social workers. Students are expected to be receptive to guidance and work with supervisors, staff, peers and clients in a professional manner.

THE FIELD INSTRUCTOR

Students are assigned to a Social Worker who has agreed to serve as the field instructor and provide field supervision and/or instruction. All approved agencies either have a licensed social worker on staff or arrangements have been made for a social worker to provide supervision and instruction. The field instructor utilizes a combination of teaching strategies that may include role modeling, case assignments, documentation assignments, reading materials, and small group instruction.

FACULTY FIELD LIAISON

Students are assigned to a faculty field liaison that oversees the learning experience and assists the student and field instructor in designing appropriate learning activities and in integrating practice theory and practice skills.

THE AGENCY BASED DIRECT SUPERVISOR(IF APPLICABLE)

The field based site supervisor will provide guidance and supervision to assist the student successfully complete the field experience.

OVERVIEW OF FIELD COURSEWORK REQUIREMENTS

1. Students are required to complete a Field Learning Contract and Evaluation Document.

The first part of the Learning contract has to be signed by all people working with the student. The midterm and final evaluations are developed with the Field Instructor and discussed with the Field Liaison.

2. Field Experience Portfolio: Each student is required to put together a Field Experience Portfolio to maintain all MSW 551 field course work assignments organized and available for review. We suggest the student buy a 3 inch 3 ring binder and 10 dividers for the different parts of the Portfolio. The field Liaison will check the students' portfolios at midterm and during the final to make sure the student has completed all required assignments. Field liaisons may require students to bring portfolios to seminar every week and may require students to rewrite any assignment that is not up to standard.

3. Assignments, Evaluations and grades

The student is required to actively participate in the evaluation of their performance throughout the field practice experience. The seminar assignments and evaluation is part of field learning, as this will allow the student to periodically review field work expectations and evaluation criteria to make sure learning progress is being made. In the case that a competency area cannot be met, it is very important to discuss the issue with both the field instructor and field liaison.

The final grade (for 551 only)will be an S/U grade. Please note that a "U" grade will result in the student being dismissed from the MSW program.

ATTENDANCE POLICY

Students must strive for punctuality; attend all seminar meetings, and regard the schedule negotiated with the agency as a professional commitment. The field schedule at the agency should be one that provides the student with opportunities to take on the social work role under the supervision of an experienced social worker at the agency. The practicum should not be completed in fewer than 15 weeks.

Students are required to complete 225 clock hours in the field setting per semester.

- Time spent in meetings with field instructor outside the regular agency schedule count as practicum hours.
- Seminar hours also count as field hours.
- With **prior approval from the agency field instructor**, students may also count as field hours time spent attending conferences, workshops, or other training programs. Participation in training and educational activities should have relevance to the field placement and student's learning objectives.
- Absences due to illness or agency holidays must be made up and documented on the TIME AND ACTIVITIES REPORT.

THE SEMINAR ASSIGNMENTS GRADING CRITERIA****	Points
The Assignment addresses all parts of the assignment, the quality of writing is evident, ideas are clearly stated and author used appropriate academic style. All details are relevant to the practice behaviors and reader is able to assess the student's competency in the skill area presented in the Assignment. Student was able to use the assignment as a reflective tool to create learning goals relevant to the Practice Behaviors discussed in the Assignment and it is clearly evident that the student is gaining competency in the practice behaviors described in this assignment.	5
The Assignment addresses all parts of the assignment, the quality of writing is evident, ideas are clearly stated and author used appropriate academic style. All details are relevant to the practice behaviors and reader is able to assess the student's competency in the skill area presented in the Assignment. Student was able to use the assignment as a reflective tool to create learning goals relevant to the Practice Behaviors discussed in the Assignment.	4
The Assignment was completed accurately and addresses each part of the Assignment and reader is able to assess competency in the Practice Behaviors presented in the Assignment. Student needs to work on quality of writing, clarity in the integration of academic learning with practice experience or the use of the assignment as a reflective tool.	3
The Assignment is completed with some prose errors, addresses each part of the Assignment in general terms and it was difficult for the reader to assess competency in the Practice Behaviors presented in the Assignment.	2
The Assignment lacks completeness, contains major prose errors, lacks clarity and it is so poorly written that the reader has difficulty evaluating the students competency in the Practice Behaviors assigned for this Assignment.	1
The Assignment was not submitted, was submitted late, or was so poorly written that the reader could not assess the student's competency in the relevant practice behaviors in this assignment.	0

MSW 551 – SEMINAR SCHEDULE

Week # 1 Week of 8/27	<u>INTRODUCTION TO THE FIELD SEMINAR</u> <ul style="list-style-type: none"> Review MSW 551 Syllabus Review FIELD LEARNING CONTRACT Discuss Agency Presentation and Client Case presentation Discuss Field Experience Portfolio Set group rules
Week # 2 Week of 9/3	LABOR DAY SEMINAR MUST BE MADE UP FIELD LEARNING CONTRACT PART 1 MUST BE SUBMITTED WITH ALL SIGNATURES <ul style="list-style-type: none"> Discussion of agencies
Week # 3 Week of 9/10	<ul style="list-style-type: none"> First Assignment due "Professional Identity" Agency Presentation Discussion
Week # 4 Week of 9/17	FIELD LEARNING CONTRACT PART 2 (AGENCY INFO) MUST BE SUBMITTED <ul style="list-style-type: none"> Second Assignment due "Engagement skills" Agency Presentation Discussion
Week # 5 Week of 9/ 24	<ul style="list-style-type: none"> Third Assignment due "Assessment and Treatment Planning" Agency presentation discussion
Week # 6 Week of 10/1	<ul style="list-style-type: none"> Fourth Assignment: PRACTICE BEHAVIOR EVIDENCE Agency Presentation Discussion AGENCY VISITS FOR MID-TERM BY FIELD LIAISON next week FIELD LEARNING CONTRACT WITH MID-TERM EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY
Week # 7 Week of 10/8	<ul style="list-style-type: none"> Mid Terms Report Due to field office – any student failing the field at this point in the semester must participate in a "Counseling-In" with field coordinator, academic advisor, MSW Coordinator, Liaison and Field Instructor if possible) Agency Presentation Discussion
Week # 8 Week of 10/15	<ul style="list-style-type: none"> (Last day to withdraw with a "W" October 11) 1st Process Recording due Client Case Presentation Discussion
Week # 9 Week of 10/22	<ul style="list-style-type: none"> FIFTH Assignment: "Ethics" Process Recording Discussion continued Client Case Presentation
Week # 10 Week of 10/29	SIXTH Assignment due "Critical Thinking" <ul style="list-style-type: none"> Client Case Presentation Discussion
Week # 11 Week of 11/5	SEVENTH Assignment due "Diversity" <ul style="list-style-type: none"> Last day to Withdraw from University (November 11) Client Case Presentation and Discussion
Week # 12 Week of 11/12	<ul style="list-style-type: none"> 2nd Process Recording due Discussion about the difference between the first and second process recording and how you will be using what you learned through this process. Client Case Presentation Discussion
Week # 13 11/19	THANKSGIVING HOLIDAY NO CLASSES ALL WEEK
Week # 14 Week of 11/26	<ul style="list-style-type: none"> EIGHTH Assignment due "Human Behavior and the Social Environment" Client Case Presentation and discussion

Week # 15 Week of 12/3	<ul style="list-style-type: none"> • FIELD LEARNING CONTRACT WITH FINAL EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY WITH LIAISON THIS WEEK • Client Case Presentation • Review of Portfolio for final grade and Discussion
Week # 16 Week of 12/10	EXAM WEEK Final seminar discussion Final Field Evaluations with Practice Behaviors and Grades Due to the Field Office

Note: The Field Experience Learning Assignments are meant to provide comprehensive evidence of the student's ability to competently perform in each skill area. All Field Experience Learning Assignments will be used to collect evidence of practice behavior competency for program evaluation purposes.

****** If you have not had the opportunity to experience a field practicum situation to adequately answer any part of the competency based assignment sections, you may elect to submit your assignment by the deadline but label that section of the assignment with the word "incomplete". Include your plan to gain the knowledge and experience you need to complete that particular section of the assignment, or discuss with liaison why it is not possible to have it completed in two weeks. However, you will need to resubmit the assignment within two weeks to earn full credit.**

ASSIGNMENT # 1 Professional Identity

Name: _____

Date _____

Competency 1: Identify myself as a professional social worker and conduct myself accordingly. Social workers serve as representatives of the profession, its mission and core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Restate Competency 1 in your own words:

Competency 1. Professional Identity:	Answer the questions and give an example of what you did.	Evaluate your current level of competency in this Practice Behavior.	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
How did you conduct yourself as a social worker this week? What skills of SW did you use? Can you think of a way you might advocate for a client in this agency?				
What did you learn about yourself this week? Have you had any boundary issues yet?				
How do you think your appearance and interaction with the agency affected your work?				
What did you learn about supervision this week? Describe how you prepared to effectively use supervision with your supervisor				

ASSIGNMENT # 2 Engagement

Name: _____ Date: _____

Competency 10 Engagement: Practice Behaviors	Answer the questions and give an example of what you did.	Evaluate your current level of competency in this Practice Behavior.	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
<u>Describe your process for preparing to see a client:</u> What questions did you plan to ask? What questions did you ACTUALLY ask?				
<u>Describe your process for preparing to see a client:</u> How did you get background information about the client?				
Describe the process you will use to establish rapport with clients in your practicum setting. If you saw a client (talked on phone, face to face, etc.), what engagement techniques and skills did you use?				
How did you use empathy and other interpersonal skills when establishing rapport with a client?				

ASSIGNMENT # 3 Assessment and Planning

Name: _____

Date _____

Competency 10 - Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Restate Competency 10 in your own words:

Competency 10 – Assessment and Treatment Planning	Answer the questions and give an example of what you did.	Evaluate your current level of competency in this Practice Behavior.	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Describe the process you will use to <i>collect</i> , <i>organize</i> , and <i>interpret</i> client data from a client.	Give an example of doing this.			
Discuss how you use client data to interpret and to assess the client's strengths and weaknesses.	Give an example of doing this.			
How do you develop a treatment plan with a client?	Give an example of this.			

ASSIGNMENT 4 : EVIDENCE BASED EVALUATIONS OF PRACTICE
Preparation for student evaluations

NAME: _____ **DATE:** _____

What does the concept of evidence mean in the context of human service interaction?	
The term Evidence implies that we are looking for something or there is something to “find”. What are we looking to find?	
What will the evidence we find show us about the usefulness of our interventions? What does the concept “evidence-based intervention” mean?	
How can we evaluate this evidence?	
Give a specific evidence based example of a Social Work skill you used this week. How would you evaluate your ability to effectively use this skill?	
When we say we employ “Evidence-Based Practice” what does this mean?	

ASSIGNMENT # 5 Ethics

Name: _____ Date: _____

Competency 2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Restate competency 2 in your own words:

Competency 2 – Apply social work ethical principles to guide professional practice:	Answer the questions and give an example of what you did. You can also use an assignment from MSW 505 or MSW 520 regarding ethical dilemmas, and apply it to your agency	Evaluate your current level of competency in this Practice Behavior.	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Describe the difference between your personal and professional values.	Use the NASW Code of Ethics.			
Describe one area where there may be conflict between your personal and professional values. How are you able to put your personal values aside and focus on the needs of the client without judgment?				
Describe a situation that is ethically ambiguous. What strategy would you use to solve this ethical dilemma?				

ASSIGNMENT # 6 Critical Thinking

Name: _____ Date _____

Competency 3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Explain Competency 3 in your own words:

Competency 3 – Apply critical thinking to inform and communicate professional judgments:	Answer the questions and give an example of what you did.	Evaluate your current level of competency in this Practice Behavior.	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
What forms of assessment, prevention, intervention and prevention are used in your agency and how have you used them?				
What opportunity have you had to communicate orally in your agency? Staff meeting, case conference, and presentation?				
Discuss the opportunities you have had to communicate using your written skills. Discuss your limitations regarding oral and written communication skills				
What are you curious about in your field practicum? How can you find information about this and how will you use it?				

ASSIGNMENT # 7 Diversity

Name: _____ Date _____

Competency 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Explain Competency 4 in your own words:

Competency 4 - Engage with diverse clients in the practice setting:	Answer the questions and give an example of what you did.	Evaluate your current level of competency in this Practice Behavior.	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
What personal biases might interfere with your ability to work with some clients in your agency who are very different than yourself?	Give an example of a client experience where that bias may be challenged.	How do you practice self awareness?		
How can you "View yourself as a learner" and engage the clients at your agency as informants?"	Give examples			
What agency policy or training have you had that addresses cultural competency?	Summarize assignment from MSW 509 or discuss how you used that training or understanding of policy in your work at the agency			

ASSIGNMENT # 8 HBSE

Name: _____ Date _____

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Explain Competency 7 in your own Words:

Competency 7—Apply knowledge of human behavior and the social environment.	Answer the questions and give an example of what you did.	Evaluate your current level of competency in this Practice Behavior.	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Give an example of a conceptual framework/theory you learned in your HBSE class that has helped you assess your clients?				
How have you applied this conceptual framework/theory to clients in your field practicum?				
How has that helped you to understand clients' biological, social, cultural, psychological, and spiritual development?				
What is your learning plan to continue developing skills in assessing human behavior in a client's social environment?				

FORMS FOR THE FIELD

FIELD FORMS - OVERVIEW

FORMS	PERSON RESPONSIBLE
1. PORTFOLIO OUTLINE: Student maintains a portfolio and has it ready for review at midterm and final.	Student
2. STUDENT PARTICIPATION TRACKING FORM - This is a check list with dates. Students are required to keep track of all of their assignments, seminars attended, hours in the field on a summary sheet to be added to their Portfolio	Student – signed by Field Liaison end of semester
3. WEEKLY SUPERVISORY MEETING AGENDA and TIME AND ACTIVITIES REPORT - This is a form to help the student keep track of what they are doing each day and the hours they are in the field and the long term goals in the supervision. It is essential that the Field Instructor comment on this form and sign it.	Student - Field Instructor needs to comment and sign (at supervisory meeting)
4. OVERVIEW OF LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS: Explains the 6 parts of a learning contract and evaluation.	Student, Field Instructor and Liaison need to understand the components of the Contract and Evaluation.
5. AGENCY PRESENTATION OUTLINE – FOR SEMINAR DISCUSSION: Use of Agency Description created for Learning Contract and presentation to seminar.	Student
6. CASE/ FIELD WORK PRESENTATION OUTLINE: Student prepares a case or example of their field work to present in their seminar.	Student
7. PROCESS RECORDING: TWO PER SEMESTER This is a vital form of evaluation the students' progress in competency 10 – engagement, assessment, intervention, and evaluation.	Student - Field Instructor comments. Given to Field Liaison
8. BSW/MSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR & LIAISON: Student should fill this out at the end of every semester.	Student

FIELD EXPERIENCE PORTFOLIO OUTLINE

MUST BE REVIEWED AT MID-TERM & FINAL BY FIELD LIAISON

- 1. Section one**
 - a. FIELD EXPERIENCE PORTFOLIO TABLE OF CONTENTS**
 - b. STUDENT PARTICIPATION TRACKING FORM**
- 2. Section two**
 - a. Summary of your reasons for choosing social work as a profession**
 - i. How will your practicum influence your future social work performance?**
 - ii. What is your professional development goal for this semester?**
- 3. Section three**
 - a. Field Course Syllabus (MSW 551)**
 - b. Agency policies**
 - i. Related to client services**
 - ii. Related to your as a social work practicum student**
- 4. Section four**
 - a. Field Learning Contract (Part 1 & 2)**
 - b. Mid-term & Final evaluations with evidence for each practice behavior**
 - c. Mid-term and final evaluations signed by everyone in the field practicum team**
- 5. Section five**
 - a. Social Work Field Competency Assignments (submit to your Field Liaison and keep a copy in your portfolio)**
- 6. Section six**
 - a. Examples of client assessment – how does the agency assess client/program fit & progress?**
 - b. TWO PROCESS RECORDINGS – with comments from field instructor**
- 7. Section seven**
 - a. WEEKLY SUPERVISORY MEETING AGENDA/ TIME AND ACTIVITIES REPORT (signed by field instructor)**
- 8. Section eight**
 - a. Research articles related to an issue you are dealing with at your agency (at least 3 articles)**
 - b. Summary of how you selected the topic to research and how you will use the information you gained from the articles you found.**
- 9. Section nine**
 - a. Values and Ethics:**
 - i. One page summary of the relevant values and ethics important in this setting**
 - b. End of Semester Summary of Field Experience**
 - i. What did you accomplish in this field placement this semester?**
 - ii. What did you learned from supervision?**
 - iii. Summary of leaning gains and your next steps for continuous professional growth.**

STUDENT DOCUMENT TRACKING FORM – One per Semester

The student maintains this record until end of each semester. It is kept in the portfolio. It is the summary of the time the students spent in the field, the weekly activities with their supervisor and the seminar attendance and assignments.

Student Name _____

BSW Semester Fall _____ Spring _____ MSW 1st Year Field Fall _____ Spring _____
 MSW 2nd Year Field Fall _____ Spring _____

Filed Instructor Name: _____ Field Liaison Name: _____

Learning Contract submitted: Dates: _____

Mid Term meeting Dates: _____

Final meeting Dates: _____

Weekly Supervisory Agenda/ Time and Activities reports submitted	Seminar Attendance
1. Week of _____ time included _____	1. Week of _____
2. Week of _____ time included _____	2. Week of _____
3. Week of _____ time included _____	3. Week of _____
4. Week of _____ time included _____	4. Week of _____
5. Week of _____ time included _____	5. Week of _____
6. Week of _____ time included _____	6. Week of _____
7. Week of _____ time included _____	7. Week of _____
8. Week of _____ time included _____	8. Week of _____
9. Week of _____ time included _____	9. Week of _____
10. Week of _____ time included _____	10. Week of _____
11. Week of _____ time included _____	11. Week of _____
12. Week of _____ time included _____	12. Week of _____
13. Week of _____ time included _____	13. Week of _____
14. Week of _____ time included _____	14. Week of _____
15. Week of _____ time included _____	15. Week of _____
16. Week of _____ time included _____	16. Week of _____
Total Time _____	

Evidence of Learning

Competency Based Assignments	Competency Based Assignments	Process recording	Case Presentation
1. Date _____	6. Date _____	1. Date _____	Date _____
2. Date _____	7. Date _____	2. Date _____	
3. Date _____	8. Date _____		<u>Midterm/Final</u>
4. Date _____	9. Date _____		Date:
5. Date _____	10. Date _____		Date:

Recommended Grade for Semester 1 or 2 is _____ (circle semester) **U or S for MSW 551**

Liaison Signature _____ Date _____

A copy of this form should be in Portfolio. Give original to field office at end of semester.

SCHOOL OF SOCIAL WORK
WEEKLY INSTRUCTIONAL MEETING AGENDA and TIME AND ACTIVITIES REPORT

Week: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12 ☐13 ☐14 ☐15 ☐16

Student Name _____ Field Social Worker _____

Date of meeting: _____ Time of meeting: _____

DATE	ACTUAL HOURS	DESCRIBE ACTIVITIES IN DETAIL Example: Conducted a client intake, attended a staff meeting, completed an intake interview, called clients, call agency X to make a client referral, etc.

Total Hours Accrued this week: _____ **Remaining Hours to be completed:** _____

A minimum of 225 per term is needed for MSW 551 and 552 250 for MSW 554 and 555

Student's Summary Report on the status of tasks assigned during last supervisory meeting:

Issue or issues student wants to discuss during this instructional meeting and their relationship to Social Work Competencies:

Learning tasks and assignments from this instructional meeting to be completed by next week:

Student's Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

If student is struggling to meet field requirements and/or has been advised to work on any social work competency and there is concern that the student is not working towards meeting course requirements, the Field Instructor must include a recommendation for improvement and explicitly inform the student of any danger of failing the course. The Field Instructor must also notify the Liaison as soon as these issues occur. (Use back of form if necessary)

This form should be completed weekly and included on the portfolio for liaison review

OVERVIEW OF LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS

PART 1: CONTAINS THE ROLES AND RESPONSIBILITIES of student, Field Instructor, Agency Field Supervisor (if needed), and Field Liaison. It should be read carefully and signed by all.

PART 2 - DESCRIPTION OF THE AGENCY: Students will be given an outline in their field syllabus that needs to be completed within the first 2 weeks of field. There will be questions that only the Field Instructor can answer.

PART 3: FIELD COURSEWORK EVALUATION CRITERIA: This outlines the criteria used to compute student scores. It should be read carefully so that students receive the best feedback possible.

PART 4: MSW- FIELD LEARNING CONTRACT & MID TERM AND FINAL EVALUATION

Student and supervisor complete an evaluation independently at midterm and final.

1. The student must document the evidence for each behavior evaluated. The student can use information from Field Semester assignments to document these behaviors.
2. The supervisor should gather data from agency staff that have worked with the social work student and include obtained data.
3. The student and supervisor compare and discuss their independent assessments and complete an evaluation that represents their combined input prior to the mid-term and final meetings with the Liaison.
4. The joint evaluation is reviewed and discussed with the Field Liaison during mid-term and final meetings.
5. The Liaison takes into consideration the student and instructor's input and assigns the grade at the end of the semester.
6. The original evaluation is maintained by the student in the portfolio to be submitted at the final exam to the Field *Liaison* who will send it to the Field Office.

PART 5: GLOBAL STUDENT PERFORMANCE EVALUATION: Part A of this evaluation is completed by the Field Instructor and Part B is completed by the Field Liaison.

PART 6: WORKSHEET MID TERM AND FINAL EVALUATION GRADING:

- This worksheet is a summary of all of the points given to the student and is the basis for giving a grade.
- This document is signed by all parties at midterm and final.

AGENCY PRESENTATION OUTLINE – FOR SEMINAR DISCUSSION

This is intended as a brief simulation of a community presentation a social worker in your agency might do to recruit clients or get other professionals to refer clients to your agency. **This is a required seminar presentation.**

1. MSW Student Information.

- Student's name: _____
- Date of seminar presentation: _____

1. Agency structure:

- a. Description of the agency; historical background – date started and reason started and current main activities.
- b. Mission statement of this agency.
- c. If the agency has several units, give an overview of the agency as a whole and explain how your unit fits with the agency's mission.
- d. Sources of agency financial support.
- e. Executive Director or CEO and names of Board members (if a non-profit).
- f. Provide an organizational chart for your Portfolio.

Describe the relevance of this information in the development and practice Competency # 10, Practice Behaviors 34 and 36?

2. Clients:

- a. Describe client demographics: ages, ethnicity, income, etc.
- b. Describe the issues that are most salient in this client population.
- c. Agency's relationships to clients and community:
 - Do they do field visits or is work mainly in the office?
 - What community is served by agency, what neighborhood or region?
 - What other networking agencies work with the agency?

How might you use client demographics to develop an understanding of diversity? (Competency # 4)

How might you use this information to develop and practice Competency # 9?

How might you use this information to develop and practice Competency # 6?

3. Agency policies:

- a. Describe agency policies regarding clients
- b. Describe agency policies related to employees, volunteers and social work practicum students.

How might you this information be relevant to the development and practice of Competencies # 1, 2, 3 and 8?

4. Type of Practice:

- a. What forms of Micro Practice (direct service – individual, family and/or group methods) does the agency use?
- b. Is the agency involved in Macro practice? If yes, describe.
- c. What social work theories are used in this agency?
- d. What kind interventions does this agency apply? If not explicit evaluate what the agency does and describe the interventions in terms of social work practice.

How might you connect the type of practice used in this agency with Competency # 7?

5. Provide a brief summary of your learning experience at this point.

Case Presentation Outline – for Seminar Discussion

This is intended as a brief simulation of a staffing that might occur in an agency. It may be possible to “staff” several cases in one hour seminar. There will be a required presentation.

MSW Student Information.

- Student's name: _____
- Date of seminar presentation: _____

Case Background Information.

Circle one

Macro: Community Organization
Micro: Group Family Individual

IF Micro SW:

- What is the nature of your involvement as a Social Worker with this client?

- Referral sources

- Number and types of contacts you have had with the client(s)

General Information about Client/s:

- Client/s' fictitious name _____ Sex _____ Age _____
- Race/ethnicity _____ Immigration status _____

Locate a model for diversity assessment and apply it to this case. (**culturegram**)

- **Information from any diagnostic tools used** - Locate a comprehensive assessment outline in a practice course textbook and use it to summarize what you know about this case.
- Life stage of individual and family development.
- Any significant intergenerational connections from **genogram**
- Significant community connections (**ecomap**)
- Goals, intervention strategies and theories used in selected interventions.

IF CLIENT IS A GROUP: how and why was the group formed?

- What are the characteristics of the members of the group?
- In what Stage of Group Development is it?

- Goals, intervention strategies and theories used in selected interventions.

IF Macro SW:

- What are the goals/Mission of your Macro SW agency?
- What is goal of your involvement as a Social Worker with this client system?

- What are the significant community connections of your agency/organization? (ecomap)
- In your Macro Social Work, how do you use the Social Work skills related to:

Engagement
Assessment
Intervention
Evaluation

For all:

Brief summary of work to this point

Summarize and analyze the skills you used and how effective they were in helping to accomplish the purpose of your Micro or Macro Social work involvement.

Issues related to this case you want to discuss

How did you practice and develop the ten competencies while working in this case?

What parts of your portfolio are relevant to this case?

PROCESS RECORDING

Students will conduct two process recordings each semester

The process recording is a learning tool that is meant to allow students to record an interaction with a client and evaluate their actions, social work skills used in the interaction, feelings related to the situation or client and thinking process. The Field Instructor reads the process recording and provides the student with feedback, questions or makes observations to help the student further develop their social work skills.

DEMOGRAPHICS:

1. Identifying Information.

- Social Work Student's name:
 - Date of recording:
- Date of session:
Field Instructor's name

2. Background Information.

Include any information necessary to understand the interaction described in the recording. This includes any information you know about the client.

- Client's initials or fictitious name: Gender : Age:
- Referral source:
- Reason for referral:

- Family Background: Any significant intergenerational connections from genogram? _____

- Number and types of other contacts you have had with the client(s):
- Describe setting - who is present:

A brief summary of your work with this client to this point:

In the case of a Group, describe how the group was formed, how recent is its formation, and what

are the characteristics of those who make up the group. Use additional sheet.

- In the case of Macro Practice, identify your client system(s), provide background information about the agency and/or community and about the project itself including any needs assessments that have been done, committee work done or ongoing, etc. Additionally, review your involvement in the project and specify your roles as the social worker involved in the project.

Relevant Practice Behaviors That Should be reflected in the PROCESS RECORDING

1. How do you demonstrate empathy and other interpersonal skills
2. How do you collect, organize, and interpret client data
3. How did you practice personal reflection and self-correction with this client
4. Were you aware of professional roles and boundaries?
5. How did you demonstrate professional demeanor in behavior, appearance, and communication
6. Did you use supervision and consultation as needed?
7. Did you recognize and manage personal values in a way that allows professional values to guide practice.

- 8.** Did you demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues?
- 9.** Did you gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups?
- 10.** Did you view yourself as a learner and engage those with whom they work as informants.

PROCESS RECORDING FORMAT

TO RECORD AND ANALYZE A 15 MINUTE INTERACTIONS WITH A CLIENT

REMOVE THE DIRECTION ROWS WHEN YOU ARE HANDING IN THIS PROCESS RECORDING

Interview interaction (replace the word student with your name and & client with initials and record exact words spoken by both you and the client during the 15 minute interaction)	What social work skills did you use? (Hint, when client speaks one skill you could be using is listening)	Feelings – What is your emotional reaction? (Hint, what is your internal reaction during the interaction)	Your thoughts (Hint, what do you think about the words, gestures, silences, etc. that occurred both when the client spoke and when you spoke.)	Field Supervisor's comments
EXAMPLE:				
<i>Maria: Hello, how are you today?</i>	<i>Tried to engage the client</i>	<i>I am excited about my first interview with a client.</i>	<i>I think this will be easy.</i>	
<i>P.A. Fine, but I would be better if I did not have to be here.</i>	<i>I am listening to the client. I am evaluating the client's perception of "need" to be here.</i>	<i>I am a little disappointed about having to work with a client that does not want to be here, yet there is hope because he is here.</i>	<i>I wonder why this client doesn't want to be here. I wonder what made him come in.</i>	
Student				
Client				
Student				
Client				
Student				
Client				
Student				
Etc.				
Note: each line should be a short sentence. Add lines as needed. If an interruption occurs describe it in the line where the conversation was interrupted.				

STUDENT EVALUATION OF FIELD AGENCY

Date: _____

Check one: BSW 402 ☐ MSW 552 ☐ MSW 555 ☐

Agency Name: _____

Please circle the number that represents your rating

(1) Not at all or most negative

(4) Most of the time or better than average

(2) Rarely or negative

(5) Always or most positive

(3) Sometimes or average

The agency has clear policies and procedures for student interns.	1	2	3	4	5
The agency has accessible safety plans, sexual harassment, and grievance procedures.	1	2	3	4	5
This agency provides opportunities to develop and practice Social Work competencies and practice behaviors.	1	2	3	4	5
The agency provides student interns the opportunity to participate in staff meetings and training events	1	2	3	4	5
OVERALL, I WOULD RATE THIS AGENCY:	1	2	3	4	5
<p>I would recommend this placement to other students because.... (please give written comments – use back of page if needed)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>					
<p>I would not recommend this placement to other students because.... (please give written comments – use back of page if needed)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>					

STUDENT EVALUATION OF FIELD INSTRUCTOR

Date: _____

Check one: BSW 402 ☐ MSW 552 ☐ MSW 555 ☐

Please circle the number that represents your rating

(1) Not at all or most negative

(4) most of the time or better than average

(2) Rarely or negative

(5) Always or most positive

(3) Sometimes or average

Field Instructor's Name: _____

THE SOCIAL WORK FIELD INSTRUCTOR

	1	2	3	4	5
Provided an orientation to the agency, and made the expectations for student performance clear.					
Helped me understand the agency's purpose, policies, and procedures including safety plans, sexual harassment, and grievance procedures.					
Assigned projects, cases and reading materials to assist me with the understanding, development and practice of field competencies.					
Reviewed and commented on two process recordings each semester.					
Reviewed and commented on my mid-term and final evaluations.					
Assisted with the Field Learning Contract and Evaluation document					
Provided individual educational instruction to each student at least once a week and provided on-going performance feedback utilizing the INSTRUCTIONAL MEETING AGENDA and the TIME AND ACTIVITIES REPORT.					
Provided assistance/support when needed and gave me the opportunity to make mistakes, recover and learn from them.					
Participated in meetings with the field liaison to review my progress, as well as review my performance during mid-term and final evaluations.					
Overall, I would rate this social work FIELD INSTRUCTOR					
I would recommend this social work field instructor to other students because.... (please give written comments – use back of page if needed) <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div>					
I would not recommend this social work field instructor to other students because.... (please give written comments – use back of page if needed) <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div>					

STUDENT EVALUATION OF FIELD LIAISON

Date: _____

Check one: BSW 402 ☐ MSW 552 ☐ MSW 555 ☐

Please circle the number that represents your rating

(1) Not at all or most negative

(2) Rarely or negative

(3) Sometimes or average

(4) most of the time or better than average

(5) Always or most positive

Field Liaison's Name: _____

Met with us once per week for group seminar and provide instruction and feedback regarding field expectations regarding the Learning Contract and Evaluation, assignments, process recordings and portfolio.	1	2	3	4	5
Assisted us in integrating classroom and field experience learning.	1	2	3	4	5
Provided instruction and guidance regarding cases, agency activities, and field concerns.	1	2	3	4	5
Helped us understand the chain of command to resolve any field problems STUDENT ► FIELD INSTRUCTOR ► FIELD LIAISON ► FIELD COORDINATOR	1	2	3	4	5
Advised me regarding field performance, evaluation, and assigned the final grade	1	2	3	4	5
Visited the agency and maintained an ongoing relationship with me and the agency field instructor	1	2	3	4	5
Met with me and my field instructor to discuss my progress and answer educational questions related to my professional development during mid-term and final.	1	2	3	4	5
Evaluated evidence of my performance in the field agency, seminar and all course assignments to calculate my final grade at end of the semester.	1	2	3	4	5
Was available to mediate any issues between, the student, the agency field Instructor, site supervisor and the school to develop a course of action to resolve the Field Situation.	1	2	3	4	5
Overall, I would rate this FIELD LIAISON	1	2	3	4	5

I would recommend this social work field liaison to other students because.... (please give written comments – use back of page if needed)

I would not recommend this social work field liaison to other students because.... (please give written comments – use back of page if needed)
