

New Mexico State University  
College of Health and Social Sciences  
School of Social Work

**MSW 555**

**ADVANCED GENERALIST FIELD PRACTICUM II**

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**

MSW 555 Advanced Generalist Field Practicum - Supervised professional practice in a community social service agency, providing experiential instruction and learning in advanced generalist practice: seminar required. **Total of 250 hours in the field each semester is required – Letter grade, 3 credits each semester.** Prerequisite: MSW 554 Restricted to MSW students. Co-requisites MSW 525 and MSW 527.

**COURSE DESCRIPTION**

Supervised social work practice in a university approved agency. This course focuses on advanced 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 five equally important requirements:**
  1. Agency Attendance and Performance
  2. Seminar Attendance and Performance
  3. Documented student development of Competencies and Practice Behaviors
  4. Timely assignment submission of competency based assignments
  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**

## **SECOND YEAR MSW CONCENTRATION ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**

### **CONCENTRATION: ADVANCED GENERALIST SOCIAL WORK PRACTICE**

The NMSU Masters of social work program prepares students from an Advanced Generalist perspective. The program is founded on the use of critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

**The advanced generalist perspective prepares practitioners to exercise the professional autonomy, leadership, and creativity necessary for multidimensional contextual and ethical**

**practice in rapidly changing social environments with populations of the southwest.** As students move to more complex clients, issues, problems, theories and interventions, the scope and depth of their professional preparation increases.

### **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. Advanced Generalist Students are required to be in their field placement for 250 hours per semester for two semesters, totally 500 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)**

<b>FIELD EXPERIENCE PRACTICE BEHAVIORS EXPECTATIONS</b>
<p><b>Competency 1. Identify myself as a professional social worker and conduct myself accordingly.</b> 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.</p>
42. Heightened self awareness, understanding of personal biases and ability to use self in interaction with diverse populations
43. Understand and identify professional strengths, limitations, and challenges
<p><b>Competency 2. Apply social work ethical principles to guide professional practice.</b> 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.</p>
44. Identify and use knowledge of relationship dynamics, including power differentials
45. Demonstrate leadership in applying ethical reasoning to arrive at principled decisions across systems
46. Employ strategies of ethical reasoning to address the impact of culture on practice
<p><b>Competency 3. Apply critical thinking to inform and communicate professional judgments.</b> 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.</p>
47. Engage in reflective practice
48. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations
49. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats
<p><b>Competency 4. Engage with diverse clients in the practice setting.</b> 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.</p>
50. Research and apply knowledge of diverse populations to enhance client well-being
51. Be able to modify and adapt mainstream theoretical frameworks and interventions to fit culturally and socially diverse populations
<p><b>Competency 5. Advance human rights and social justice.</b> 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.</p>
52. Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention

53. Advocate for client systems in a manner that addresses culturally influenced barriers to services presented by practitioners, organizations, and larger systems
54. Identify and recommend changes to policies and practices that are discriminatory
<b>Competency 6. Identify (Engage in) research-informed practice and practice-informed research.</b> 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.
55. Use research methodology to evaluate clinical practice effectiveness across all client systems
56. Communicate results of valid, reliable and ethical research
<b>Competency 7. Apply knowledge of human behavior and the social environment.</b> 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.
57. Differentially and adapt apply theories of human behavior and the social environment to guide practice
58. Use bio-psycho-social-spiritual theories in formulation of comprehensive assessments
<b>Competency 8. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services.</b> 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.
59. Analyze specific policies and practices and propose policy that impact on diverse populations
60. Engage and intervene effectively in policy development and implementation
61. Use evidence-based practice in advocacy for policies that advance social and economic well-being
<b>Competency 9. Identify the process needed to respond to contexts that shape practice.</b> 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.
62. Demonstrate the effective application of models of community and organizational intervention in populations of the Southwest
63. Apply leadership skills to accomplish systemic change
64. Apply emerging technology to improve practice on a micro-mezzo-macro level
<b>Competency 10 - Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b> 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.
<b>Engagement</b>
65. Apply a theoretically informed knowledge base so as to effectively practice with diverse individuals, families, groups, organization and communities
66. Establish a process that encourages clients to be equal participants in the establishment of goals and expected outcomes
67. Engage with increasing autonomy by assuming differential roles appropriate to diverse practice situations
<b>Assessment</b>
68. Show increasing ability to independently conduct assessments
69. Utilize a variety of evidence based assessment tools and strategies to assess client systems of all

sizes
70. Select and modify appropriate intervention strategies based on continuous assessment
71. Apply knowledge of US Southwest populations to the bio-psycho-social-cultural assessment of distinct and diverse client systems
<b>Intervention</b>
72. Critically evaluate, select, and apply best practices and evidence-based interventions
73. Demonstrate the use of appropriate intervention strategy for a range of presenting concerns identified in the assessment
74. Implement practice theories (models, strategies, techniques, and approaches) across client systems
<b>Evaluation</b>
75. Use standardized tools to inform and enhance their practice
76. Evaluate, interpret and apply findings of one's own practice to the refinement of intervention with client systems of various sizes

## GLOBAL STUDENT PERFORMANCE EVALUATION A and B

<b>A</b>	<b>EVALUATION OF FIELD AGENCY BEHAVIOR</b>
<b>Agency attendance</b> – All time and activity reports and instructional meeting agendas were completed weekly, have been signed and are included in student portfolio for review.	
<b>Student's active participation in own learning</b> – 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.	
<b>One Process recording completed: (MID TERM and FINAL)</b> 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.	
<b>Student is able to accept and use redirection without defensiveness</b>	

<b>B</b>	<b>EVALUATION OF FIELD SEMINAR BEHAVIOR</b>
<b>Seminar Attendance &amp; Participation</b> – 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.	
<b>Field Agency Presentation</b> – 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.	
<b>Assignments and Process Recordings:</b> Completeness, clarity, insight, scholarly quality & timeliness. All assignments focused on the given theme.	
<b>Student's ability to accurately self-evaluate</b> performance on field contract prior to mid-term and final exams.	
<b>Student is able to accept and use redirection without defensiveness</b>	



## MSW FIELD COURSEWORK EVALUATION CRITERIA

	<b>Practice Behaviors Competency Level Descriptions</b>
5 = A	<b>Excellent</b> – 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. <b>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 at an excellent level.</b>
4 = B	<b>Good</b> – 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. <b>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.</b>
3 = C	<b>Average</b> – 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. <b>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.</b>
2 = D	<b>Below average</b> – 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. <b>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.</b>
1 = F	<b>Failing</b> – 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. <b>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.</b>
n/a	Not applicable, the student has not had the opportunity to work on this area – <b>Instructor, please include documentation as to how the student will have the opportunity develop competence in this practice behavior.</b>

## **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](mailto: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** that incorporates the standard requirements of field education. The student has the main responsibility to complete the learning contract and seek input from the field instructor, and the field liaison. The purpose of the contract is to underscore the learning expectations and competencies that the student will be expected to develop and practice throughout the semester.

**2. Field Experience Portfolio:** Each student is required to put together a Field Experience Portfolio to maintain all MSW 555 field course work assignments organized and available for review. 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. Advanced Generalist Students receive grades in the field. Please note that a grade in the field of a D may 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 250 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.

## MSW 555 –SEMINAR OUTLINE AND ACTIVITIES

All assignments are due to your Liaison for discussion on the date of your regularly schedule seminar session.

Week 1	<p>Review MSW 555 Syllabus</p> <ul style="list-style-type: none"> <li>• <b>Review updates to Student Field Learning Contract and Evaluation document for the spring semester and</b> Recommit to group rules</li> <li>• <b><u>Assign presentation dates: Every student must present a case in seminar</u></b></li> </ul> <p><b>NEW FIELD LEARNING CONTRACT PART 1 MUST BE SUBMITTED WITH SIGNATURES</b></p>
Week 2	<ul style="list-style-type: none"> <li>• <b>FIRST ASSIGNMENT DUE</b></li> <li>• <b>SECOND ASSIGNMENT DUE</b></li> <li>• <b>signed agreement to address NA's on MSW 554 eval</b> Client Case Presentations and Discussion</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <b>THIRD ASSIGNMENT DUE</b></li> <li>• <b>FOURTH ASSIGNMENT DUE</b></li> <li>• <b>1<sup>ST</sup> PROCESS RECORDING DUE</b> Client Case Presentations and Discussion</li> </ul>
Week 4	<p><b>Midterm evals with practice behavior evidence completed by Friday of this week</b></p> <ul style="list-style-type: none"> <li>• <b>FIFTH ASSIGNMENT DUE</b></li> </ul> <p><b>Last day to withdraw with a "W" March 12</b> Client Case Presentations and Discussion</p>
Week 5	<ul style="list-style-type: none"> <li>• <b>SIXTH ASSIGNMENT DUE</b></li> <li>• <b>SEVENTH ASSIGNMENT DUE</b></li> </ul> <p>Client Case Presentations and Discussion</p>
Week 6	<ul style="list-style-type: none"> <li>• <b>EIGHTH ASSIGNMENT DUE</b></li> <li>• <b>2<sup>ND</sup> PROCESS RECORDING DUE</b></li> </ul> <p>Client Case Presentations and Discussion</p>
Week 7	<ul style="list-style-type: none"> <li>• <b>NINTH ASSIGNMENT DUE</b></li> <li>• <b>TENTH ASSIGNMENT DUE</b></li> </ul>
Week 8	<p><b>Next two weeks 4/29/13 and 5/6/13 are agency meetings/ student Final evaluations</b> <b>FIELD LEARNING CONTRACT WITH FINAL EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY WITH LIAISON THIS WEEK OR NEXT.</b></p>
Week 9	<p><b>Portfolios due and Final seminar discussion</b></p>

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

**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 ETHICS

<p><b>Competency 2 —Apply social work ethical principles to guide professional practice.</b> 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.</p>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>Explain the part of the NASW Code of ethics that deals with power differentials. How has this applied to work with your client(s)?</p>				
<p>Describe a situation in your agency or with a client that is ethically ambiguous (specifically where culture is part of the ethical problem). What strategy would you use to solve this ethical dilemma?</p>				
<p>Give an example of a situation requiring ethical reasoning that occurred in your field practicum. How did you demonstrate leadership in arrive at principled decisions in the above situation?</p>				

**ASSIGNMENT #2: ENGAGE AND ASSESS  
COMPETENCY 10 - LEARN TO ENGAGE, ASSESS,**

<p><b>Competency 10 - Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b> 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>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>What Practice theory did you apply this week to either an individual or a group? Describe the theory. How did it help you engage the client?</p>				
<p>What process did you use to encourage clients to be equal participants in the establishment of goals and outcomes for your work together? Give an example of a treatment plan you made with a client's participation</p>				
<p>Explain the different roles you assumed when engaging with your client. How are you learning to work independently with clients?</p>				
<p>What specific interpersonal skills did you use?  How effective were they? How did their use move the client relationship forward?</p>				
<p>Pick a client you needed to <u>assess</u>. What as the reason this client came to the agency? <b>How did you apply knowledge of US Southwest populations to this assessment?</b></p>				
<p>67. What assessment tool did you use this week? What information did it provide you to assist with more understanding of your client</p>				
<p>68. Describe the assessment you conducted. How did you modify your approach with a client based on new information you gathered by deeper assessment?</p>				



**ASSIGNMENT #3**  
**COMPETENCY 10 - LEARN TO INTERVENE, TERMINATE, AND EVALUATE**

<p><b>Competency 10</b> - Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (<u>Continued</u>)</p>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>Pick a client you worked with this week. Explain how you critically evaluated and selected evidence based interventions. What practice theory (model, strategy, technique, and/ or approach did you end up using?</p>				
<p>Explain what you did with your client using the above intervention strategy. How did it relate to the assessment of your client?</p>				
<p>What standardized tools do you plan on using for your single subject design?</p>				
<p>Give an example of the process of termination with one of your clients? What were some of your internal thoughts and feelings about this termination?</p>				
<p>What were your client's verbal and non verbal messages to you about this termination? Were these messages in sync with each other or contradict each other? How do you know this?</p>				

## ASSIGNMENT # 4– HUMAN BEHAVIOR THEORIES

<p><b>Competency 7—Apply knowledge of human behavior and the social environment.</b> 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>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>Describe a case assessment you did and explain what theory or model of human behavior you used in this assessment to understand the client’s biological, social, cultural, psychological, and spiritual development.</p> <p>How did it help you plan an effective intervention?</p>				
<p>Choose another theory or model and explain how you applied it to a case.</p> <p>How did the theory help you formulate a more in-depth assessment?</p>				

## ASSIGNMENT #5: CRITICAL THINKING

<p><b>Competency 3—Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by <u>creativity and curiosity</u>. Critical thinking also requires the synthesis and communication of relevant information.</p>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>As you reflect on your process recording, how well are you able to attend to client needs while at the same time being aware of the inner voice we all have?</p> <p>How does this inner voice help and/or get in the way of the process at hand?</p>				
<p>Which theoretical perspective are you using for a client you are seeing? What are its strengths and weaknesses</p>				
<p>Describe a presentation you have made to social workers and/or other professionals?</p>				
<p>Give an example of an intervention or engagement activity that was creative.</p>				

## ASSIGNMENT # 6 Social Justice

<p><b>COMPETENCY 5—ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.</b> 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.</p>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>Pick a case or situation: Give an example of how you used your knowledge of the effects of oppression, discrimination, and historical trauma to guide your planning or intervention.</p>				
<p>Give an example of a client whose access to services may have been limited due to a culturally influenced barrier. How did you advocate for your client?</p>				
<p>Give an example of changes you have identified to policies and practices that are discriminatory toward your client(s) and what policies you might recommend</p>				

## ASSIGNMENT # 7- RESEARCH

<p><b>Competency 6—Engage in research-informed practice and practice-informed research.</b> 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>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p><b>Explain how you evaluated your practice:</b> What you have done so far to create a single subject design with one of your cases?</p> <p>What intervention are you assessing? Describe.</p>				
<p>What scale/measures are you using? Describe them.</p>				
<p>Define independent and dependent variables</p>				
<p>Explain role of validity/reliability and limitations of your single system study (e.g., generalizability, measurement issues, data collection difficulties)</p>				
<p>Explain independent <i>t</i> test results, including significance testing results and alpha level</p> <p>Provide graphic output of evaluation outcomes</p>				
<p>Provide a summary of your findings and recommendations. Explain how your intervention made or did not make a difference with individuals, groups, families, communities, or organizations.</p>				

## ASSIGNMENT # 8 DIVERSITY

<p><b>COMPETENCY 4—ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.</b></p> <p>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 5 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.</p>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>What does intersectionality mean?</p> <p>Pick a client and explain what you know about his/her culture using this concept.</p>				
<p>Pick a client: What practice theory or intervention did you have to modify or adapt to fit the culturally and socially diverse needs of that client?</p>				
<p>Give an example of how you practice self-awareness to eliminate the influence of personal biases and values when working with people who are different from you?</p>				
<p>How can you “View yourself as a learner and engage the clients at your agency as informants?”</p>				

## ASSIGNMENT # 9 SOCIAL CONTEXT and POLICY

### SOCIAL CONTEXT

<b>Competency 9—Respond to contexts that shape practice.</b> 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	Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.	With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.	Discuss your long term plan to continue developing this behavior and knowledge?	<b>Pts</b>
Using your case, what is the environment your client lives in and how does the neighborhood or community shape your practice?				
Given your client's community, what model of community and/or organizational intervention would you use to advocate for your client?				
Explain any opportunity you have had to apply leadership skills in your agency.				
Explain any opportunity you have had to apply emerging technology to improve practice in your agency.				

**POLICY ASSIGNMENT 8 (CONT)**

<p><b>Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> 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>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?</p>	<p><b>Pts</b></p>
<p>What policy have you worked with in your agency? Explain the impact of this policy on your client.</p>				
<p>How might you advocate for a policy in your agency that would specifically advance the social and economic well-being of your clients?</p>				
<p>Summarize what you wrote in the assignment you were given in MSW 503 Policy, Advocacy and Change. What was your critical analysis of the 2 policies and what did you propose to do.</p>				



**ASSIGNMENT # 10**  
**COMPETENCY 1. PROFESSIONAL IDENTITY**

<p><b>Competency 1. Identify myself as a professional social worker and conduct myself accordingly.</b> 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.</p>	<p>Provide an example of how you are engaged in <b>each of these Practice Behaviors</b> at your agency.</p>	<p>With what parts of this Practice Behavior are you most skilled and least skilled in using? Explain your responses.</p>	<p>Discuss your long term plan to continue developing this behavior and knowledge?.</p>	<p><b>Pts</b></p>
<p>What have you learned about yourself in the MSW program that increased your awareness of your own personal biases? Give an example of how you have practice personal reflection and self-correction to assure continual professional development.</p>				
<p>What new things did you learn about the "use of self" when you interacted with people different from yourself?</p>				
<p>How did you use supervision to self-reflect this week?</p>				
<p>What professional social work skills do you most need to improve?</p>				

## FORMS FOR THE FIELD

### FIELD FORMS - OVERVIEW

<b>FORMS</b>	<b>PERSON RESPONSIBLE</b>
1. <b>PORTFOLIO OUTLINE:</b> Student maintains a portfolio and has it ready for review at midterm and final.	Student
2. <b>STUDENT PARTICIPATION TRACKING FORM:</b> 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. <b>WEEKLY SUPERVISORY MEETING AGENDA and TIME AND ACTIVITIES REPORT :</b> This is one form to help the student keep track of what they are doing each day and the hours they are in the field, as well as the long term supervision goals. 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. <b>OVERVIEW OF LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS:</b> 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. <b>CASE PRESENTATION OUTLINE:</b> Student prepares a case to present in their seminar.	Student
6. <b>PROCESS RECORDING:</b> 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
7. <b>BSW/MSW STUDENT EVALUATION OF FIELD AGENCY, FIELD INSTRUCTOR &amp; LIAISON:</b> 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 554)
  - 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 and TIME AND ACTIVITIES REPORTS (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 2<sup>nd</sup> Year Field Fall \_\_\_\_\_ Spring \_\_\_\_\_

Filed Instructor Name: \_\_\_\_\_ Field Liaison Name: \_\_\_\_\_

Learning Contract submitted: Dates: \_\_\_\_\_

Mid Term meeting                      Dates: \_\_\_\_\_

Final meeting                              Dates: \_\_\_\_\_

<b>Weekly Supervisory Agenda/ Time and Activities reports submitted</b>	<b>Seminar Attendance</b>
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

<b>Competency Based Assignments</b>	<b>Competency Based Assignments</b>	<b>Process recording</b>	<b>Case Presentation</b>
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 <b>Example:</b> 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:**

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**Issue or issues student wants to discuss during this instructional meeting and their relationship to Social Work Competencies>** \_\_\_\_\_

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

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**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. **THERE MAY BE NO N/A'S FOR ANY PRACTICE BEHAVIORS AT FINAL EVALUATION. All behaviors must be addressed and evaluated**
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.

**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 session: \_\_\_\_\_
- Date of recording: \_\_\_\_\_ 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: \_\_\_\_\_

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- Family Background: Any significant intergenerational connections from genogram? \_\_\_\_\_

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- 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:

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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
<i>EXAMPLE:</i>				
<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>	
<b>Student</b>				
<b>Client</b>				
<b>Student</b>				
<b>Client</b>				
<b>Student</b>				
<b>Client</b>				
<b>Student</b>				
<b>Etc.</b>				
<b>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.</b>				



## 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

Provided an orientation to the agency, and made the expectations for student performance clear.	1	2	3	4	5
Helped me understand the agency's purpose, policies, and procedures including safety plans, sexual harassment, and grievance procedures.	1	2	3	4	5
Assigned projects, cases and reading materials to assist me with the understanding, development and practice of field competencies.	1	2	3	4	5
Reviewed and commented on two process recordings each semester.	1	2	3	4	5
Reviewed and commented on my mid-term and final evaluations.	1	2	3	4	5
Assisted with the Field Learning Contract and Evaluation document	1	2	3	4	5
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.	1	2	3	4	5
Provided assistance/support when needed and gave me the opportunity to make mistakes, recover and learn from them.	1	2	3	4	5
Participated in meetings with the field liaison to review my progress, as well as review my performance during mid-term and final evaluations.	1	2	3	4	5
Overall, I would rate this social work <b>FIELD INSTRUCTOR</b>	1	2	3	4	5

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

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

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