

CARLOW UNIVERSITY

BSW FIELD MANUAL 2019-2020

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INTRODUCTION

The Social Work Program at Carlow University began officially in August of 1995. Two years prior to that date, the University offered social work courses and began preparation for the Council on Social Work Education's accreditation process. Carlow's program is currently accredited by CSWE.

The Social Work Department is housed with the College of Leadership and Social Change. The Program's focus is on developing generalist skills and utilizing those skills with individuals, families, groups, and in the community. Areas of special interest are behavioral health, crisis and trauma, poverty and oppression and women's & children's issues.

The curriculum includes opportunities to learn about and experience social work in a variety of agency settings, as there are experiential components to several courses. Field Placement is the final experiential component to this program.

MISSION STATEMENTS

MISSION OF CARLOW UNIVERSITY

"Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world."

Available at: http://www.carlow.edu/Vision_Mission_Values_Philosophy.aspx

The mission statement of the University complements the Social Work Program Mission Statement.

MISSION OF CARLOW UNIVERSITY SOCIAL WORK PROGRAM

The primary mission of the Carlow University Social work department is to educate and prepare students for generalist social work practice with individuals, groups, communities, and organizations. Generalist social work education is based on a liberal arts background and social work foundation that includes competencies rooted in knowledge, values, skills and cognitive and affective processes. The program is committed to the promotion of leadership, especially for women, and a belief in compassionate service for the empowerment of the populations we serve. This practice is governed by the NASW Code of Ethics that reflects and advocates for social justice, change, and the alleviation of human suffering in personal and professional life.

This Program's mission is guided by that of the University as we educate students in the area of effective communication, critical thinking, lifelong learning, ethical social responsibility and as students become aware of and sensitive to other cultures and values.

NONDISCRIMINATION

CARLOW UNIVERSITY NONDISCRIMINATION POLICY

“Carlow University embraces new students into a diverse campus community where differences are to be respected and celebrated. The Catholic liberal arts education calls each of us to share and learn from our respective culture, religion, race, language, nationality, dialect, sexual orientation, learning challenge, physical challenge, socioeconomic condition, class, ethnicity, physical appearance, educational level, and family structure. When we embrace each member of our community we enhance our potential to discover all that we can, and we create for ourselves a wonderful foundation for life-long learning.” Available at:

http://www.carlow.edu/Diversity_Statement.aspx

DEPARTMENT OF SOCIAL WORK NONDISCRIMINATION POLICY

The Carlow University Social Work Department is committed to the standard of non-discrimination and follows the University Nondiscrimination policy.

In addition, the Carlow University Social Work Department is committed to a policy of non-discrimination on the basis of race and ethnicity, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. This policy applies to all aspects of the program including admission, retention, and discontinuance.

The categories listed above were identified in the National Association of Social Workers (NASW) Standards and Indicators for Cultural Competence. Available at:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

This policy is included in this Field Manual as well as the BSW Social Work Handbook, both of which are posted online and available to all students, faculty and advisory members.

SOCIAL WORK CURRICULUM & FIELD PLACEMENT

The social work curriculum at Carlow University is designed to prepare students, at the undergraduate level, for beginning level generalist practice. The curriculum includes opportunities to learn about and experience social work in a variety of agency settings, as there are experiential components to several of the courses. Field placement is also required and sites are available in a number of practice areas including health, mental health, education, government and community agencies, courts and penal institutions, etc. Diversity is addressed throughout the curriculum in areas such as culture, ethnicity, age, gender, and sexual orientation.

The liberal arts perspective at Carlow University is gained through the “Carlow Compass.” Students should refer to Carlow University Academic Catalog (available on Carlow’s website) or the BSW Student Handbook for a complete description of the Compass requirements. Students are advised and strongly encouraged to complete the majority of these requirements by the end

of the sophomore year. The majority of the major social work courses are taken during the sophomore, junior and senior years.

Field Placement and Field Seminar are the final courses student take in the BSW Program. All required pre-requisites from the Compass and Social Work curriculum are to be complete BEFORE a student enrolls in Field Placement and Seminar. Faculty advisors are available for consultation and assistance throughout the student's educational process.

CORE COMPETENCIES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The competencies are based on CSWE Educational Policy and Accreditation Standards.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

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

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

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

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

More detail is available at: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Field Placement provides an opportunity for students to develop and demonstrate proficiency in each of the competencies.

PROGRAM GOALS

The goals of the Carlow University Social work department are as follows:

1. To prepare students for generalist social work practice with the skills, values, ethics, and knowledge to work with diverse populations of various sizes including individuals, families, groups, communities, and organizations.
2. To provide students with a foundation of liberal arts and scientific inquiry that links to the professional foundation of social work and prepares students for admission into an MSW program as well as entry-level professional practice.
3. To offer students (primarily women) personal, academic, and professional development which will encourage lifelong learning, self-evaluation, and empower them to apply these skills to the profession and the community.
4. To prepare and promote students' ability to gain knowledge of and experience

with contemporary social issues, to respond to issues with practice that is driven by policy, to acquire the necessary skills required to evaluate practice, institute change and understand how those changes impact various constituencies.

5. To ensure students develop the competencies of generalist social work practice at the BSW level as described by the Council on Social Work Education (CSWE) in their Educational Policy and Accreditation Standards available at:
https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

The goals are interrelated with the mission of the Social Work Program and with the mission of Carlow University.

PURPOSE AND OBJECTIVES OF FIELD INSTRUCTION

Field Education is a signature pedagogy of Social Work. According to the CSWE Educational Policy and Accreditation Standards 2.2:

“Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.”

Available on page 12 at: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Field education has the benefit of allowing students to gain skills and test those skills in a practical setting. The student in field placement is fortunate to have neither the confinement of the classroom nor the pressures of working in the field full time. The student engages in field education by contracting with a social service agency. A field instructor/supervisor, who is a MSW prepared social worker, in cooperation with the Director of Field Education or faculty liaison, supervises the student.

The typical time spent in field placement for each student will be three eight-hour days per week, for ten to eleven weeks (250 hours per semester for a total of 500 hours). The agency hours of service may vary, as may the type of services delivered.

Field education objectives are part of the total undergraduate Social Work Program. As the field experience complements classroom learning, it is viewed as a partnership. The general educational objectives of field education are designed to assist the student in:

- Exercising self-directed learning, initiative and responsibility for oneself, one's work, and continuing education.
- Gaining an understanding of the role of the generalist social worker and forming an identity with the profession of social work.
- Defining his/her role and responsibilities towards clients, agency, and co-workers.
- Acceptably performing the following social work functions:
 - engagement
 - data collection
 - interviewing and establishing appropriate relationships
 - assessment
 - contracting
 - intervention
 - recording
 - evaluation
 - termination
 - effective utilization of supervision
- Identifying and discussing professional, ethical, and value-related issues that arise from experiences in the agency.
- Articulating the meaning of confidentiality and its implications for social work practice.
- Conducting professional behavior according to the social work code of ethics.
- Verbally presenting, analyzing and discussing case material in contextually appropriate ways, with peers, supervisor(s), and co-workers.
- Acquiring a better understanding of current social issues, problems and programs, and questioning current public and private policies and practices in social welfare.
- Demonstrating an awareness of personal prejudices, biases, and stereotypes, as well as, acquiring the ability to overcome these biases in order to work with people from life situations that differ from one's own.
- Developing linkages within systems and between systems.
- Becoming familiar with community resources and linking clients to the appropriate resources.
- Developing the ability to prepare and implement a plan of intervention, this takes into consideration possible gains and losses, the acceptable range of outcomes and the possible unintended consequences.
- Demonstrating the ability to meet professional standards and to be progressively accepted as a beginning level generalist social worker.

While enrolled in Field Placement, students will enroll in a co-current Field Seminar course with learning objectives based in the CSWE Competencies as well.

ADMISSION TO FIELD PLACEMENT

APPLICATION PROCESS

Students apply to the upper-level of the BSW program and field placement in the Fall of their Junior year.

To qualify for admission to field placement, the student must meet the following criteria:

- Have completed an application for the upper level and field placement (see appendix for example).
- Have completed all required major coursework and prerequisites.
- Have satisfactory academic standing in the Social Work Program, including no less than a GPA of 2.5 both overall and in the major.
- Have written permission of their faculty advisor.
- Have interviewed for the upper-level and field placement.
- Have advanced to junior standing and be fully admitted to the Social Work Program.
- Have attended all mandatory meetings with the Director of Field Education.

Prior to applying, they must complete pre-requisite coursework as well as 100 hours of volunteer service. The application involves writing an essay and resume as well as obtaining letters of reference. For a sample of the application, see Appendices.

The Director of Undergraduate Field Education will notify students of the application due date and details via email and at Fall orientation every year. The application process typically takes place in October. A panel of faculty members reviews the student application and invites the student to a formal interview. The formal interview is conducted by members of the Social Work faculty and an outside Social Worker, typically a member of the advisory board or a Carlow BSW alum. Students are notified of their status to the upper-level and field placement by the BSW Program Director. If a student is accepted provisionally, they must meet the criteria for full acceptance and be fully accepted to the program prior to the start of Field Placement.

MANDATORY MEETINGS AND GUIDELINES TO SECURE PLACEMENT

During the semester immediately preceding Field Placement I (typically Spring semester of the Junior Year), students who wish to enter field placement will read all policies pertaining to Field Placement in the BSW Student Manual and this Field Education Manual. A mandatory orientation meeting with the Director of Field Education or Field Liaison will be scheduled. Follow-up pre-placement meetings will be scheduled as needed. Students failing to attend these meetings **will not** be permitted to enter field placement the following Fall and Spring semesters. These orientation sessions are primarily designed to provide students with the information necessary to begin the process of identifying an agency for the field placement (See the Pre-Placement checklist in appendices).

Through conversation and collaboration, student and the Director work together to determine potential field placement sites. Students should not begin contacting potential sites until they have met with the Director in order to learn the history of the sites and to ensure sites are receiving streamlined communication from Carlow. Students write a resume and cover letter to submit to potential agencies. The Office of Career Development is an excellent resource in assisting with this as well as in conducting mock interviews. Students are encouraged to utilize this resource during this process. More information is available at: https://www.carlow.edu/Office_of_Career_Development.aspx.

During the pre-placement meetings with the Director (or Field Liaison), students will present background information that will help to determine an appropriate placement. The student will learn about placement responsibilities, possible sites (see a list of example placement sites in appendices), and obtain permission to interview with prospective Field Instructors.

Once sites have been identified and the student is given approval to move forward, they are responsible for arranging directly with the agency staff to interview for an internship position. Throughout the process, the Director is kept apprised and engages with agency staff as necessary to secure the placement but it is the student’s responsibility to communicate professionally and in a timely manner to secure placement.

Following interviews at potential placement sites, the student will meet individually with the Director of Field Education to finalize the placement selection. The Director of Field Education makes the final decision and must be certain that the student’s learning needs can be met. Considered will be factors such as, the structure of agency, individual teaching/instruction styles, the students’ abilities, and the environment most conducive to the students’ learning style.

Generally, students will have secured their placements by the end of Junior year so they can begin their hours during the first week of classes in the Fall of Senior year.

During the orientation meetings the students will be reminded to review the BSW Field Manual, an example Field Placement I syllabus, and all of the deadline dates for the placement seminars, conferences, and reports (including assignments, records of hours and evaluations). Students will register for Field Placement I (5 credit) simultaneously with Field Seminar I (1 credit) for the Fall semester. In the Spring, students will register for Field Placement II (5 credit) simultaneously with Field Seminar II (1 credit) for the Fall semester. The field seminar course serves as a support and debriefing mechanism for students as well as an educational arena.

ADMISSIONS TIMELINE

October Junior Year	Application to Upper-Level and Field Placement Due Interview for Upper-Level admissions conducted
December Junior Year	Student notified of status by BSW Program Director
Jan – Feb Junior Year	Mandatory orientation meeting(s) with Director of Field Education/Field Liaison to secure placement
Feb – March Junior Year	Student interviews with potential field placement site(s) Register for Field Placement 1 (5 credits) and Field Seminar I (1 credit) for Senior Fall semester
April Junior Year	Placement finalized by Director
Senior Year	Complete Field Placement

POLICY ON FIELD PLACEMENT AT EMPLOYER

The Program is committed to providing an educational experience that builds on the student's previous experience allowing for diverse practice exposure. For that reason, field placement with current or former employers is permitted **ONLY** when it is clear that 1) the proposed site provides supervision by a MSW or other qualified professional according to the Program guidelines for approved Field Instructors; 2) the site can meet all the educational goals of field placement (as designated on the educational plan); and 3) the site can provide an opportunity for both growth and diverse experiences. To this end, the site **must assign duties different from the usual daily work responsibilities of the student/employee**. Field supervision must be distinct from that of regular employment. Finally, the field site is subject to approval at the discretion of the Director of Field Education.

SELECTION CRITERIA FOR AGENCIES AND SUPERVISORS

CRITERIA FOR SELECTION OF FIELD PLACEMENT SITE AGENCIES

In selecting an agency to be utilized as a place of field education, we are guided by the objectives of the Social Work Program. The field placement site contributes a vital component to the student's overall education; therefore, it is imperative that the agency or organization observe and practice methods of social work. The following types of agencies, groups, programs, and organizations are desired for field placement:

- Agencies and organizations that are directly involved in social work services, both public and private.
- Agencies and organizations created through federal, state, and local legislation, which serve the public in some manner.
- Programs functioning within traditional social institutions as Departments of Social Work under public or private auspices.
- Other agencies, organizations and programs which have a commitment to the social welfare of society and speak to social welfare goals.

The Carlow University Social Work Program has established relationships with agencies that they may recommend to students. Students are also welcome to conduct their own research and suggest agencies that meet the criteria above. The Carlow University Social Work Program must evaluate and approve all agencies before being used.

It is imperative that students have adequate work space, an accessible telephone, dictating facilities (if applicable) and clerical assistance. Students should be able to participate in the routine operations of the agency (i.e. case conferences, consultations, staff meetings, and when appropriate, continuing education offered by the agency). The agency must have policies and procedures to ensure student safety. It is also hoped that the agency is willing to reimburse the student for travel and other expenses incurred as a result of his/her assignments in the agency.

A list of example field sites can be found in the appendices.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

The Field Instructor (who can also be called the Field Supervisor) is a BSW or MSW prepared social worker who has received a degree from a program accredited by the Council on Social Work Education and has two years post-Social Work degree practice experience.

However, in rare situations, where there is no BSW/MSW available (as in a non-traditional agency, or an agency that is highly desirable) special arrangements could include a volunteer who is MSW-trained and approved as a Field Instructor. A faculty member from the Department of Social Work Program may also assume the MSW Field Instructor role. In some cases, the student will have supervision on a daily basis from an identified Task Supervisor who will be advised by the Field Instructor. The Field Instructor will coordinate the student's learning experience and design the Learning Agreement and Evaluation Plan with the Director of Field Education and Task Supervisor (if applicable) at the field site. The success of the social work field placement depends on the supervision provided, thus, the role of the Field Instructor is vital.

The Field Instructor must be a person who can teach, interpret, and represent the profession of social work. This individual must be resourceful, knowledgeable in all aspects of the organization's functions, creative, competent and comfortable with the assigned roles within the organization. It is required that this person has a genuine commitment to social work education and adhere to the NASW Code of Ethics. The program requires the Field Instructor to complete an application that lists their credentials as well as submit a resume and reference name.

RESPONSIBILITIES

RESPONSIBILITIES OF THE FIELD INSTRUCTOR

The responsibilities of the Field Instructor include:

1. The Field Instructor is required to complete the following documents:

Document	Summer before placement	Fall	Spring
An application with contact information, credentials, a resume and a reference name	X		
An initial contract		X	
A Learning Agreement and Evaluation form		Beginning and end of each semester	Beginning and end of each semester
Monthly verification of student hours in a log		X	X
A mid-term progress report for the student		X	X
A final evaluation of the Carlow Field Program			X

2. Field instructors will receive individual orientation to the program by the Director of Field Education and will be encouraged to attend annual Carlow University Social Work Conferences.
3. Field instructors will complete an initial contract with the student and Director of Field Education that is approved by the agency. Field instructors are responsible for orienting students to the agency.
4. The Field Instructor will require the student to keep a record of field hours as part of the experience. The Field Instructor will sign off on verification of these hours each month.
5. The Field Instructor is required to engage the student in the formulation of a mutually agreeable educational experience. Carlow will provide a Learning Agreement and Evaluation Form for the Field Instructor to complete in collaboration with the student to specify objectives, tasks and evaluation in relation to specific competencies. This document must be submitted to the Director of Field Education early in the Fall semester. (This plan may be amended as directed by the Director of Field Education).
6. The Field Instructor and student will meet with the Director of Field Education during the Fall semester to review the Learning Agreement and Evaluation Form and again during the Spring semester to update the goals.
7. Field Instructors should have students engage in direct client contact. Students should engage, assess, intervene and evaluate individuals, families, groups, organizations and communities as relevant to the agency mission and focus. Field Instructors should encourage students to develop and grow as ethical professionals who are cognizant of diversity, human rights and social justice, practice-informed research and policy issues.
8. Field Instructors are required to spend at least one hour per week with the student in a supervisory session. During this time student progress should be evaluated, student case load reviewed and current and future goals examined. The student should feel comfortable to provide input during this time. The student is required to have a specified time to meet with his/her Field Instructor on a weekly basis for ongoing supervision.
9. Field Instructors are expected to initiate contact with the Director of Field Education (or Faculty Liaison) when concerns arise about the student's performance. In addition, the Field Instructor should inform the Director of Field Education as soon as possible if a prospective field placement student fails to appear at the field placement site. Performance issues, poor attendance and tardiness should be reported before they become patterns.
10. Field Instructors complete an evaluation of the student's over-all performance via the Learning Agreement and Evaluation Form each semester. This form includes quantitative assessment as well as a narrative section. They also complete a brief mid-term evaluation of each semester as an opportunity to address concerns with the

Director of Field Education so they can be addressed in a timely manner. The student is expected to take part in the evaluation process. Due dates will be provided by the Director of Field Education for these evaluations to be submitted electronically.

RESPONSIBILITIES OF THE PROGRAM TO THE AGENCY

The Director of BSW Field Education is a full-time faculty member of Carlow University. The responsibilities of the Director of Field Education (or Faculty Liaison) include:

1. The Director will meet with each Field Instructor or Task Supervisor initially to orient, help plan and coordinate the student assignment and review the Learning Agreement and Evaluation Form. The Director will supply the Field Instructor with the appropriate course syllabi, BSW field manual and pertinent information about student(s) placed at the agency.
2. The Director of Field Education is expected to make one or two agency visits per semester. The initial visit will be to review the initial contract and review the Learning Agreement and Evaluation Form. The second visit will be made to review each student's progress. Additional visits will be made upon request by the Field Instructor or student.
3. Faculty members will be available as resources to Field Instructors throughout the semester. The point of contact is the Director of Field Education.
4. It is the responsibility of the Director of Field Education to communicate and discuss basic curriculum with Field Instructors and to assist them and their assigned students regarding placement responsibilities. The Director is available by email, phone and if needed, in person, for support throughout the field placement.
5. The Director of Field Education is expected to seek comments from Field Instructors for upgrading the field component of the curriculum. Such comments shall be made available to the Department faculty for consideration in planning.
6. The Director of Field Education receives and reviews the Field Instructors' evaluations of the student's performance, and the student's journal and other assignments and uses them in establishing the student's final grade.

RESPONSIBILITIES OF THE STUDENT IN FIELD PLACEMENT

The supervised field experience is intended to help the student translate theory into practice. The skills and techniques of the profession are transferred from Field Instructor to student creating a practical environment in which to learn. The student must look toward the field experience with a sense of responsibility.

During the field placement experience, the student is expected to:

1. Be open to learning and constructive criticism.

2. Arrive at the field placement site on time and prepared to work. Notify the Field Instructor and Director of Field Education of any unavoidable absence or tardiness before the expected arrival time at the agency. The Field Instructor should be briefed on any client commitments that may need immediate attention.
3. Attend all sessions of the bi-weekly field seminar and complete requirements of the syllabus.
4. Adhere to the NASW Code of Ethics and to the professional expectations of the agency regarding behavior in the agency (i.e. dress code, administrative protocol, confidentiality, record keeping, etc.)
5. Participate in the design and completion of the Learning Agreement and Evaluation Form under his/her Field Instructor's direction. Review her/his Learning Agreement and Evaluation Form regularly as a way of self-evaluation and be prepared to discuss the final evaluation with the Field Instructor.
6. Maintain an hours log that is verified by the Field Instructor and submitted to the Director of Field Education at least monthly.
7. Keep records of her/his work with clients and community systems in whatever format the agency designates. Any recording of agency involvement with clientele shall remain at the agency. All agency records and information of any kind will remain confidential.
8. Attend supervisory meetings prepared to discuss his/her work/progress. Written materials should be kept current and the student should be prepared to discuss any questions that pertains to their involvement with agency clientele as well as broader community contacts.
9. Discuss any questions or concerns with the Field Instructor. If a breach in communication should occur between the student and the Field Instructor, the Director of Field Education should be notified. It is strongly advised that problems of any kind be addressed as they arise and not postponed until the end of the semester.
10. Complete an evaluation of the Field Placement Site and Supervisor.

LIABILITY INSURANCE

Students will be assessed a fee when they register for Field Seminar which provides liability insurance through Carlow University.

CLEARANCES

Agencies determine if clearances including the following are required for the field placement position: Pennsylvania state police criminal record check, Child abuse history clearances and/or Federal Bureau of Investigation (FBI) fingerprint criminal background check. If required by the agency, the student is responsible for obtaining and paying for clearances.

EVALUATION

Evaluation of the field education experience will be continuous. Every student and Field Instructor should feel free to voice concerns or questions to the Director of Field Education so that issues can be discussed with the department faculty and/or Advisory Board as needed. Students collaborate with field supervisors to develop the learning plan at the beginning of each term in relation to the CSWE competencies (see appendix for an example of the Learning Agreement and Evaluation Form). Field Instructors submit a mid-term evaluation of the student and final evaluation of the student via the Learning Agreement and Evaluation Form (examples can be found in the appendices).

Additional comprehensive final evaluation conducted at the close of the second semester includes: evaluation of agency, field instructor and director of field education by student; evaluation of Carlow field placement program by the student; and evaluation of the Carlow field placement program by the field instructor. Example questions for these forms can be found in the appendices.

Students also complete a Capstone Assessment as part of Field Placement. This assessment is used by the program to determine if students are able to articulate their proficiency in each competency in the context of their field placement experience. The capstone results are graded, compiled and analyzed for year-end reporting and accreditation documents.

GRADING

All grades are decided conjointly between the Field Instructor and the Director of Field Education (refer to syllabus found in appendices for specific grading criteria). The responsibility of assigning the final grade is that of the Director of Field Education. Students who have questions regarding a final grade, should refer to the most current BSW Student Handbook available at http://carlow-qa01.carlow.edu/social_work_documentation.aspx and the Carlow University Catalog available at: https://www.carlow.edu/Course_Catalogs_and_Descriptions.aspx

DISMISSAL FOR IMPROPER CONDUCT IN FIELD PLACEMENT

A student can be removed from a field placement for improper conduct. If for any reason, the field site agency determines that a student's conduct is inappropriate, or if a student has violated the NASW Code of Ethics, the Field Instructor should notify both the student and the Director of Field Education immediately by telephone and in writing. At this time, the student will be asked to discontinue field placement until a full investigation of the incident can be completed. The outcome may vary based on evaluation of the results of the investigation.

If an incident is considered minor, consultation with the Director of BSW Field Education should be made and a meeting should be held with the student and the Field Instructor to discuss the incident and to remedy the situation.

If an incident is considered to be of serious nature, the Director of BSW Field Education may immediately remove the student from the field placement site. A grade of "W", "F", or "I" will be assigned as appropriate under the terms of the University Catalog. The Director of BSW Field Education should notify the BSW Program Director of the incident in writing. Students who wish to appeal a decision made under this policy should follow the appeals procedure outlined below.

APPEAL PROCESS FOR DISMISSAL FROM FIELD

If a student is removed from a field placement for non-academic reasons such as improper conduct, he/she will have the right to appeal and due process. The interest of both the student and the profession will be taken into account. The appeal process begins by the student communicating in writing with the BSW Program Director immediately after dismissal. If there is need for further appeal, the student will continue to follow the steps of the Carlow University grade appeals process found in the most current Carlow University Catalog at:

https://www.carlow.edu/Course_Catalogs_and_Descriptions.aspx

and the BSW Handbook available at: http://carlow-qa01.carlow.edu/social_work_documentation.aspx

ADDITIONAL POLICIES AND PROCEDURES

The BSW Program follows Carlow University's academic policies including but not limited to Academic Integrity Policy, Student Code of Conduct, Academic Grievance Procedure detailed in the current Carlow University Undergraduate Catalog available at:

https://www.carlow.edu/Course_Catalogs_and_Descriptions.aspx. The BSW Program also

follows the Carlow University policies detailed in the Student Handbook available at:

https://www.carlow.edu/Student_Handbooks.aspx.

**APPENDIX A:
STUDENT APPLICATION TO THE UPPER-LEVEL & FIELD PLACEMENT**

**Carlow University BSW Program
Admission and Field Placement Application
Academic Year 2019-2020**

This application is for admission into the upper-level of the Social Work program as well as the Field Education practicum. You must be accepted into the upper-level before your application is reviewed for field. Field instruction is an integral part of the curriculum in social work education. The objective of the practicum is to produce professionally reflective, self-evaluating, knowledgeable and developing social workers. Please refer to your Field Instruction Manual for goals, objectives, and prerequisites.

There are 6 parts to the application plus letters of reference. Please create one electronic submission including all 6 parts and email to the Administrative Assistant for the Social Work Department, Angelica Bondy at albondy@carlow.edu. See below for directions regarding submission of letters of reference.

PART I: Student Information

General Information
Student Name: Click or tap here to enter text.
Date: Click or tap to enter a date.
Local or Campus Address: Click or tap here to enter text.
City/State: Click or tap here to enter text. Zip Code: Click or tap here to enter text.
Cell Phone: Click or tap here to enter text.
Home Phone: Click or tap here to enter text.
E-mail: Click or tap here to enter text.
Permanent Address: Click or tap here to enter text.
City/State: Click or tap here to enter text. Zip Code: Click or tap here to enter text.
Student Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Date of Birth: Click or tap here to enter text.
Preferred Gender Pronouns: <input type="checkbox"/> She/Her <input type="checkbox"/> He/Him <input type="checkbox"/> They/Their
Emergency Contact Person Name: Click or tap here to enter text.
Emergency Contact Person Phone: Click or tap here to enter text.
Are you a member of NASW? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Membership in NASW is not required but if you are interested in it, we encourage you to obtain it now at the reduced rate available to you as a student.</i>
Total Credits Completed: Click or tap here to enter text. In Social Work: Click or tap here to enter text. Total at Carlow: Click or tap here to enter text.
Overall Grade Point Average (GPA) : Click or tap here to enter text.
Social Work GPA : Click or tap here to enter text.

Required Coursework

The following courses are required pre-requisites you must have completed before entering the upper-level and field placement. Check Courses You Have Completed:

- SKW 101 Foundations of Writing
- SKC 101 Communication Personal to Professional
- SKQ 101 Quantitative Reasoning
- SO 152 Introduction to Sociology
- PY 101 Introduction to Psychology
- BIO 157 Contemporary Biology or BIO 230 I Biological Basis of Behavior
- MAT115 Statistics
- SW 104 Introduction to Social Work
- SW 201 Introduction to Social Welfare
- SW 214 Human Behavior and Social Environment
- SW 302 Case Management with Individuals

Social Work courses currently enrolled in:

[Click or tap here to enter text.](#)

If not all are currently completed, when will you fulfill each required course? List course and semester you will complete it:

[Click or tap here to enter text.](#)

Current Employment

Are you employed?

- Yes
- No

If yes, answer the questions below

Typical hours worked per week:

[Click or tap here to enter text.](#)

Employer:

[Click or tap here to enter text.](#)

Employer Phone:

[Click or tap here to enter text.](#)

Employer Address:

[Click or tap here to enter text.](#)

May we contact you at work if necessary?

- Yes
- No

Will your employment interfere with Field Placement hours?

- Yes
- No

If yes, how will you manage this?

[Explain here](#)

Will any other extracurricular activities or responsibilities interfere with your Field placement hours?

- Yes
- No

If yes, how will you manage this?

[Explain here](#)

Logistics

Will you have a car available to use for Field Placement?

<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes: Driver's License #: Click or tap here to enter text. State: Click or tap here to enter text.
Do you have Medical Insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No

Interests
What level of practice most interests you? <input type="checkbox"/> Micro <input type="checkbox"/> Mezzo <input type="checkbox"/> Macro
Indicate the type(s) of client population(s) with which you wish to work: Click or tap here to enter text.
What type(s) of agency(ies) would you like to explore as potential field placement sites? Click or tap here to enter text.
If you have a specific agency or organization in mind for field placement, please describe: Click or tap here to enter text.
What are reasons for selecting potential field placement agencies? Click or tap here to enter text.
Additional comments regarding field placement in general: Click or tap here to enter text.

Academic Advisor Verification
Advisor Name: Click or tap here to enter text.
Were you advised to apply to the upper-level and begin Field Placement next school year by your academic advisor? <input type="checkbox"/> Yes <input type="checkbox"/> No
<i>You must submit an email or copy of an email from your advisor with verification.</i>

Read the following statement regarding field placement and sign below:

I understand that I must meet all departmental requirements, have completed all prerequisite coursework, have the permission of my academic advisor and the Director of Field Education. I am aware that I will be supplied with mandatory Carlow internship liability insurance for which I will be assessed a modest fee.

I understand that field placement sites typically require a Criminal Background Check and Child Abuse Clearance and sometimes FBI clearance. I will disclose potential issues regarding these with the Field Director prior to applying for specific placements.

I agree that the statements in this application are true and correct and that the information is used to assess my suitability for field placement. I agree to permit the Department of Social Work to disclose any information contained in this application among the Social Work faculty, interviewers for the Upper-Level and with my Field Instructor and/or Field Placement Task Supervisor.

Student Signature: (For emailed version, you can type your name. Please sign the printed version in ink).
Date:

PART II : Admission and Field Placement Essay

Please address the following questions in 5 double-spaced typed pages. Your structured responses will assist the committee members interviewing you regarding admission into the Social work program and field placement. This essay also serves as practice for writing a personal statement for graduate school admission. Cite specific examples for support of positions addressed. This essay will be shared with the members of the Social Work Admission Committee.

1. A discussion of **your** understanding of the social work profession.
2. A description of your personal qualities that match those of the social work profession. Indicate your strengths and limitations.
3. A comprehensive assessment of your oral and written communication skills. Identify areas that need improvement.
4. A description of your leadership skills and experiences and their future application.
5. An in-depth description of your strengths and limitations. Identify those that might affect your performance during your academic studies, field placement or professional practice (i.e., flexibility, role adaptation, working with diverse populations/communities).
6. Indicate the learning opportunities you would like to have during your field placement. What skills would you like to enhance? Do you want to intern at the micro, mezzo and/or macro level and why?
7. Indicate your short-term and long-term professional career objectives and goals. Include post-graduate plans, employment and personal plans and what you hope to be doing in two, five and ten years from now.

PART III. ADVISOR VERIFICATION

Please submit a printed paper copy of an email or a letter from your advisor that verifies you have been advised to apply for admission to the Social Work program and field placement.

PART IV. PROGRAM EVALUATION

Submit a copy of your program evaluation. Program Evaluations can be printed from the WebAdvisor system or obtained by contacting the Registrar's Office.

PART V: RESUME

Submit a copy of your resume. We recommend making an appointment with Carlow's Office of Career Development to review your resume prior to submission.

PART VI: VOLUNTEER HOUR VERIFICATION

List all your volunteer and paid human service experiences on a separate sheet. Indicate the number of supervised hours and your activities at each experience. Written verification of these experiences is required via letters (or an email) from a supervisor at the organization(s) where you volunteered. Students should have completed at least 100 hours.

PART VII: REFERENCES

Submit two letters (or emails) of reference from individuals who can identify your strengths, weaknesses, specific skills, and suitability for social work. No letters will be accepted from Carlow Social Work faculty and only one may be from a Carlow faculty member outside the Department.

Letters of volunteer verification and reference may be emailed or mailed to:

Angelica Bondy

albondy@carlow.edu

Carlow University

3333 Fifth Ave. Pittsburgh, PA 15213

**APPENDIX B:
PRE-PLACEMENT INFORMATION CHECKLIST**

Carlow University BSW Field Placement Pre-Placement Information Checklist

Name of Student: First Last
Director of BSW Field Education/Faculty Liaison Name: First First
Date: Click or tap to enter a date.

Explanations / Discussion / Information Distributed:

- Field Manual:** Students must read and abide by policies set out in the current BSW Handbook and the BSW Field Manual at http://carlow-qa01.carlow.edu/social_work_documentation.aspx

- Personal Risk:** All placements involve personal risk; however, the student should remove her/himself from any situation that seems threatening.

- Expenses:** Carlow does not reimburse students for expenses such as transportation, clothing or other items needed for professional participation. These are generally at the student's expense. Students should seek clarification from the field site as to any reimbursable expenses (e.g., transportation to clients' homes, attendance at conferences) and specify in initial field contract.

- NASW Membership:** We encourage students to join NASW at the student dues rate. More information is available at: <https://www.socialworkers.org/Membership>.

- Liability Insurance** (malpractice and personal injury): Students will be assessed a fee when they register for Field Seminar which provides liability insurance through Carlow University.

- Clearances:** If the agency requires clearances, the student is responsible for obtaining and paying for them.

- Code of Ethics:** The student agrees to abide by the NASW Code of Ethics (available at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) while in field placement. Ethical violations may be subject to discipline as described in the BSW Handbook.

- Credit Requirement and Class Syllabus:** Field Placement Field Placement and Seminar assignments are described and guided by course syllabi (examples from prior years are available in the Field Manual but are subject to change each year).

- Initial Contract:** Field Instructors and students must complete this form to be signed by Student, Field Instructor, Agency Director, and Director of Field Education before the student can enter Field Placement.

- Learning Agreement and Evaluation Form:** The student, in collaboration with the Field Instructor and Director of Field Education, must complete an Education Plan in the first two weeks of Field Placement.

- Hours Requirement:** Student must complete 250 hours per semester for 500 total hours in Field Placement. Hours must be submitted monthly and verified by Field Instructor.

Notes on Discussion

Prospective Placement Sites and/or Student's Area(s) of Interest:

1) Include here
2) Include here
3) Include here

Location Include here
Transportation Include here
Schedule Include here
Coursework Include here
Other Include here

Next Steps: Include here

Signing here, the student indicates that all of the information above was provided to them.

Student Signature	Date
Director of BSW Field Education/Faculty Liaison	Date

**APPENDIX C:
INITIAL CONTRACT**

**Carlow University BSW Field Placement
Initial Contract**

Student Information

Name: First Name Last Name	
Email: Email address	
Phone: Phone Number	Additional Phone: Provide if applicable
Address: Address Address 2 City State Zip Code	

Field Placement Agency

Agency Name: Agency Name	
Address: Address Address 2 City State Zip Code	
Main Phone: Phone Number	

Field Instructor/Supervisor

Name: First Name Last Name	
Email: Email address	
Phone: Phone Number	Additional Phone: Provide if applicable
Address (if different from above): Address Address 2 City State Zip Code	

Task Supervisor (if relevant)

Name: First Name Last Name	
Email: Email address	
Phone: Phone Number	Additional Phone: Provide if applicable
Address (if different from above): Address Address 2 City State Zip Code	

Carlow Director of BSW Field Education

Name:	
Email:	Phone:

Carlow Faculty Supervisor (if relevant)

Name: First Name Last Name	
Email: Email address	
Phone: Phone Number	

Logistics and Expectations of Field Placement

Responsibilities of Field Instructor, student and Carlow Director of Field Education/Faculty Liaison are outlined in the BSW Field Manual.

Total Hours: 500 (250 per semester)
Academic Credits: 12 (6 per semester)
Beginning and End Dates of Fall Semester: Fall Break: Thanksgiving Break:
Beginning and End Dates of Spring Semester: Spring Break: Easter Break:
Director of Field Education from Carlow will visit the site and meet with Field Instructor and Student 1-2 times per semester.
Learning Agreement and Evaluation Form due date: Fall mid-term evaluation of student due date: Fall final evaluation of student and final hours due date: Updates to Learning Agreement and Evaluation Form due: Spring mid-term evaluation of student due date: Spring final evaluation of student due date:
Name of person who will submit evaluations: First Name Last Name
Weekly schedule (Three 8-hour days per week recommended): List specific days of week and times <i>Note: Verified hours must be submitted at the end of every month.</i>
Day and time for weekly supervision meetings (one hour per week is required): Day and time of meeting
Address of student placement location: Address Address 2 City State Zip Code

Agency Resources made available to the student: *Please check all that apply.*

- Office space with desk
- Computer access
- Phone access
- Administrative assistant support
- Other support staff (Please describe)
- ID badge
- Other Please describe

<p>Please explain any regular travel/transportation requirements:</p> <p>Please describe</p>
<p>If travel is required, is reimbursement provided for parking and mileage?</p> <p>Please describe</p>
<p>How and when will orientation be provided? Please address how agency policies will be shared with student, when a tour will take place and how the student will be introduced at the agency.</p> <p>Please describe</p>
<p>Proposed number of clients and/or cases with which the student will be involved (describe Fall and Spring):</p> <p>Please describe</p>
<p>What knowledge and skills required by the student to fulfill practicum design in alignment with agency intent:</p> <p>Please describe</p>

Those signing below agree to the terms listed in this document including responsibilities outlined in the Field Manual, start and end dates of placement, total hours, weekly schedule, regular communication (including meetings with the Carlow Director of BSW Field Education each term) and submission of required documents including evaluations.

Details about the tasks/activities and assignments the student will complete relevant to Social Work competencies will be described in the Learning Agreement and Evaluation form (separate document) and submitted within the first two weeks of placement. The agency confirms that the agency has policies and procedures in place to ensure student safety.

All parties signing this contract agree with the practicum proposal and agree to abide by the National Association of Social Workers' Code of Ethics. Any change in this agreement must be made in writing and submitted to the Director of BSW Field Education.

Student Signature	Date
Field Instructor Signature	Date
Task Supervisor Signature (if relevant)	Date
Agency Director	Date
Carlow Director of Field Education	Date

**APPENDIX D:
ORIENTATION ACTIVITIES**

Carlow University BSW Field Placement Orientation Activities

Student Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Completed: Click or tap to enter a date

Carlow requires students in field placement to have an orientation to the agency provided by the field instructor. The checklist included here are areas the program recommends are covered.

Objective: To develop knowledge of the placement agency and the role of the agency in meeting human needs in the community. To understand agency policies and procedures governing practice experiences.

Checklist of orientation activities designed to build student knowledge:

- Field Instructor/Supervisor orientation activities:
 - Schedule supervision sessions to orient the student to agency,
 - Review practice standards, policies, and customs such as dress code, lunch patterns, etc.
 - Send out memo/email to staff introducing the student;
 - Provide tour of agency;
 - Introduce student to clerical staff and provide orientation to making copies, printing, telephone, email/internet systems.

- Student review of agency policy manuals; brochures, program materials

- Student meeting(s) with administrative and program staff
(Specify): Click or tap here to enter text.

- Student visit(s) to community programs and resources, tour of neighborhood
(Specify): Click or tap here to enter text.

- Field instructor/supervisor review of agency protocols; instructions for how students should respond to:
 - transportation of clients;
 - mandatory reporting, child abuse, elder abuse
 - suicide/homicide threats
 - drugs/alcohol,
 - weapons,
 - safety issues

- Other (Specify): Click or tap here to enter text.

**APPENDIX E:
LEARNING AGREEMENT AND EVALUATION FORM**

Carlow University
BSW Field Placement
Learning Agreement and Evaluation Form

Student Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Completed: Click or tap to enter a date.

This plan is for the following (check one only):

- Fall semester
- Spring semester

Instructions:

This form has two components 1) the learning agreement between student and field instructor and 2) field instructor’s evaluation of the student’s performance. The learning agreement and evaluation are developed in relation to the core competencies of social work education as identified by the Council on Social Work Education (CSWE). This learning agreement activities are filled out by the student and the field instructor together and the evaluation results are shared with the student. We recommend completing and maintaining electronic versions of this document.

Timeline:

The learning agreement portion of this form is to be completed by the student with guidance and approval from the field instructor within the first two weeks of the field placement. The field instructor shall retain the original and submit a copy to the Carlow Director of Field Education (or faculty liaison). At the end of the semester, the field instructor will complete the evaluation portion, review it with the student (obtaining student signature) and submit the evaluation to the Director of Field Education at Carlow. The learning agreement portion should be updated for the spring semester (carrying forward relevant objectives) and submitted within the first two weeks of the semester. The evaluation will be completed again at the end of the Spring semester.

Overall Learning Agreement Plan

1)	<p style="text-align: center;">Generalist Micro Social Work Skills:</p> <p>Describe practice assignments with individuals, groups and families: (For example, list specific number and type of individual, group, family cases whether the student is assigned to be primary worker, co-facilitator, observer)</p> <p style="margin-top: 20px;">Please type here to describe in detail</p>
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<p>2) Generalist Macro Social Work Skills: Describe practice assignments at the organization, community or policy level: (For example, students might be assigned to research a policy and its impact on clients; track a legislative initiative, interview clients to learn their perspective as service recipients, participate in a committee writing new policies for the agency; participate in a coalition)</p> <p>Please type here to describe in detail</p>
<p>3) Agency Integration: Describe how student will participate in regular staff meetings and other organizational activities</p> <p>Please type here to describe in detail</p>
<p>4) Professional Development: Describe student plans for attendance at professional conferences, agency trainings, workshops (Note: minimum of one professional development activity required each semester)</p> <p>Please type here to describe in detail</p>

Competency-Based Learning Agreement Plan

At the beginning of each semester use the space below to identify student learning activities that will facilitate the assessment of the competencies listed.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their

skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Example Activities to Develop and Demonstrate Competency #1:

- Intern prepares and delivers a presentation to clients and/or colleagues
- Intern completes professional writing assignments such as grant applications, assessments, letters, memos, process recordings and reports
- Intern gains competency in using agency computer systems for managing information, searching for resources, research and communication
- Intern maintains documentation of practice in accordance with agency expectations
- Intern researches and applies NASW Code of Ethics for ethical dilemmas
- Intern discusses challenges to personal values with supervisor and practices self-regulation
- Intern uses supervision and evaluation to plan for ongoing professional learning and growth
- Intern sets career development goals

Planned Assignments/Activities for Competency #1:

Please type here to describe in detail

Competency #2: Engage Diversity and Difference in Practice

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

Example Activities to Develop and Demonstrate Competency #2:

- Intern discusses with field instructor self-awareness regarding empathy, cultural humility, internalized oppression, microaggressions and systematic oppression and how these might shape practice experience
- Intern researches information about diverse populations served by the agency in order to develop cross-cultural knowledge

- Intern identifies cross-cultural skills they would like to develop and a plan for how to enact them
- Intern reviews policies related to diversity and difference at the agency and discusses with field instructor

Planned Assignments/Activities Competency #2:

Please type here to describe in detail

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Example Activities to Develop and Demonstrate Competency #3:

- Intern researches how human rights and social justice issues relate to agency mission, populations served and goals
- Intern discusses with field instructor how justice-informed approaches are relevant to specific client cases or overall populations served
- Intern participates in or develops a campaign related to social justice that furthers agency mission

Planned Assignments/Activities Competency #3:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #4:

- Intern maintains client logs, behavioral observations and other documentation on clients
- Intern utilizes rating scales, goal attainment scales and other standardized measures
- Intern conducts needs assessments and strengths inventories of individuals, groups, families and/or communities and organizations
- Intern participates in organizational planning and evaluation such as grant-writing, development of logic models and SMART goals
- Intern conducts literature reviews and other research to support agency’s mission or address specific case questions
-

Planned Assignments/Activities Competency #4:

Please type here to describe in detail

Competency #5: Engage in Policy Practice

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

Example Activities to Develop and Demonstrate Competency #5:

- Intern reviews agency policies and procedures and reflects with field instructor on how they impact clients

- Intern researches policies that have impacted agency population(s) on the micro, mezzo and/or macro levels
- Intern participates in political action/advocacy related to policy change to support agencies mission at the local or national level
- Intern identifies legislators involved in issues relevant to agency mission and contacts them regarding impacts of policy for clients

Planned Assignments/Activities Competency #5:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #6:

- Micro level (Individuals): Intern builds relationships with clients through regular communication; reflects with field instructor on individual cases
- Mezzo level (Families and Groups): Intern creates a welcoming atmosphere for group sessions by updating bulletin boards and designing engaging activities
- Macro level (Organizations and Communities): Intern reaches out to organizational stakeholders and/or community members to build rapport and facilitates networking event

Planned Assignments/Activities Competency #6:

Please type here to describe in detail

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Example Activities to Develop and Demonstrate Competency #7:

- Micro level (Individuals): Intern conducts in-take assessments to determine client strengths/needs, values and systems that impact them (using tools such as ecomaps and genograms)
- Mezzo level (Families and Groups): Intern assesses group functioning to focus on achievement of purpose, structure, life-cycle stage, culture and alliances
- Macro level (Organizations and Communities): Intern conducts organizational and/or community asset map and needs assessment; collects data via a survey/focus group/interview tool

Planned Assignments/Activities Competency #7:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #8:

- Micro level (Individuals): Intern maintains caseload of 3-5 clients; develops goals and intervention plans with clients; provides case management, service linkage or resource mobilization
- Mezzo level (Families and Groups): Intern supports task and/or treatment group goals
- Macro level (Organizations and Communities): Intern participates in strategic planning for organization and/or community by contributing to grant-writing; Intern represents organization at coalition meeting; Intern develops training for constituencies

Planned Assignments/Activities Competency #8:

Please type here to describe in detail

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Example Activities to Develop and Demonstrate Competency #9:

- Micro level (Individuals): Intern evaluates progress of individual clients and contributes to case notes and reports
- Mezzo level (Families and Groups): Intern conducts survey of group, compiles results and evaluates
- Macro level (Organizations and Communities): Intern collects feedback from organizational stakeholders and/or community members and presents to agency

Planned Assignments/Activities Competency #9:

Please type here to describe in detail

Learning Agreement Signatures (Beginning of term)

<p>Field Instructor Sign here</p> <p>Date Click or tap to enter a date.</p>
<p>Student Sign here</p> <p>Date Click or tap to enter a date.</p>
<p>Director of Field Education/ Faculty Liaison Sign here</p> <p>Date Click or tap to enter a date.</p>

Evaluation of Student Intern

Field Instructors: At the conclusion of the semester use the scale below to assess the student's achievement of each of the competencies and practice behaviors identified in this learning agreement and evaluation. Check the box of number that best represents the student's demonstration of competence.

Scoring

Excellent	5	The intern has excelled in this area
Proficient	4	The intern is functioning above expectations for interns in this area
Competent	3	The intern has met the expectations for interns in this area
Developing	2	The intern has not as yet met the expectations in this area, but is developing and there is hope that the intern will meet the expectations in the near future
Insufficient	1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future

Scale adapted from: Zastrow, C. (2009). An Interpretation for Incorporating EPAS 2008 into Social Work Baccalaureate and Masters Curriculum In CSWE-Accredited Programs: Recommendations from the Field

Competency #1: Demonstrate Ethical and Professional Behavior

		Insufficient	Developing	Competent	Proficient	Excellent
1.1	makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.2	uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.3	demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.4	uses technology ethically and appropriately to facilitate practice outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.5	uses supervision and consultation to guide professional judgment and behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #2: Engage Diversity and Difference in Practice

		Insufficient	Developing	Competent	Proficient	Excellent
2.1	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.2	presents as learner and engages clients and constituencies as experts of their own experiences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.3	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

		Insufficient	Developing	Competent	Proficient	Excellent
3.1	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3.2	engages in practices that advance social, economic, and environmental justice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
4.1	uses practice experience and theory to inform scientific inquiry and research	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.2	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.3	uses and translates research evidence to inform and improve practice, policy, and service delivery	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #5: Engage in Policy Practice

		Insufficient	Developing	Competent	Proficient	Excellent
5.1	identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5.2	assesses how social welfare and economic policies impact the delivery of and access to social services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5.3	applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
6.1	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6.2	uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
7.1	collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.3	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.4	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
8.1	critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8.3	uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

8.4	negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8.5	facilitates effective transitions and endings that advance mutually agreed-on goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
9.1	selects and uses appropriate methods for evaluation of outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9.3	critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9.4	applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Evaluation Summary

Field Instructor Summative Comments: *Please provide additional narrative summary of the student's performance in the practicum for the period covered by this evaluation. Identify areas of student growth, specific strengths, and suggest directions for future development.*

Please describe in detail here

Student Summative Comments and Self Evaluation: *Please describe your effort, strengths and areas of continued growth.*

Please describe in detail here

Overall Evaluation of Student:

This intern is excelling in field placement by performing well above expectations for interns.	5 <input type="checkbox"/>
This intern is above expectations for interns.	4 <input type="checkbox"/>
This intern is meeting the expectations of a field placement intern.	3 <input type="checkbox"/>
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2 <input type="checkbox"/>
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1 <input type="checkbox"/>

Final decisions concerning grades for the field practice class are determined by the faculty instructor and include student performance in the field practice seminar and written assignments.

Evaluation Signatures (End of Term)

Field Instructor Sign here Date Click or tap to enter a date.
Student Sign here Date Click or tap to enter a date.
Director of Field Education/ Faculty Liaison Sign here Date Click or tap to enter a date.

**APPENDIX F:
FIELD SEMINAR EXAMPLE SYLLABUS**

Carlow University – College of Leadership and Social Change
Department of Social Work

**SOCIAL WORK (SW) 402 Field Placement I and
SOCIAL WORK (SW) 405 Field Placement Seminar I
Fall 2019**

Every other Tuesday from 6-7:30 pm Room: Antonian 409

Instructor: Jessica Friedrichs, MSW, MPA

Office: 405 Antonian Hall

Office phone: 412-578-6522

Email: jfriedrichs@carlow.edu

Office hours: Tuesdays and Thursdays 3:30 pm – 4:30 pm and by appointment

Course Description and Learning Outcomes

SW 402 Field Placement I (5 credits) and SW 405 Field Seminar I (1 credit) are co-requisite courses completed by Social Work majors as their final course sequence in the program for the Fall semester. **SW 402** is a supervised field placement in a selected human service agency that allows the student to integrate theory with micro, mezzo, and macro practice. Only Social Work majors who have been fully admitted to the Social Work program may register for this course. **SW 405** is a seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theory.

Field Placement Objectives

- Exercising self-directed learning, initiative and responsibility for oneself, one's work, and continuing education.
- Gaining an understanding of the role of the generalist social worker and forming an identity with the profession of social work.
- Defining his/her role and responsibilities towards clients, agency, and co-workers.
- Acceptably performing the following social work functions:
 - engagement
 - data collection
 - interviewing and establishing appropriate relationships
 - assessment
 - contracting
 - intervention
 - recording
 - evaluation
 - termination
 - effective utilization of supervision
- Identifying and discussing professional, ethical, and value-related issues that arise from experiences in the agency.
- Articulating the meaning of confidentiality and its implications for social work practice.
- Conducting professional behavior according to the social work code of ethics.
- Verbally presenting, analyzing and discussing case material in contextually appropriate ways, with peers, supervisor(s), and co-workers.

- Acquiring a better understanding of current social issues, problems and programs, and questioning current public and private policies and practices in social welfare.
- Demonstrating an awareness of personal prejudices, biases, and stereotypes, as well as, acquiring the ability to overcome these biases in order to work with people from life situations that differ from one’s own.
- Developing linkages within systems and between systems.
- Becoming familiar with community resources and linking clients to the appropriate resources.
- Developing the ability to prepare and implement a plan of intervention, this takes into consideration possible gains and losses, the acceptable range of outcomes and the possible unintended consequences.
- Demonstrating the ability to meet professional standards and to be progressively accepted as a beginning level generalist social worker.

Course Learning Objectives

Students in these courses will achieve the following in relation to their field placement experiences:

- Learn about professional standards for field placement
- Evaluate their professional competencies
- Explore how supervision guides professional development and behavior
- Use reflection and self-regulation to practice self-care
- Build relationships and inter-professional collaboration
- Demonstrate professional oral, written and electronic communication
- Reflect on how to engage diversity and difference in practice
- Explore the human rights and social justice issues relevant to specific field agencies

As this course is the practicum culmination for Social Work students, our learning objectives will reinforce key areas of competency for Social Workers. The Council on Social Work Education identifies nine competencies for Social Workers – this course will focus on subset of these. The following charts provide details as to how students will learn and demonstrate these outcomes.

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you’ve learned it (Assessment)
1. Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical	Values: Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Field placement instruction Textbook readings Seminar discussion	Journals and seminar assignments Competency linkage journal

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you've learned it (Assessment)
<p>decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</p>	<p>Values: Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Ethics Linkage Journal</p>
	<p>Skills: Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Communication Case</p> <p>Written and oral assessments</p>
	<p>Skills: Students will use supervision and consultation to guide professional judgment and behavior.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Supervision Agenda</p> <p>Journal assignments</p>
<p>2: Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status,</p>	<p>Values: Students will present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Diversity Reflection</p> <p>Journal assignments</p>

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you've learned it (Assessment)
<p>marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Skills: Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Diversity reflection</p> <p>Journal assignments</p>
<p>3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected</p>	<p>Knowledge: Students will learn about social, economic, and environmental justice to advocate for human rights at the individual and system levels</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Current Social Justice Exploration</p>

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you've learned it (Assessment)
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>Skills: Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Theory Linkage Journal</p>
	<p>Skills: Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Practice Linkage Journal</p>

Required Readings

The textbook for the course is: Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. ISBN: 978-0-8261-7552-6

Students are also required to read and become familiar with the information and resources in Carlow's BSW Field Manual available at: http://carlow-ga01.carlow.edu/social_work_documentation.aspx

Additional articles and resources may be required and will be posted on Celtic Online.

Course Format

Field Placement is a unique course in that students are learning in a real-world on the job setting under the supervision of professional Social Workers.

Students will create a Learning Agreement and Evaluation Form in conjunction with their Field Instructor. They will also reflect regularly through journal assignments in order to get the most out of this educational experience. The course instructor/Director of BSW Field Education will meet with the student and their field instructor 1-2 times per semester to establish learning goals and check in on progress. If the student or field instructor feels additional meetings are needed, they should feel free to reach out to schedule them.

The Field Seminar provides an opportunity for students to explore professional competencies and learn from one another. To this end, students will share from their field experiences in the same format one would in a professional setting such as case conferences, oral presentations and discussions.

The process of learning in this course is mutual in that the instructor will both teach and learn from the students and expects the same of them. Together, we will create a space that respects each person's opinion and experiences, as well as provides opportunities to challenge ourselves to grow in our thinking.

Field Site Visits

A Carlow University Social Work faculty member (typically the Director of Field Education) will make an appointment with the student and the field instructor for a site visit 1-2 times during the semester. The progress of the student will be discussed according to the guidelines and competencies set forth in the Learning Agreement and Evaluation Form.

Assignments and Assessments

Celtic Online will be used to manage logistics such as submission of hours, journal and assignments. Students are enrolled in SW 402 and SW 405 - all materials, assignments and grading will be done in one course shell on Celtic Online since the courses are concurrent and must be successfully completed together.

Communication Case

Review the textbook chapter 6 on communication prior to beginning this assignment. Each student will bring an example of a communication that occurred in Field Placement (or is relevant to field) that they feel demonstrates excellence or is problematic. Examples of where to draw cases from include professional oral, written or electronic communication; casual/information communication that occurred within the context of field; case notes; process recordings; assessments; emails; technology; social media and/or marketing materials.

The case example should be typed on paper (as it will be shared with peers) and should present the facts using direct quotes when possible. Students should ensure that confidentiality of those involved is maintained by using pseudonyms if necessary. On a separate paper, the student will write a one-two paragraph reflection exploring what was excellent or problematic

about this communication and posing questions for their peers to gain insight, ideas for moving forward or otherwise develop competency in oral, written and electronic communication. Refer to the textbook chapter for reflective questions that may be helpful for this part of the assignment. The case and reflection will both be submitted to the instructor at the end of seminar session.

Supervision Agenda

Review the textbook chapter 3 on supervision prior to beginning this assignment. Each student will reflect on an issue that has come up in field and draft an agenda that they will use to facilitate an effective meeting with their field instructor/supervisor related to this topic. Reflect on how your supervision experience is going so far by taking the Supervisory Relationship Inventory quiz in the textbook.

Identify an event, incident or case that you would like to discuss with your supervisor. Look through your journal and select an example related to developing your competencies, an ethical dilemma or an incident that relates to diversity. Note how this case has helped you to develop awareness of yourself, your clients, the community or the social work profession. Describe the situation briefly in a one paragraph narrative and what you hope to gain in discussing this with your supervisor.

On a separate paper, create an agenda for your supervision meeting. You can find example supervision agendas on the course Celtic Online site. You will share your supervision issue and agenda with peers in seminar to get their feedback. The case and agenda will both be submitted to the instructor at the end of seminar session.

Diversity Reflection

Review the textbook chapter 7 on diversity prior to beginning this assignment. Each student will reflect on how diversity and difference are a part of their field placement and development as a professional. In a 1-2 page paper answer any **three** of the following reflections questions from the chapter by using **specifics** from your field placement (make sure to maintain confidentiality):

- In your field placement, which skill sets do you need to strengthen in regard to your cultural competence and humility?
- After reviewing the NASW cultural competency standards, which standard do you feel you have the most difficulty in applying in your field placement work? Which standard is easiest for you to apply? What makes one standard harder to incorporate into your practice than the others?
- What do empathy and cultural humility look like to you in direct practice? What about in mezzo and macro practices?
- With which aspect of cultural humility do you feel most comfortable? With which aspect are you least comfortable?
- What are some instances of micro aggressions or interpersonal acts of oppression you have heard from clients, or witnessed yourself in your field placement?
- What are some ways you may have unintentionally participated in discriminatory or exclusive ways?
- What are some ways you can change your practice to become more inclusive of nondominant groups?

Type out the answers and bring your paper to class prepared to discuss it with your peers. Use specific examples and insights from the field placement experience to answer the questions (avoid vague generalizations). The reflection will be submitted to the instructor at the end of seminar session.

Current Social Justice Exploration

Review the textbook chapter 8 on human rights and social justice prior to beginning this assignment. Each student will explore a relevant human right or social, economic, environmental justice issue that impacts the clients, organization or community she is serving in field placement. Each student will bring in a reputable news article on a local, regional social justice issue that is relevant to her field placement (for example: transportation, pollution, poverty, changes to social welfare policies and programs, trafficking, food insecurity, racism/homophobia/ageism/other forms of discrimination). The student should be prepared to share orally the following in 3 minutes:

- a brief summary of the issue and how it fits with the idea of human rights or social, economic or environmental justice
- how this issue relates specifically to her field placement
- a comment on if field placement agency is proactively addressing this issue or responding to it and why/why not.

These summary notes can be in bullet format for ease in presenting orally. The news article and summary notes will be submitted to the instructor at the end of seminar session.

Journal 1, 2 and 3

Daily/Weekly Prompts

Students will maintain a journal while in field placement with the goal of recording and examining critical incidents, exploring how theory links to practice, applying the NASW Code of Ethics to real-world ethical dilemmas and reflecting thoughtfully on development of their competencies as they become professional social workers. To that end, the instructor encourages students to take regular notes at the end of each day documenting what has occurred in field placement. Questions to ask oneself may include:

- What was the most interesting moment of my day/week?
- What was the most frustrating, confusing or upsetting part of my day/week?
- What advice, support or more information do I need right now and who could I ask for that?
- What knowledge did I gain today? What skill(s) did I gain today?
- What strengths did I demonstrate today?
- How could I improve? What knowledge and skills do I need to gain to be effective in placement?
- What did I learn today/this week about myself? About my clients or the community I serve? About social work practice?

Students will show their daily/weekly notes throughout the term to the instructor for a pass/fail review.

Each month, students should review their daily/weekly notes and write a reflection to submit to the course instructor. All students **must complete three different format types**. Students should use their discretion to choose which one is most appropriate each month based on their circumstances so the assignment is beneficial in developing them as a professional.

Submit the assignment via Celtic Online. Reflections should be 5 – 8 pages. If a student finds they complete the assignment in one format in less than 5 pages, they should include an additional format and reflect on it until they meet the required page length.

Regardless of which of the following is chosen, the reflection must include:

- 1) Identification as to the format used for this journal assignment (practice linkage, theory linkage, ethics linkage or competency linkage).
- 2) An introduction to the journal that provides context (ex: reminder of the field placement agency and overall student role there)
- 3) Brief, clear and factual description of what occurred in field and how it manifested (maintain confidentiality through use of pseudonyms)

Practice Linkage

For this format, the student will reflect on their practice skills such as engaging, assessing and intervening with clients at the micro, mezzo and macro level. Student will identify a specific incident or series of events that occurred while interacting with people in field that has caused them to question, wonder or grow. Student will share the details of the incident and then reflect in depth on how the student engaged the individual, family, group or community. If the case is ongoing, the student should comment on how they assessed and intervened with the client (individual, family, group or community) as well. Comment on how supervision impacted (or did not impact) the decision-making process. After addressing what approaches and steps occurred in this incident, the student should then explore the results and outcomes. If the case is still in process, the students should share thoughts for moving forward and questions for their field instructor/supervisor. Finally, the student should reflect on what this incident has taught her about herself, the social work practice process as well as the specific client(s)/populations she is serving in field placement.

Theory Linkage

For this format, the student should focus on a particular issue or problem encountered in field, and apply the concepts of a theory or perspective from the student's prior course work to understand/explain the problem. Examples of theories include: psychodynamic, cognitive behavioral, stage theories (e.g., Piaget, Erikson), social learning, systems, ecological, conflict, feminist, political economy, organizational, group dynamics, family dynamics, feminist, political economy, structuralism, functionalism, strengths-based, trauma-informed and more. Review texts, class notes, and journal articles from prior courses or search online for a refresher on these theories. Briefly *define and discuss key concepts* of the theory selected, and explain how they apply to the problem identified. Use the definition of the theory and key concepts to explain observations about the issue/problem selected. The goal is to demonstrate that the student understands the theory and is able to apply it to a real world scenario.

Ethics Linkage

In this format, students will identify an ethical dilemma or a situation from field placement in which exploring ethics and values is relevant. The student will share about an incident or

experience at field placement that relates to values and ethics. After explaining the situation, the student should review the NASW Code of Ethics and identify areas that relate to the incident. The course text book chapter 1 may also be helpful to review as it covers ethics as well. The student should identify her own values, how they relate to social work values and how this interplay may be impacting the situation. If the case is still in process, the students should share questions for their field instructor/supervisor related to this situation. Finally, the student should reflect on whether the ethical guidelines have provided a clear pathway for moving forward or not and how the student plans to proceed.

Competency Linkage

In this format, the student will reflect on how experiences in field are developing their competencies as a social worker. Student should begin by reviewing the competencies outlined in the Learning Agreement and Evaluation document. Then the student should describe experiences they are having relevant to one or more of the competencies and what they have learned about themselves through these experiences. The student should connect specific incidents and experiences to the competencies being developed and reflect on successes and strengths. Alternatively (or in addition), a student may wish to reflect on a particular competency where she feels she has not yet been able to develop knowledge and skills. In this case, the student should share ideas for how to focus on this competency moving forward and questions for their field instructor/supervisor to help assist her in doing so.

Documents from Field Instructor (in collaboration with student)

Field Placement requires that students collaborate with their Field Instructors to submit a number of documents throughout the term. Dates for these documents are included in the course outline so that students can remind their Field Instructors to submit these in a timely manner.

Initial Contract

This document specifies details of the Field Placement. Field Instructors and students need to fill out the certain sections and review their responsibilities and sign. The Director of Field Education will also sign this document and will go over any questions the students and Field Instructors have as they complete it. An example of this document is included as an appendix in the Field Manual.

Learning Agreement and Evaluation Form

It is the student's responsibility to develop a Learning Agreement and Evaluation Form with her/his field instructor and the Field Director. An example of this document is included as an appendix in the Field Manual and the most current version will be shared with all students. The form must be signed by the student and the field instructor and submitted to the Field Director for final approval by the date listed in the course outline. Late plans will result in lowered final grades.

At the end of the term, the evaluation portion of the document agreed upon earlier in the term must be completed by the student and field instructor. Both the student and the field instructor must sign this document. It is the student's responsibility to ensure that the Director of Field

Education receives the final evaluation by the date listed in the course schedule. Points will be deducted from the final grade for each day past the deadline if submitted late.

Mid Term Evaluation

This is a brief survey that the Field Instructor fills out electronically to provide feedback to the Director of Field Education as to how the student is performing in field placement. It is an opportunity to address concerns and will be shared with the student. An example of the questions on the mid-term evaluation are included as an appendix in the Field Manual.

Hours Logs

Students must submit hours on Celtic Online each month and during Finals week (see course outline). An hours template has been provided on Celtic Online for students to use or they may create their own. Field supervisors must sign off on hours – this can be done through electronic signature, signing and then scanning the form to upload or sending an email verifying the hours on the log are accurate to the Field Director.

Grading Scale and Structure

Grading Scale

A 93 - 100%	B 83 - 86%	C 73-76%	D 63-66%
A- 90 - 92%	B- 80 - 82%	C- 70-72%	D- 60-62%
B+ 87 - 89%	C+ 77 - 79%	D+ 67 -69%	F 59% and under

Grading Structure

SW 402 Field Placement

Journal 1	50
Journal 2	50
Journal 3	50
Evaluation from Field Instructor	450
Total	600 points

SW 405 Field Seminar

Communication Case	50
Supervision Agenda	50
Diversity Reflection	50
Current Social Justice Exploration	50
Seminar Participation and Attendance	200
Total	400 points

Course Policies and Procedures

Attendance at Field Placement

Students must complete 250 hours at their field placement site over the course of the semester. Students will set up a regular weekly schedule with their Field Instructor at the beginning of the term to establish how they will meet these hours. Hours are not graded but must be submitted monthly to the Director of Field Education. ***Due to accreditation requirements, if a student does not submit verified hours totaling 250 for the semester, they will NOT pass SW 402 and SW 405.***

The typical time spent in field placement for each student will be three eight-hour days per week, for ten to eleven weeks (250 hours per semester for a total of 500 hours). If a student starts late or misses hours early on, they should plan to “catch up” by adding hours each week.

Students should communicate the dates of Fall Break and Thanksgiving Break to their Field Instructors at the beginning of the term. Many students choose to continue their field hours during these breaks in order to stay on track – decisions about observance of breaks should be made in conjunction with the Field Instructor. If a student needs to adjust other hours in advance, they should arrange this with the Field Instructor and discuss how the hours will be made up.

If a student has an emergency that will impact attendance, they should communicate this to the Field Instructor and the Director of Field Education as soon as possible and make arrangements for their duties for that day. If attendance or tardiness becomes an issue, conference calls and meetings between the student, Field Instructor and Director of Field will be held to immediately address it. Students may need to adjust work schedules and other classes in order to stay on track. If a student has a serious issue that impacts their ability to complete field hours, they will not be able to pass the courses and will need to register again in the future. In that case, it is imperative that they communicate professionally with all involved to ensure a good relationship is maintained with the agency for future Carlow students.

Class Participation and Attendance in Seminar

Regular attendance and verbal participation in Field Seminar are essential to this course especially because it meets bi-weekly. Students are expected to attend each seminar class on time with all readings and assignments for the day completed. Attendance will be recorded and each absence will contribute to lost points from the student’s final grade. Late arrivals and early departures are also factored into attendance. Students are responsible for all material missed due to absence. While in class, please refrain from cellphone usage and texting. Be respectful of the instructor, other students and guest speakers by providing undivided attention.

The class participation grade in the class takes into account attendance as well as verbal participation in class discussion and activities. In order to earn full points, a student must regularly participate verbally as well as attend all sessions.

Attendance and Verbal Participation Grade System	Total Points Possible = 200
Absences	Points

0 Absences	170
1 Absence	160
2 Absences	150
3 Absences	140
4 Absences or more absences	0
Verbal Participation	Points
If proficient - strong verbal participation	Add 1-30 points
If no - little verbal participation	Subtract 1-30 points

Communication with Field Instructors

Field Placement is a professional internship therefore students should observe all standard professional communication behaviors. Students should discuss with their field instructors how they prefer to be contacted (phone, email, text) and use that method to keep field instructors informed if they need to change their schedule or if an emergency arises causing them to be late or absent. If a student is going to be late or absent, they should also email the Director of Field Education.

Late Work Policy

No late assignments will be accepted without prior permission. The instructor recommends students complete assignments in advance of the due date in order to mitigate unexpected difficulties such as technology glitches. If a student has trouble completing an assignment due to an emergency, they should contact the instructor *before* the due date to discuss an extension. Extensions may be granted but points will be deducted for all late work. Due to the learning that happens through discussion in seminar, **field seminar assignments will only be accepted during class** (not before or after).

Communication Policy

The instructor looks forward to regular communication with students regarding the course content, assignments and field experiences. Students should feel free to contact the instructor via email, phone or during office hours. Keep in mind that the instructor teaches other courses and manages other responsibilities at the University and is generally not available for drop-in visits. Feel free to use email to schedule appointments outside of office hours.

In addition, the instructor will stay in regular communication with students via announcements in Celtic Online and in class updates. Changes to assignments or readings will be announced via Celtic Online and in class. Students are expected to regularly read email sent to their Carlow email accounts and to log in regularly to Celtic Online, which is the instructional platform for this course. As instructed by the Carlow University Administration, the professor will not send email to alternate email accounts. If students would like to forward email from their Carlow account to another account, they can find that process on the IT section of Carlow's Portal:

<https://myportal.carlow.edu/carlowservices/technologyresources/HDLab/Pages/default.aspx>

Celtic Online in the online course management platform for this course. Students can find a copy of the syllabus and other materials on the Celtic Online site. Instructions on how to use Celtic Online are posted in the course site. Log in by visiting the Carlow homepage, clicking “Quick Login” in the right hand corner and selecting “CelticOnline”. If you have questions, contact Student Celtic Online Support at help@carlow.edu.

APA CITATIONS

Students are expected to use APA style for written assignments in this course. For support in APA style, please visit the Grace Library staff and the Center for Academic Achievement. Online support is available through APA Style Central on the Grace Library A-Z Database webpage at: <http://carlow.libguides.com/az.php>

COMMUNICATION STRATEGIES and FEEDBACK

The instructor will provide timely feedback on all assignments – typically within one week of submission. Please feel free to communicate with the instructor with any questions throughout the course. Email is the best mode and the instructor will typically respond within 24 hours. If you would like to meet in person, please feel free to come to office hours or to schedule an in-person or telephone appointment.

EMAIL and UPDATES

Students are expected to read email sent to their Carlow email accounts and to make use of CelticOnline, including CelticOnline updates, as needed for the course. As instructed by the Carlow University administration, the instructor will not send email to alternate email accounts.

PROFESSIONAL BEHAVIOR

Professionalism is fully expected in all interactions, engagements, and work within the course. In any instances where a student does not contribute, participate, or complete their work in a professional way, the instructors reserve the right to deduct points accordingly and in acknowledgement of the lack of appropriate professionalism. This applies to all assignments, in-class participation, attendance, course activities, correspondences with professors, and online assignments.

University Policies

ACADEMIC INTEGRITY

Carlow University has an Academic Integrity Policy. Please access this policy under University Policies on the CelticOnline course. The policy covers areas related to cheating, plagiarism, self-plagiarism, academic deceit, fabrication of data, interference with other students’ learning or achievement, unauthorized acquisition or exchange of coursework, and other additional forms of academic misconduct. Please access and review this policy for more detailed information.

ABSENCE FOR MANDATORY UNIVERSITY SPONSORED EVENTS

A University sponsored event is defined as an event directly related to a student’s education or the university community that takes place outside the classroom (ex: athletics, professional conferences). The student must notify the appropriate faculty member(s) of her/his

participation in these particular events, as well as the anticipated absence from class. The student is responsible for all material and assignments covered during the absence. See further information under University Policies in the CelticOnline course.

ACADEMIC SUPPORT SERVICES: CAA and HOPKINS LAB

The Center for Academic Achievement (CAA), 4th floor University Commons, offers free in-person

tutoring for improving writing skills and understanding course Chapter. They also offer academic coaching for time management and learning skills. To make an appointment click on "CAA tutoring" in the Quick Links drop down menu on the Carlow website which connects to a scheduling system at

<http://carlow.mywconline.com> or call 412-578-6146 (appointments must be made at least 48 hours in

advance). Another resources is the Hopkins Communication Lab, which supports students in all forms of presentations. Contact them at hopkinslab@carlow.edu or call 412-578-8761.

STUDENTS WITH DISABILITIES POLICY & TEMPORARY DISABILITY POLICY

Carlow University makes every effort to provide reasonable accommodations for students with disabilities. More information is posted on our Celtic Online site. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Jacqueline M. Smith Disabilities Services Office University Commons, 4th floor Phone - 412.578.6257 (Office line) 412.578.6050 (Direct line) Fax - 412 578.2027 dso@carlow.edu

COUNSELING SUPPORT

The Counseling Center is an excellent resource for students who find personal challenges are impacting their academic experience. More information is available at:

http://www.carlow.edu/Counseling_Services.aspx

STUDENT HANDBOOK FOR UNIVERSITY POLICIES

Useful information about many other University policies can be found in the Student Handbook at: http://www.carlow.edu/Student_Handbooks.aspx

EMERGENCY AND SCHOOL CLOSING INFORMATION

Information about school closing and emergencies is available on our class Celtic Online site.

SW 402/405: Fall 2019 Class Schedule

Readings and assignments are due on the date listed by the start of class time. Please note that **class meets every OTHER week during the semester.**

Date	Topic	Readings Due	Assignments Due	Field Documents Due
Tues Aug 27	Field Placement Overview Professional competencies	Carlow BSW Field Manual http://carlow-ga01.carlow.edu/social_work_documentation.aspx Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. Chapter 1 and Chapter 2	Share about agency	
Tues Sep 10	Oral, Written and Electronic Communication	Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. Chapter 6	Communication Case Daily/Weekly Journal	<i>Initial Contract Due (with Field Instructor)</i>
Tues Sep 24	Supervision	Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. Chapter 3	Supervision Agenda Submit Journal #1 on Celtic Online	<i>Hours Log</i>
Tues Oct 8	Engaging Diversity and Difference	Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. Chapter 7	Diversity Reflection Daily/Weekly Journal	<i>Learning Agreement and Evaluation Form –Agreement section due (collaborate with Field Instructor)</i>
Fall Break Oct 15				<i>Mid Term Evaluation Due (from Field Instructor)</i>
Tues Oct 22	Reflection, Self-Regulation and Self-Care	Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. Chapter 4	Submit Journal #2 on Celtic Online	<i>Hours Log</i>
Tues Nov 5	Guest Facilitator Relationship-Building	Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. Chapter 5		

Tues Nov 19	Advancing Human Rights and Social Justice	Poulin, Matis and Witt. (2019). The Social Work Field Placement. Springer: NY. Chapter 8	Current Social Justice Exploration Daily/Weekly Journal	<i>Hours check-in</i>
Tues Dec 3	Wrap-Up		Journal #3 on Celtic Online	
Tues Dec 10	No meeting during Finals Week but submit documents			<i>Submit final hours log on Celtic Online</i> <i>Completed Learning Agreement and Evaluation Form (with Field Instructor)</i>

**APPENDIX G:
MID-TERM EVALUATION OF STUDENT**

Carlow University BSW Field Placement Mid-Term Evaluation of Student

The purpose of the mid-term evaluation is to determine if the student intern is meeting expectations and to provide them with feedback. This information will be shared with the student. Please answer honestly to facilitate a productive dialogue.

Student Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Completed: Click or tap to enter a date

Has student attended all scheduled hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is student on time for all scheduled hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

On a scale of 1-5, please rate the following of the student:

	Insufficient (1)	Developing (2)	Competent (3)	Proficient (4)	Excellent (5)
Oral communication	<input type="checkbox"/>				
Written communication	<input type="checkbox"/>				
Engages with required tasks	<input type="checkbox"/>				
Is Responsible	<input type="checkbox"/>				
Is Reliable	<input type="checkbox"/>				
Takes initiative	<input type="checkbox"/>				
Is meeting the expectations of field placement	<input type="checkbox"/>				

*In reviewing the competencies listed below, please select any that you feel the student has **NOT** yet demonstrated ability in:*

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

Comments:

Click or tap here to enter text.

Field Instructor Signature

Insert electronic signature or sign in ink here.

Date

Student Signature

Insert electronic signature or sign in ink here.

Date

**APPENDIX H:
STUDENT EVALUATION OF FIELD AGENCY AND INSTRUCTOR**

**Carlow University BSW Field Placement
Student Evaluation of Field Agency and Instructor**

Student Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Form Completed: Click or tap to enter a date

Students: On a scale of 1-5, please rate the following related to your field placement.

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
I was provided with a variety of learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff incorporated me into the agency/department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor regularly made time for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor provided me with supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor assisted me in fulfilling the goals set forth in the Learning Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would recommend this agency for future field placement students	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I would recommend this field instructor for future students	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The MOST valuable aspect of my field placement agency for my professional development was:
Click or tap here to enter text.

The LEAST valuable aspect of my field placement agency for my professional development was:
Click or tap here to enter text.

Additional Comments: Click or tap here to enter text.

**APPENDIX I:
STUDENT EVALUATION OF FIELD EDUCATION PROGRAM**

**Carlow University BSW Field Placement
Student Evaluation of Field Education Program**

Student Name: <i>First Last</i>
Field Placement Agency: <i>Agency Name</i>
Field Instructor: <i>First Last</i>
Director of Field Education Name: <i>First Last</i>
Date Form Completed: <i>Click or tap to enter a date</i>

Students: On a scale of 1-5, please rate the following related to the Field Education Program and Director of Field Education:

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
Carlow's field placement expectations were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carlow's field placement program is well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education was available for consultation if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education's visits to my agency were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education communicated expectations clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education supported me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Carlow Field Education Program prepared me to work as a generalist Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The MOST valuable part of the Field Education program to my professional development was:

Click or tap here to enter text.

The LEAST valuable part of the Field Education program to my professional development was:

Click or tap here to enter text.

Additional Comments:

Click or tap here to enter text.

**APPENDIX J:
FIELD INSTRUCTOR EVALUATION OF CARLOW PROGRAM**

**Field Instructor Evaluation
of Carlow BSW Field Education Program**

Field Instructor Name: First Last
Agency: Agency Name
Student Intern Name: First Last
Date Form Completed: Click or tap to enter a date

Field Instructor/Supervisor: Please complete this evaluation after the student has finished field placement. Your input and comments are important to us and will help us to improve our program. On a scale of 1-5, please rate the following:

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
Carlow's Field program expectations were clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student's interests and abilities were matched with agency's purpose and need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visits from Carlow faculty to the agency were well coordinated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visits from Carlow faculty to the agency were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration and respect for agency routines and procedures was given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular contact was maintained from Carlow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director of Field Education was responsive to solving problems (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would like to have a BSW intern from Carlow in the future	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I would recommend Carlow to other agencies interested in having a BSW intern	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The MOST valuable aspect of having a Carlow BSW intern was:
Click or tap here to enter text.

The LEAST valuable aspect of having a Carlow BSW intern was:
Click or tap here to enter text.

Additional Comments:
Click or tap here to enter text.

**APPENDIX J:
LIST OF EXAMPLE PLACEMENT AGENCIES**

Site Name	Web Address	Communities Served
Achieva - Stone Point Landing	https://www.achieva.info/	Individuals with disabilities and their families
Allegheny County - Area Agency on Aging	https://www.alleghenycounty.us/Human-Services/About/Offices/Area-Agency-on-Aging.aspx	Aging, Advocacy, Policy & Administration
Allegheny County - Children Youth & Family Services	https://www.alleghenycounty.us/Human-Services/About/Offices/Children,-Youth-and-Families.aspx	Public Welfare, Family and Child Assessment, Case Mgt., Community Services, Court Services
Allegheny County Department of Human Services	https://www.alleghenycounty.us/human-services/index.aspx	Drugs and alcohol, Incarceration support, Disability, LGBTQ, Mental Health, Veterans Services, Child & Families Counseling, Adult Counseling
Allegheny County Jail	https://www.alleghenycounty.us/jail/index.aspx	Forensic, Mental Health Counseling, Case Mgt., Groups, Community Services
Allegheny County Juvenile Probation	https://www.alleghencourts.us/family/juvenile/	Justice; Juvenile Court Intake Case Mgt. Family Counseling
Allegheny General Hospital	https://www.ahn.org/locations/allegheny-general-hospital?gclid=Cj0KCQjwvdXpBRCoARIsAMJSKqJaOV5RnxDMp11UpOKa5e9bCQjvxh-AxPz5xKPLkeHIHsT1m0neVU4aAsAUEALw_wcB&gclsrc=aw.ds	Medical, General Medical/Surgical, Renal, Emergency Department, Women's Health OB/GYN
Allies Pittsburgh (formerly 'Pittsburgh AIDS Task Force')	https://alliespgh.org/	Community Organization, Individual/Group Counseling, Case Mgt., Community Advocacy
Alzheimer's Association	https://www.alz.org/pa	Senior Services, Mental Health Intake, Assessment, Family Support Services, Family Counseling

American Civil Liberties Union	https://www.aclupa.org/chapters/greater-pittsburgh	Justice/Legal Rights Services Intake Counseling, Referral Services, Volunteer Groups, Community Services, Advocacy
Caring Place	https://www.highmarkcaringplace.com/cp2/index.shtml	Grief services, Child & Family
Catholic Charities of Greene County	https://www.ccpgh.org/pages/services/services_county_greene	Basic needs services, Disaster relief, Counseling, Social Services, Pregnancy & parenting, Child & Families <i>All requests go through Allegheny County Office</i>
Catholic Charities of Pittsburgh	https://www.ccpgh.org/page.aspx?pid=329	Basic needs services, Disaster relief, Counseling, Social Services, Pregnancy & parenting, Child & Families
Center for Spirituality in 12 Step Recovery	https://www.guidestar.org/profile/25-1608735	Drug/Alcohol
Center for Victims	https://www.centerforvictims.org/	Crisis intervention, counseling/therapy, advocacy, victims services, legal assistance
Center of Emergency Medicine of Western Pennsylvania, Inc. (CONNECT)	http://centerem.org/	EMS/Paramedic Community Base Program
City of Pittsburgh/ Department of Public Safety	https://pittsburghpa.gov/publicsafety/	Crisis intervention, Child/family services, disaster relief
Cornell Abraxas Center	https://abraxasyfs.com/	Forensic Services for Adolescent Females, Individual Counseling, Groups,
County of Allegheny	https://www.alleghenycounty.us/	Human services, health department, government
CSF Adoption Services		Administrative/Legal Home Studies, Case Mgmt., Ind. & Couples Counseling
Day One	https://www.dayonepgh.org/	Residential Program for young women and children

Every Child, Inc.	https://www.everychildinc.org/	Adoption, Foster Care, Case Mgt., Family support
Family Links	https://familylinks.org/	Family Services, Addictions, Counseling, Family Support
Family Services of Western PA (Wesley Spectrum)	https://wfspa.org/	Family Services Counseling, Prevention, Foster Care, Support and Rehabilitation Services
Garfield Jubilee	http://www.garfieldjubilee.org/	Job Training, Adolescent Counseling At-risk Youth
Gateway Health Plan	https://www.gatewayhealthplan.com/	Managed Medical Care, Case Mgt., Intake Case Referral, Administrative
Gateway Hospice	https://gatewayhospice.com/	Outpatient Hospices
Good Grief (Ursuline Support Center)	http://ursulinesupportservices.org/	Grief services, protective services, guardianship services
Good Samaritan Hospice	https://www.concordialm.org/locations/good-samaritan-hospice?utm_source=GoogleBusiness&utm_medium=GSH&service=45	Serving terminally ill and families
Gwen's Girls	http://www.gwensgirls.org/	Clinical services, after school programs, counseling (individuals, families, and groups), crisis intervention
Hearth Housing	https://www.hearth-bp.org/	Homeless, family services (Non-traditional internship -evening and weekends possible)
Highmark	https://www.highmark.com/hmk2/index.shtml	Grief, family/child counseling services, interventional services
Homeless Children Education Fund	https://homelessfund.org/	Children/Adolescent families
Institute of Politics - University of Pittsburgh	https://iop.pitt.edu/	Macro practice, Program development, public policy

Jeremiah Place	http://jeremiahsplace.org/	Daycare child care
Jewish Association on Aging	https://www.jaapgh.org/	Hospice/palliative care, vulnerable adult services, nursing home services
Jewish Family & Children's Service of Pittsburgh	https://www.jfcspgh.org/	Refugee and Immigrant Services
Jewish Residential Services Howard Levin Club House	http://jrspgh.org/howard-levin-clubhouse	MH Services
Jubilee Association	http://jubileesoupkitchen.org/	Soup Kitchen
Just Harvest	https://www.justharvest.org/	Hunger, advocacy, community engagement
Latino Community Center	http://www.latinocommunitycenter.org/	Immigration, advocacy, community engagement
Light of Life	https://www.lightoflife.org/	Homeless Women & Children, D/A Not sure they take women; Men;s Shelter and Bridge Housing
Manchester Youth Development Corp.	https://www.mydc.org/	Family Services School Social Work, Counseling Youth Programs, Parenting Classes
New Freedom Recovery Center	http://www.newfreedomrecovery.org/	Addiction treatment, individual/family counseling
PA Women Work	https://www.pawomenwork.org/	Services for Women, employment etc
People's Oakland	http://www.peoplesoakland.org/	Mental Health
Pgh Action Against Rape PAAR	https://paar.net/	Domestic Violence Advocacy, Intake and Assessment

Pittsburgh Community Services, Inc (PCSI)	https://www.pghcsi.org/	Case management, anti-hunger initiatives, housing services, workforce development
Pittsburgh Mercy	http://www.pittsburghmercy.org	Community MH-AOD Center Adult and Child Adolescent Services, Outpatient, Residential, Crisis, Intellectual Disabilities Homeless Services, OSN, Community Organization, Individual/Group Counseling, Case Mgt., Community Advocacy
Pittsburgh Mercy Family Health	https://www.pittsburghmercy.org/	Addiction services, behavioral health, intellectual disabilities, intervention services, homeless, veterans
Pittsburgh Mercy Family Health Center/n Behavioral Health	https://www.pittsburghmercy.org/behavioral-health/pittsburgh-mercy-behavioral-health/	Crisis services, adult/child/adolescent counseling, intellectual disabilities services
Pittsburgh Mercy, Bellwood TAP	https://www.pittsburghmercy.org/behavioral-health/mental-health-residential-services/	Mental Health resident services
POWER	http://www.power-recovery.com/contact.html	AOD Women Residential and other services
Primary Care Health Care Services, Inc.	http://pchspitt.org/	Medical/Public Health Outpatient Services, Mental Health, Community Health Programs
Public Allies	https://publicallies.org/pittsburgh/	Education and career assistance
Ridgeview, Adolescent Behavioral Center	https://www.pyramidhealthcarepa.com/locations/western-pennsylvania/ridgeview-teen-residential-treatment-gibsonia/?utm_source=google&utm_medium=organic&utm_campaign=gmb_gibsonia	Adolescent Drug and Alcohol
Shaler School District	http://www.sasd.k12.pa.us/	Middle and High School Opportunities

Sojourner House	http://www.sojournerhousepa.org/	AOD
SPHS Care Center	http://www.sphs.org/	Rape Crisis
The Program for Offenders	https://www.theprogrampgh.org/	Criminal Justice, Women and Men
Three Rivers Hospice & Palliative Care	https://www.qualityliveservices.com/three-rivers-hospice/	Hospice
Trinity Hospice	https://npino.com/hospice/1821049404-trinity-hospice/	Hospice
UPMC Mercy	https://www.upmc.com/locations/hospitals/mercy	Community Mental Health, AOD, Adult, Child and Adolescent Services. Residential Services MH and Intellectual Disabilities, Crisis, Homeless Services, Medical/Behavioral Social Work, Case Management, Rehabilitation
Urban League of Pittsburgh	http://ulpgh.org/	Hunger services, housing assistance, economic self-reliance, youth leader development, family support, advocacy
Victim's Services of Beaver County	http://www.beavercountypa.gov/Depts/DA/Victim/Pages/default.aspx	Legal assistance, victim services, counseling, advocacy, witness management, crisis intervention
Vincentian Home	https://vcs.org/vincentian-home/	Retirement assistance community
Western Pennsylvania Hospital	https://www.ahn.org/locations/west-penn-hospital?gclid=Cj0KCQjwvdXpBRCoARIsAMJSKqLPAv8DFIlyPquD_0fg0kydgaGNaqvV9GlrBWrsuN2WB0lpLctXpQ8aAgXFEALw_wcB&gclsrc=aw.ds	Medical, Community Resources, Case Mgt., Aging, Community
Westmoreland County Victim/Witness Services	https://www.co.westmoreland.pa.us/305/Victim-Witness-Services	Legal assistance, victim services, counseling, advocacy, witness management, crisis intervention
Wilkins House Nursing and Rehabilitation Center		Long-term Nursing Care, Intake Assessment, Family Counseling, Recreation Groups, Administrative
Wilksburg Community Ministry	http://wcm15221.org/	Outreach, Aging, Case Mgt., Advocacy

Women's Center and Shelter of Greater Pittsburgh	https://www.wcspittsburgh.org/	Domestic Violence Advocacy, Intake and Assessment
Women's Center of Beaver County	https://www.womenscenterbc.org/	Crisis services, transitional housing, Adult/youth counseling