



Field Education

FIELD EDUCATION MANUAL BACHELOR OF ARTS IN SOCIAL WORK

Updated: July 2015

Welcome to your Field Education Experience!

The Daemen College Social Work Program has compiled this manual to aid you as you approach and progress through the field education experience. This manual provides guidance regarding eligibility, roles and responsibilities, placement determination, policies and procedures, supervision, and evaluation.

Field Education plays an integral role in bridging the theoretical and conceptual contribution of the classroom with actual experience in the field. Field experience is a vital dimension of undergraduate education. It is designed to provide new and challenging experiences to the students and to maximize learning opportunities.

The hours of field education practice will prepare you to enter the workforce as a professional, generalist social work practitioner. Field education provides a learning experience in which the development of the required competencies and practice behaviors of professional practice is achieved.

You are expected to observe the National Association of Social Workers (NASW) Code of Ethics in the classroom, field setting, and the communities in which you work. Please keep in mind, the attainment of professional status confers a role and authority that must be balanced with responsible, culturally sensitive, ethical, and professional behavior to support the wellbeing of clients and our community.

I encourage you to embrace the process, as the rewards of our chosen profession are endless. As social workers, we support the empowerment of all people and engage deeply in creative problem solving, collaboration, and advocacy.

We are agents of change in society and in the lives of the individuals, families, and communities we serve.

It is a privilege to support and guide you into the rewarding field of social work.

A handwritten signature in black ink that reads "Maggie Dreyer, LCSW-R". The signature is written in a cursive, flowing style.

Maggie Dreyer, LCSW-R
Director of Field Education

**FIELD EDUCATION MANUAL
BACHELOR OF ARTS IN SOCIAL WORK PROGRAM
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BACHELOR OF ARTS IN SOCIAL WORK PROGRAM

MISSION STATEMENT, PROGRAM GOALS, & PROGRAM OBJECTIVES

Mission Statement

The mission of the Daemen College Bachelor of Arts Social Work (BASW) Program is to prepare students to be professionally responsible, ethical, competent, and committed generalist practitioners capable of intervening with diverse populations, in various settings, and at all levels of social work practice (i.e., micro, mezzo, macro).

Grounded in the profession's knowledge, skills, and values, the program teaches students to become critically thinking, problem solvers and to recognize the inherent value of all human beings through the integration of classroom instruction and community-based and international learning opportunities.

This mission is consistent with Daemen College's mission "to prepare students for life and leadership in an increasingly complex world" and based on the principle that "education should elevate human dignity and foster civic responsibility and compassion." The Social Work Program is committed to preparing graduates for entry-level generalist practice positions and/or advanced study in social work, while simultaneously addressing the needs of community members and local health and human service organizations.

Program Goals

In accordance with its mission, the Daemen College Social Work Program seeks to:

- Prepare students with a foundation in knowledge and skills necessary for effective generalist practice and/or advanced study in social work.
- Ensure that students are able to work with diverse populations and in various settings - integrating research, empirically informed practice, knowledge of human behavior and environment, and an awareness of social policy.
- Promote social work values and ethics emphasizing a commitment to social change, social justice, community, and diversity.
- Enrich the local community through service learning, extracurricular activities, field education, research, and professional development opportunities.

Program Objectives

Daemen College Bachelor of Arts in Social Work graduates will demonstrate the ability to:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate interventions with individuals, families, groups, organizations, and communities

DEFINING GENERALIST SOCIAL WORK PRACTICE

Generalist practice includes the use of a wide range of professional roles, methods, and skills in applying the planned change process in diverse settings.

The foundation of generalist practice draws on empirically based knowledge, social systems, and ecological perspectives in promoting increased empowerment and self-determination for multi-level client systems.

Generalist practice addresses both private concerns and public problems.

Generalist practice, grounded in social work values and ethics, seeks to support diversity and social and economic justice with an emphasis on populations-at-risk.

COMPETENCY-BASED SOCIAL WORK EDUCATION

“Becoming competent in social work requires more than listening to lectures, taking notes, studying, and taking exams. Students must be able to take what they are learning and actually use it in the context of helping relationships and addressing real social problems (p. 56).”

Michael E. Sherr and Johnny M. Jones
*Introduction to Competency-Based Social Work:
The Profession of Caring, Knowing, & Serving (2014)*

Competency-based social work education is an outcome-based performance approach to curriculum design adopted by the Council on Social Work Education (CSWE), the accrediting body for social work education in the United States. The goal of this approach is to demonstrate the integration and application of social work competencies in practice with individuals, families, groups, organizations, and communities.

Competency-based social work education seeks to ensure that students are able to integrate what they are learning in one class with information from other classes. The approach also focuses on empowering students to use that knowledge in their field internships, and eventually in their professional practice. The emphasis in competency-based social work education is helping students to understand “*why we, as social workers, do, what we do*” in order to be as effective as possible. This includes developing the professional identity and the methods necessary to enter into helping relationships at the micro, mezzo, and macro levels of practice.

The fundamental purpose of competency-based social work education is to prepare future practitioners to *practice the profession*. This is not to diminish the importance of academic knowledge so much as to emphasize the importance of its application in *solving real world problems, in real world settings, in real time frameworks*.

By drawing connections between the social work curriculum and the field education experience, the Daemen College Bachelor of Arts in Social Work Program ensures that its students become competent social workers capable of practice with various populations and in a variety of settings.

CORE COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), the national accrediting body for Social Work, mandates that all BASW programs develop and implement an explicit curriculum that prepares graduates for practice by mastering a set of 10 core competencies and 41 accompanying practice behaviors.

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

Practice Behaviors:

Social Workers

- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation

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

Practice Behaviors:

Social Workers

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

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

Practice Behaviors:

Social Workers

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Diversity in Practice:** Engage diversity and difference in practice.

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

Practice Behaviors:

Social Workers

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

5. **Human Rights and Social Justice:** Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors:

Social Workers

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. **Research Based Practice:** Engage in research-informed practice & practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors:

Social Workers

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

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

Practice Behaviors:

Social Workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand person and environment.

8. **Policy Practice:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy

Practice Behaviors:

Social Workers

- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

9. **Practice Contexts:** Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behaviors:

Social Workers

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. **Engage, Assess, Intervene, Evaluate:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) - Engagement

Practice Behaviors:

Social Workers

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b) - Assessment

Practice Behaviors:

Social Workers

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

Educational Policy 2.1.10(c) - Intervention

Practice Behaviors:

Social Workers

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

Educational Policy 2.1.10(d) - Evaluation

Practice Behaviors:

Social Workers

- Critically analyze, monitor, and evaluate interventions

CURRICULUM

The Bachelor of Arts in Social Work curriculum is designed to bring a broad educational base of coursework in the humanities and creative arts; the biological, social and behavioral sciences; and communication together with a sequenced program of social work courses that focuses on generalist social work practice. The current curriculum also carefully addresses CSWE requirements with content on social work values and ethics, populations at risk, cultural competency, and social and economic justice infused throughout.

CORE REQUIREMENTS		45
BIO 103	Human Biology (Sophomore Year, Fall)	3
CMP 101	Composition (Freshmen Year, Fall or Spring)	3
IND 101	Sustainable & Critical Relationships (Freshmen Year, Fall)	3
MTH 104	Survey of Statistics (Linked with SOC 201; Freshman Year, Spring)	3
PSY 103	Introduction to Psychology (Freshman Year, Fall)	3
PSY 408	The Psychology of Mental Illness (Sophomore Year, Spring)	3
SOC 201	Introduction to Sociology (Linked with MTH 104; Freshman Year, Spring)	3
SOC 303	Sociology of the Family (Sophomore Year, Spring)	3
ECONOMICS	ECO 209: Economics of Poverty is suggested (Sophomore Year, Fall or Spring)	3
LANGUAGE	Foreign Language (Freshman Year, Fall and Spring; Sophomore Year, Fall and Spring)	18
OUTSIDE MAJOR / FREE ELECTIVE REQUIREMENTS		30
SOC 224	Ethnicity, Race & Cultural Diversity (Sophomore Year, Fall or Spring)	3
POLITICAL SCIENCE	Any Course in Political Science (Sophomore Year, Fall or Spring)	3
ELECTIVES	Free Electives: A maximum of six credits may be Social Work courses (As Available)	24

PROGRAM REQUIREMENTS		45
SOC/SW 218	Introduction to Social Work and Social Welfare (Sophomore Year, Fall or Spring)	3
SW 311	Methods of Research in Social Work I (Junior Year, Fall)	3
SW 312	Methods of Research in Social Work II (Junior Year, Spring)	3
SW 315	Professional Communication in Social Work (Junior Year, Spring)	3
SW 325	Foundations of Generalist Practice I: Social Work Method (Junior Year, Fall)	3
SW 326	Foundations of Generalist Practice II: Individuals and Families (Junior Year, Spring)	3
SW 333	Human Behavior & the Social Environment I (Junior Year, Fall)	3
SW 334	Human Behavior & the Social Environment II (Junior Year, Spring)	3
SW 424	Foundations of Generalist Practice III: Groups (Senior Year, Fall)	3
SW 432	Contemporary Social Welfare Policy & Practice (Senior Year, Fall)	3
SW 454	Foundations of Generalist Practice IV: Organizations & Communities (Senior Year, Spring)	3
SW 451/S	Field Experience in Social Work I (Senior Year, Fall): Integrative Seminar I (Senior Year, Fall)	5/1
SW 452/S	Field Experience in Social Work II (Senior Year, Spring): Integrative Seminar II (Senior Year, Spring)	5/1

PROGRAM FACULTY



Maggie Dreyer, LCSW-R, is the Director of Field Education for the Department of Social Work and Sociology. Professor Dreyer has over twenty-five years of experience working as a clinical social worker in the Western New York area - focusing her career in the child welfare arena. She maintains a private clinical practice working with children and families who have experienced significant trauma and has presented on the treatment of children who have experienced sexual abuse at the local, regional, and national level. Professor Dreyer is an alumna of the Daemen College Bachelor of Art in Social Work Program and was the 2014 Humanitarian Award Recipient. She received her Masters in Social Work from the University at Buffalo and is a Licensed Clinical Social Worker with Psychotherapy Privileges. Prior to coming to Daemen,

Professor Dreyer worked as Director of GA Family Services where she developed and sustained their therapeutic foster care program for all eight counties of Western New York. Professor Dreyer is the President and co-founder of Kaely's Kindness Foundation, a charity dedicated to serving young women diagnosed with cancer.

Contact Information for Ms. Dreyer

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Required Courses Taught:

- SW 451S: Field Seminar I
- SW 452S: Field Seminar II



Diane R. Bessel, PhD, LMSW, CNM currently serves as Assistant Professor and Undergraduate Program Director of the Social Work and Sociology Department at Daemen College. She is responsible for establishing program vision and policy; determining curriculum content; allocating program resources; and advising, instructing, and assessing students in conjunction with other faculty. She also regularly engages with community members to identify opportunities to apply program resources to address local social problems. Dr. Bessel received a Masters of Arts and Doctorate in Sociology from the University at Buffalo. She also holds a Masters of

Science in Social Administration (MSSA) from the Mandel School of Applied Social Sciences at Case Western Reserve University and is certified in Nonprofit Management from the Mandel Center.

Contact Information for Dr. Bessel

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Required Courses Taught:

- SW 311: Methods of Research in Social Work I
- SW 312: Methods of Research in Social Work II
- SW 315: Professional Communication in Social Work
- SW 325: Foundations of Generalist Practice I: Social Work Method
- SW 424: Foundations of Generalist Practice III: Groups
- SW 432: Contemporary Social Welfare Policy & Practice
- SW 454: Foundations of Generalist Practice IV: Organizations and Communities



Dr. George Siefert, Associate Professor and Chair of the Department of Social Work and Sociology, has been with the Social Work Department since its inception more than 35 years ago. Dr. Siefert earned his Masters of Science in Social Work (MSSW) from San Diego State and his Doctorate in Sociology from the University at Buffalo. His practice background includes school social work, medical social work, and public welfare. His teaching and research interests include social welfare policy, research, and administration. Because of Dr. Siefert's dual focus in sociology and social work, he teaches the college's core requirement sociology courses and has taught the two-course research sequence in the social work program.

Contact Information for Dr. Siefert

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Required Courses Taught:

- SOC 201: Introduction to Sociology
- SOC 303: Sociology of the Family



Professor Renee Bowman Daniel is immediate past Chair of the Department of Social Work and Sociology. She has been a Professor at Daemen College since 1987 and has practiced social work for over 30 years. Professor Daniel received her MSSW degree from Columbia University Graduate School of Social Work in New York, NY. Professor Daniel has assumed leadership roles in the Association of Baccalaureate Program Director's, INC (BPD) and the Council on Social Work Education (CSWE). Her primary teaching interests are human behavior, diversity, and social welfare history, policy and services and substance use and abuse services and policies. Her research interests are curriculum and program

development, diversity, immigrant and refugee populations, women of color, and African American men. Professor Daniel has been a consultant with various community agencies throughout Erie County.

Contact Information for Professor Daniel

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Required Courses Taught:

- SW/SOC 218: Introduction to Social Work and Social Welfare
- SOC 224: Ethnicity, Race & Cultural Diversity
- SW 333: Human Behavior and the Social Environment I
- SW 334: Human Behavior and the Social Environment II



FIELD EDUCATION

OVERVIEW

Field Education is the critical bridge between social work education and practice. It is the arena in which students exercise and affirm the knowledge, values, and skills required for practice of professional social work within a variety of systems.

Each BASW student is required to complete a 420-hour, supervised field education experience (210 hours per semester). This activity affords students the opportunity to maximize the integration of social work knowledge, values, and skills in a community setting. Students are given the opportunity to work with diverse clients including individuals, families, groups, organizations, and communities and encouraged to grow their professional network by engaging with other social work practitioners.

Students also participate in a two-course Field Education Seminar sequence. The first course focuses on the enhancement of generalist practice social work skills and the integration of theory and practice concurrent with the student's field placement. The course also offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. The second course focuses on helping Students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

For their final project, Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community), designing and implementing an appropriate intervention, and evaluating their practice. Students present their client case as part of the Annual Field Education Celebration.

Students who do not pass the supervised field education experience and/or do not earn a “C” or better in the Field Education Seminar during fall semester will not be allowed to continue in Field Education. In such circumstances, a Student must repeat their first semester of supervised field education experience and/or Field Education Seminar the following school year.

In order to earn a Bachelor of Arts in Social Work at Daemen College, a Student must pass the 420-hour, supervised field education experience and earn a “C” or better in the two-course Field Education Seminar sequence.

CSWE Educational Policy 2.3—Signature Pedagogy: Field Education

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

ELIGIBILITY CRITERIA

To be eligible to **apply** for field education, a student must:

- Secure Upper Division status in the BASW social work program
- Hold an overall Grade Point Average of 2.5 or better
- Hold a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses with a “C” or better
 - SW 218 - Introduction to Social Work and Social Welfare
 - SW 311 - Methods of Social Work Research I
 - SW 325 - Generalist Practice I: Generalist Intervention Model
 - SW 333 - Human Behavior and the Social Environment I
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

To be eligible to **enter** field education, a student must:

- Maintain an overall Grade Point Average of 2.5 or better
- Maintain a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses with a “C” or better
 - SW 218 - Introduction to Social Work and Social Welfare
 - SW 311 - Methods of Social Work Research I
 - SW 312 - Methods of Social Work Research II
 - SW 315 - Professional Communication in Social Work
 - SW 325 - Generalist Practice I: Generalist Intervention Model
 - SW 326 - Generalist Practice II: Individuals and Families
 - SW 333 - Human Behavior and the Social Environment I
 - SW 334 - Human Behavior and the Social Environment II
- Complete three (3) credit hours of social work or sociology electives
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

To be eligible to **continue** in field education, a student must:

- Maintain an overall Grade Point Average of 2.5 or better
- Maintain a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses:
 - SW 424 - Generalist Practice III: Groups (“C” or Better)
 - SW 432 - Contemporary Social Policy and Services (“C” or Better)
 - SW 451 - Field Experience (Pass)
 - SW 451S - Integrative Field Seminar (“C” or Better)
- Complete six (6) credit hours of social work or sociology electives
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans
- Be a candidate for the BASW degree

To be eligible to **complete** field education, a student must:

- Maintain an overall Grade Point Average of 2.5 or better
- Maintain a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses:
 - SW 454 – Generalist Practice IV: Organizations and Groups (“C” or Better)
 - SW 452 - Field Experience (Pass)
 - SW 452S - Integrative Field Seminar (“C” or Better)
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans
- Be a candidate for the BASW degree

KEY TERMS USED IN FIELD EDUCATION

Core Competency	Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The 2008 Educational Policy Standards of the Council on Social Work Education, the national accrediting body for Social Work, identify ten core competencies (Educational Policy Standards 2008) as well as a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.
Director of Field Education	A college-based staff member assigned to locate and coordinate field placement opportunities for Students. The Director of Field Education contacts agencies to determine their interest and willingness to host students at their locations. S/he also identifies, orients, and supports Field Educators and/or Task Supervisors and provides direct instruction to students through the Integrative Field Seminar. The Director of Field Education is primarily responsible for aiding in the resolution of challenges that may arise in the field placement setting.
Field Educator	A social work professional employed by the agency who serves as the Student's supervisor on a voluntary (unpaid) basis. This individual must meet specified criteria and is responsible for the education of the student(s) while they are at their agency.
Field Liaison	A college-based faculty/staff member or contracted licensed social work professional assigned to assist Students in obtaining and maintaining quality learning experiences. The Liaison may provide supervision, conduct site visits with the Student, assist in the resolution of field placement issues, and work with Task Supervisors to develop learning experiences, among other responsibilities.
Field Placement	Agency location where Student completes field education work hours and receives supervision from Field Educator.
Learning Contract	Written document developed collaboratively by Student and Field Educator (and Task Supervisor as needed) to evaluate Student progress in developing the CSWE competencies and practice behaviors.
Practice Behavior	Measureable actions that demonstrate the application of social work knowledge, skills, and values for effective social work practice. Practice behaviors are specific and are used to measure competency.
Task Supervisor	An agency-based individual who does not hold a graduate degree in social work (MSW or equivalent) but is responsible for specific activities at the field placement agency. This individual is responsible for overseeing activities related to the Student's field experience on a day-to-day basis and for assisting in identification and evaluation of student learning goals. Students who have a Task Supervisor will also be assigned a Field Educator to assist with supervision.

ROLES AND RESPONSIBILITIES

While the primary responsibility for learning in the field placement rests with student, the Field Educator and Director of Field Education join with them to ensure that the experience is as complete and productive as possible. The chart below briefly outlines the responsibilities of each individual at each of the three stages of field education activity: pre-placement, placement, and evaluation.

	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
PRE-PLACEMENT ACTIVITIES	Completes application for field placement and identifies career goals and interests	Completes application to be a field educator and identifies opportunities for field placement	Identifies potential matches between student interests and career goals and field placement opportunities.
	When given permission by Director of Field Education, initiates contact with Field Educator regarding interview	Hosts meeting with student to determine if field placement is appropriate	Confirms final decision regarding placement and transmits appropriate paperwork to Student and Field Educator
	Signs Collaborative Agreement and prepares to enter field placement	Signs Collaborative Agreement and prepares to have student at field placement location	Ensures appropriate paperwork has been secured and reviews including signed Collaborative Agreement, Insurance Certificate
	Engages in any pre-placement training activities as required by Field Placement	Facilitates student participation in any required pre-placement trainings or pre-screenings	Assists to ensure student participation in any required pre-placement trainings/screenings
	Attends field education orientation for Students and confirms field placement start date and time	Attends field education orientation for Field Educators and finalizes preparations for student placement	Facilitates Student and Field Educator orientation sessions; Finalizes preparations for Field Placement activities

	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
PLACEMENT ACTIVITIES	Negotiates field placement tasks with Field Educator to complete Learning Contract; Reviews Safety Acknowledgment with Field Educator	Ensures that Student tasks are clearly defined in Learning Contract; Reviews Safety Acknowledgment with Student	Schedules meeting to review and approve Learning Contract; Ensures CSWE competencies and practice behaviors are being addressed; Reviews Safety Acknowledgment
	Initiates work on Learning Contract seeking assistance from Field Educator as needed	Supports Student work on Learning Contract by providing appropriate resources	Ensures Student reflection on field placement experience through Field Seminar
	Prepares for and participates in regular supervision meetings	Prepares for and participates in regular supervision meetings	Engages in trouble-shooting activities as needed
	Brings issues that arise in field placement to the attention of Field Educator or Director of Field Education as appropriate	Provides honest, on-going feedback on performance to Student; Brings issues to attention of Director of Field Education	Acts as mediator between Student and Field Educator to address any issues; Documents challenges; Makes decisions about continuation

EVALUATION ACTIVITIES	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
	Completes mid-year placement evaluation and submits to Field Educator; Discusses any concerns about field placement and makes plan for addressing them	Completes mid-year placement evaluation and reviews with Student; Submits to Director of Field Education; Discusses any concerns about field placement and makes plan for addressing them	Reviews mid-year placement evaluation; Discusses mid-year placement evaluation with Student and Field Educator; Documents any plan to address concerns; Assigns grade
	Addresses concerns raised during weekly supervision and/or mid-year placement evaluation as appropriate	Ensures that Student makes progress on addressing concerns raised during weekly supervision and/or mid-year placement evaluation as appropriate	Engages in trouble-shooting activities as needed; Acts as mediator between Student and Field Educator to address any issues; Documents any plan to address concerns; Makes decisions about continuation
	Participates in check-in meeting with Field Educator and Field Director; Discusses any concerns about field placement and makes plan for addressing them	Participates in check-in meeting with Student and Director of Field Education; Discusses any concerns about field placement and makes plan for addressing them	Participates in check-in meeting with Student and Field Director; Documents; Documents any plan to address concerns; Ensures action on plan; Makes decisions about continuation
	Completes final placement evaluation and submits to Field Educator	Completes final placement evaluation and reviews with Student; Submits to Director of Field Education	Reviews final placement evaluation; Discusses final placement evaluation with Student and Field Educator; Assigns grade
	Completes evaluation of Field Educator and Field Placement and submits to Director of Field Education (web-based)	Completes evaluation of Field Education Program; Submits to Director of Field Education (web-based)	Reviews feedback from Students and Field Educators and uses it to improve field education programming

LEARNING OPPORTUNITIES IN FIELD EDUCATION

Students entering field education will bring with them an understanding of generalist practice including knowledge of the basics of social work within different settings and among diverse populations. Under professional supervision, the Student will, ideally, move from beginner-level activities to more complicated interactions and interchanges with clients and other systems. What follows is a description of desirable field placement experiences.

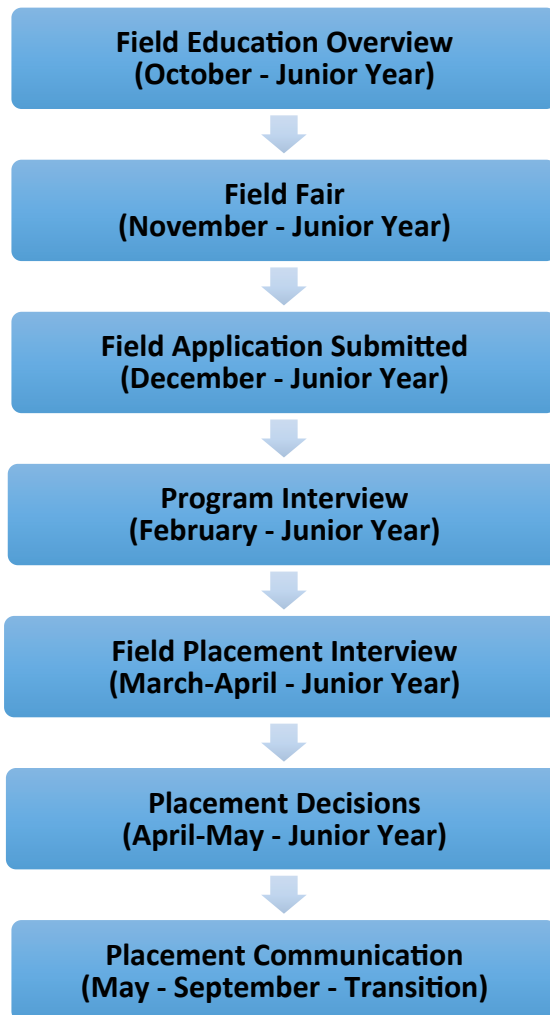
1. **Techniques to Help a Student Become a Professional.** This begins with the field placement agency orientation process and clarification of expectations for the Student, Field Educator, and other agency staff. Orientation topics may include understanding of the purpose of field education and weekly supervisory conferences, student responsibilities in making the field experience meaningful, and the field educator and student roles in each of these areas. Emphasis on values and principles such as confidentiality (specifically related to the use of the agency materials and to the practice of social work in general) should be introduced immediately. Agency policies and procedures should also be reviewed.
2. **Interviewing Experiences.** Students who enter field placement have had some practice in interviewing clients and professionals in various systems. Since these activities were introduced academically, they can be considered relatively limited experiences within the context of the profession. Therefore, Field Educators should begin, as quickly as possible, to introduce the student to interviewing experiences and help them with preparation for initial interviews (i.e. how to engage, assess, mutually define the problem, what to do to when meeting resistance). Field Educators may prefer to begin by having the student observe interviews conducted by experienced agency staff, role play interviews particular to the field setting, and/or participation in the student's initial interviews. These opportunities should be followed by evaluation and feedback. Specific instruction is essential to help the student connect theory to practice and to focus original experiences in interviewing toward the more specific, in depth type of interviews that will be called for in entry-level jobs. The student will also need help in adjusting interviewing skills to the systems involved (micro, mezzo, or macro) and to the nature of the expected professional role.
3. **Experiences in Relating to Individuals.** The use of professional self in the helping relationship is a fundamental part of generalist social work and experiences should be planned to enhance this ability within the student. Initially, this may be part of selecting activities or tasks with a client and other systems in conjunction with another social worker or the field educator. However, within the first two months, the student should receive an assignment that allows a client system to become the responsibility of the student. A progressive step from that point would be for the student to see what is expected in the professional use of self as work advances with that client system and as additional client systems are added.
4. **Experience in Relating to Families or Family Members.** All students should have clear awareness of the importance of understanding family interaction. This knowledge is vital in making decisions as to whether the members of a family are worked with as individuals, collaterals, or as a family group. Since the family constellation, traditional or nontraditional, is still the most significant primary group in society, the student should develop some basic professional skills in working with family networks.

5. **Experience with Groups.** It is essential that the student, who already has knowledge concerning the importance of groups, continues to develop social work skills for working *with* groups. Regarding task groups, the student should be a participant in staff meetings, case conference, and other agency committees and have the opportunity to observe task group dynamics. Eventually, however, the student must have the opportunity to develop, lead, or at the least co-facilitate a group. Appropriate groups include those involved in problem solving, self-help, mutual aid, education, information exchange, therapy, or a combination of these.
6. **Experience in Working with Other Agencies and Settings and Their Personnel.** Brokering, advocacy, service coordination, and linkage and referral are important components of entry-level generalist practice. This experience is likely to happen within the context of the problem solving process. The student's ability to articulate their agency goals and objective to other agencies is an extremely important part of the field learning.
7. **Experience in Community Activities.** The student needs to understand the relationship of the agency to the wider community. Identification of community social problems and of the mission of other agencies working in the same field can be considered a step toward the student's developing skills in working with communities. Eventually, the student should have specific experiences in helping organize or becoming part of a group working on community problems. This could include social policy change, social action, or local neighborhood or community development project.
8. **Experiences in Social Work Documentation: Recording Progress Notes, Case Summaries, Letters and Other Written Communications.** The student should become familiar with the agency's method of documentation including recording of social work notes in individual and group records, completion of social histories, session summaries, memo and/or letter writing, releasing materials to other agencies, and technical writing including research or policies. As each agency has a different method of recording, students will benefit from a review of case records to observe different styles as well as specific instruction on the recording process by the field educator.
9. **Experience with the Problem Solving Process of Social Work Practice.** The activities in which the student should have experience include: making initial contacts, collecting data, defining the problem setting up preliminary goals, assessing, contract negotiation and goal setting, intervention, evaluation, and termination. Whether in the classroom or life experiences, whether through volunteer or paid experience, students have had experience in the problem solving process. In the field placement setting, they need to have experience in applying the generalist framework to the reality of social work practice. Although they may learn by reading agency records as to the process staff have followed, they need to begin their first actual work in these activities within the first month of practice. Although the degree to which each activity may be carried out with the different systems may vary according the agency mission, the intent is to provide experiences which enable the student to integrate the knowledge values, and skills of the problem solving method to all aspects of social work.
10. **Evaluation.** The student has learned that evaluation is an important part of the problem solving process regardless of what size system is involved. They should be able to practice evaluation of intervention effectiveness with client systems in a variety of ways. As for the student, self-evaluation and the ability to accept constructive criticism is also seen as an important part of the learning process in the field placement experience.



PRE-PLACEMENT ACTIVITIES

PRE-PLACEMENT ACTIVITIES TIMELINE



APPLICATION PROCESS

Access to field education placement is based on formal acceptance and requires the submission of application materials. To support Students in preparing their application, the Social Work program will host a Field Education Overview session in October to discuss each of the application components. The Program will also host a Field Fair in November, during which students can meet with agency representatives to learn about potential field placements and other learning opportunities. **Students are advised to attend both sessions.**

Application materials are located in the Appendix as well as the Social Work website and include:

- 1.) Field Education Application Form
- 2.) Field Education Self-Assessment
- 3.) Field Education Selection and Goals
- 4.) Field Education Statement of Understanding
- 5.) Field Education Background Check and Screening Statement
- 6.) Field Education Release of Information

Students must also submit a copy of their current program evaluation from Daemen College's WebAdvisor. All materials must be submitted to the Social Work Program by 3pm on the second Friday of December.

Upon receipt of the application materials, the Director of Field Education and the Undergraduate Program Director will review the documents to determine the Student is eligible to participate in Field Education and schedule a program interview (See: Eligibility Criteria). Other faculty feedback may be secured, as needed.

There are three primary reasons for the program interview:

- ✓ First, the interview offers an important opportunity to discuss the student's career goals, placement preferences, and possible challenges in order to identify an appropriate placement.
- ✓ Second, the interview is designed to help program faculty and staff determine if the student understands the level of professionalism required and is physically, emotionally, and academically ready to enter field placement.
- ✓ Third, specific field placement opportunities will be discussed and at least three (3) initial options will be identified.

It is critical that students identify any special concerns they may have regarding field placement during the program interview. This may include, but is not limited to, challenges associated with transportation, background checks, drug and communicable disease screenings, conflict of interest, accommodations, or special equipment needs. **A student cannot be denied field placement because of these concerns.**

Discussing the concerns during the program interview will enable staff to provide appropriate guidance.

If it is determined that the student is both eligible and deemed ready for field placement, the Director of Field Education will initiate contact with the identified agencies to discuss opportunities for field placement and to identify possible field educators. If there is a signed *Release of Information*, the Director of Field Education may disclose information about the student in order to facilitate placement. **The Director of Field Education will endeavor to make the best possible match to address student and agency needs while also taking into account the overarching concerns of the social work program.**

Students determined to be ineligible for Field Education must reapply the following school year or discontinue participation in the Bachelor of Arts in Social Work Program. Students wishing to appeal a final decision may do so contacting the Chair of the Social Work and Sociology Department.

CONFLICT OF INTEREST

As stated in Section 1.06 of the NASW Code of Ethics, social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Conflict of interest occurs in circumstances where an individual's primary interest is unduly influenced by a secondary interest.

There are a number of conflicts of interest that can arise in the selection of and/or during the course of a field placement. For example, a student cannot be placed in an agency where s/he or an immediate family member is currently a client or has been a client over the past five years as it may impact their relationship with colleagues and/or other clients. Additionally, a family member or friend cannot serve as a Student's Field Educator or Task Supervisor.

Students should inform the Director of Field Education of any actual or potential conflicts of interest that could influence the field placement selection process. Once in a placement, Students should immediately inform their Field Educator should a real or potential conflict of interest arise and must take action to resolve the matter expeditiously.

The intent of this policy is to ensure that each student's performance receives a sound evaluation within an objective learning environment and to ensure maximum protection to client interests.

Students are required to sign a Conflict of Interest Statement prior to beginning work in their field placement setting. **Students who knowingly attempt to secure or maintain a placement in an agency where a conflict of interest exists may be terminated from Field Education for administrative reasons.**

EMPLOYMENT-BASED FIELD PLACEMENTS

Students who are currently working in a health and human service agency may wish to complete their field education experience in their place of employment for various reasons. The BASW Program is willing to consider this option provided that the placement does not replicate current or past work assignments and is clearly focused on education.

To be considered, the Student must have completed his or her probationary period at their place of employment and must complete their field education experience in a different department or program area. The Student's field education experience cannot be supervised by their current manager or by a person whom the student has previously trained or supervised. Field hours, activities, and supervision must be clearly delineated and articulated in a proposal submitted to the Director of Field Education for review and approval. The Director of Field Education will also meet with Agency staff to review proposal and secure their commitment to the field placement. Please see the Director of Field Education to discuss this opportunity.

INTERNATIONAL FIELD PLACEMENTS

The BASW Program encourages students to explore the option of field placement in an international setting. Daemen College actively seeks relationships with colleges and universities in other countries and can assist students in exploring funding options. Students who are interested in pursuing this type of placement should advise the Director of Field Education of their interest as soon as possible. The Director of Field Education will work with the Daemen College Global Programs Office to explore options and determine an appropriate strategy.

FIELD PLACEMENT INTERVIEW

After determining an agency's interest in providing a field placement and identifying a Field Educator, the Director of Field Education will provide contact information to the Student. The Student is responsible for contacting the Field Educator - by telephone or email - within two business days to set up their field placement interview. On-site interviews are strongly preferred – however, it is permissible to complete a telephone or web-based interview, if necessary.

The field placement interview presents an opportunity for the Student and the Field Educator to meet one another and to exchange information in order to determine if the proposed placement would be a “good fit” for each participant. The Student and Field Educator must also determine if the proposed placement has the potential to provide a positive learning experience including ample opportunities for professional growth.

The field placement process is highly competitive. As such, the Student should present himself or herself professionally (e.g., dress, mannerisms, presentation of self). Students are strongly advised to prepare for the interview by researching the agency and its services as well as identifying their personal learning goals.

During the interview, the Student can expect to learn more about the agency and the educational opportunities available to them at the field placement. The Field Educator will likely ask questions about the Student's background, education, career plans, and why they might be interested in this particular placement. During the interview, agency personnel will be assessing the student's level of interest, motivation, and suitability for the types of work assignments they have in mind.

Students should be prepared to ask specific questions of the agency related to clients and/or communities served, nature of field placement setting (structured or unstructured; fast or slow paced), methods of supervision, and opportunities for skill development. Possible questions are included below.

1. What activities, tasks, and/or projects will I be able to participate in? Lead?
2. What specific skills will I be able to develop at this agency?
3. Does this agency have a particular theoretical approach to intervention?
4. What is the approach to and structure of supervision?
5. What kinds of interaction does a student have with other students and with permanent staff?
6. What opportunities exist for inter-professional collaborations?
7. What types of professional development workshops or conferences will be available to me?
8. What kinds of cases and/or projects do you anticipate assigning to me?
9. What kinds of skills do you hope a student will bring to the agency?
10. How will this placement help me to develop skills in working with diverse people or groups?

Students may also wish to ask about expectations related to transportation and reimbursement for agency-related expenses. Students should inquire about any pre-placement requirements including participation in orientation, trainings, or certification programs as well as any required security or background checks, drug or communicable disease screenings, finger printing, and/or identification tags needed.

Finally, students should identify any special concerns they may have regarding field placement during the field placement interview based on feedback secured from the Director of Field Education and/or the Undergraduate Program Director at the program interview. This may include, but is not limited to, challenges associated with transportation, background checks, drug and communicable disease screenings, conflict of interest, accommodations, or special equipment needs.

FIELD PLACEMENT DETERMINATION

Following the interview, the Student and the Field Educator will have an opportunity to consider the information gathered before making a final determination about the potential field placement.

Within two days of the scheduled interview, the Director of Field Education will ask each participant to complete a *Field Placement Selection Form* via email (See: Appendix). Timely completion of this form is requested. Following completion of this form by both parties, both the Student and Field Educator will receive official notification of the placement decision from the Director of Field Education.

Keeping in mind that this is a mutual selection process, there are four options available at the end of the field placement interview.

1. Both Student and Agency Accept Placement

Once a student accepts a placement offer, s/he is making commitment to the agency to begin placement with them the following semester. This should be viewed as non-negotiable and cannot be changed without consultation with Director of Field Education. A student will not be allowed to switch field placements simply because s/he discovers a placement they like better. Please keep in mind that agencies often turn down placement requests from other students once an offer has been accepted. **Students who fail to follow through on their commitment to an agency will likely experience a delay to their start in field education.**

2. Student Declines, Agency Accepts Placement

A student may decline an agency field placement for any reason. However, the Social Work Program strongly discourages students from using the field placement interview process to shop for the “perfect” field placement. Students are reminded that Agency staff members are very busy and seek to meet with students who have a sincere interest in placement with their organization.

Students declining a placement offer from an agency must have a face-to-face meeting with the Director of Field Education to discuss their specific reasons for declining the field placement before being provided with a second referral. **Students who repeatedly decline field placement opportunities will likely experience a delay to their start in field education.**

3. Agency Declines, Student Accepts Placement

Students are reminded that field placement is a highly competitive process. Some agencies prefer to interview several students before making a selection or have specific qualities or characteristics they are looking for in field placement candidates. Invariably, this means that some students will be declined placement and will need to interview with another agency. This is not a sign of failure or cause for alarm – it is an opportunity for further assessment, advisement, and professional growth.

Students who are not accepted by the first potential field placement will be provided a second referral by the Director of Field Education as soon as possible. If the student is not accepted for a second potential field placement, the student will be re-evaluated by the Director of Field Education. The Director of Field Education reserves the right to refer Students to the Undergraduate Program Director for further assessment as to readiness and fit for field placement. **Students who do not comply with requests for additional interviews in a timely manner will likely experience a delay to their start in field education.**

4. Both Student and Agency Decline Placement

Students who do not accept and are not accepted by the first potential field placement will be provided a second referral by the Director of Field Education as soon as possible. If the student is not accepted for a second potential field placement, the student will be re-evaluated by the Director of Field Education. The Director of Field Education reserves the right to refer Students to the Undergraduate Program Director for further assessment as to readiness and fit for field placement. **Students who do not comply with requests for additional interviews in a timely manner will likely experience a delay to their start in field education.**

Once a mutual agreement has been reached about a field placement, the Director of Field Education will send a copy of the Memorandum of Agreement to the Agency Administrator for signature (See: Appendix). **The Memorandum of Agreement must be signed and returned to the Director of Field Education before the Student can begin work at the field placement. Proof on insurance coverage must also be secured.**

FIELD PLACEMENT COMMUNICATION

Please be aware that many things can change between the time a Student agrees to a field placement and the start of the semester. **It is imperative that Students respond to any correspondence (mail, telephone, email) from the field placement agency and/or Social Work Program promptly – even if school is not in session.**

Students are expected to remain in contact with their field placement agency from the time of field placement acceptance through the beginning of the following semester. This provides student with an opportunity to become more familiar with the agency and complete any pre-placement requirements. It also ensures that the Student is aware of any changes that might jeopardize placement.

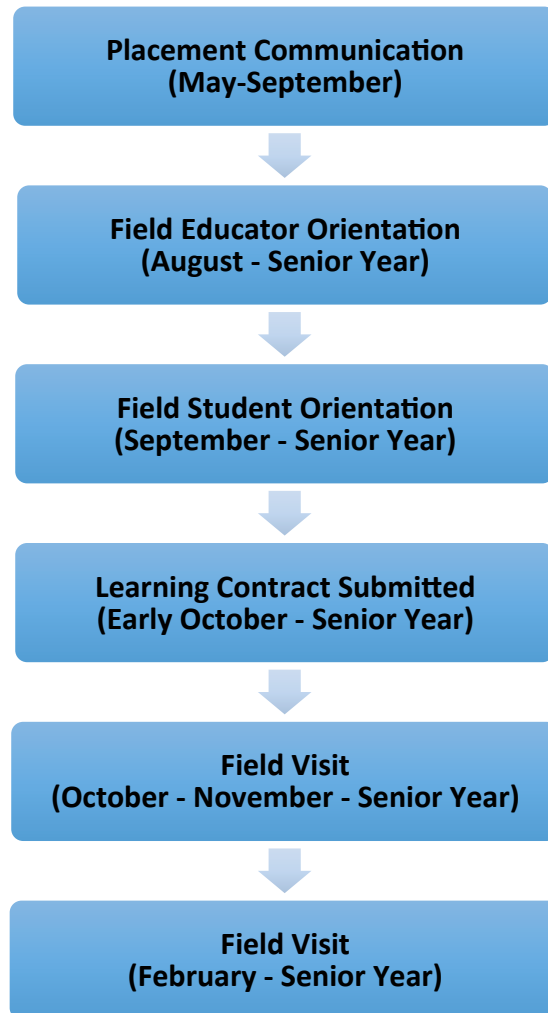
Students should reach out to their Field Educator via telephone or email at least one week prior to the start of the semester to discuss their anticipated field placement start date. Field Educators (and/or Task Supervisors) and Students must attend their respective Field Education Orientation before the Student can begin their work at the field placement. The Field Educator Field Education Orientation takes place in mid-August and Student Field Education Orientation takes place during the first week of classes during the fall semester.

If a Field Educator (and/or Task Supervisor) or Student misses their scheduled orientation, the Director of Field Education must provide an orientation to them before work begins at the field placement.



PLACEMENT ACTIVITIES

PLACEMENT ACTIVITIES TIMELINE



FIELD EDUCATION ORIENTATION

Both Field Educators (and Task Supervisors, as necessary) and Students are **required** to participate in Field Education Orientation prior to beginning field placement activities. The Field Educator session will be held in mid-August and the Student session will be held during the first week of classes during the fall semester.

The Field Educator Field Education Orientation will include an overview of each of the following topics:

- BASW Program/Competency-Based Social Work Education
- Field Education Roles and Responsibilities
- Student Learning
- Observing the CSWE Core Competencies and Practice Behaviors
- Supervision
- Student Evaluation
- Field Education Manual
- Managing Special Issues in Field Education

The Student Field Education Orientation will include an overview of each of the following topics:

- BASW Program/Competency-Based Social Work Education
- Field Education Roles and Responsibilities
- Field Education Manual
- Student Behavioral Expectations
- Student Learning
- Achieving the CSWE Core Competencies and Practice Behaviors
- Supervision
- Student Evaluation

Field Educators (and Task Supervisors, as necessary) and Students must attend their respective Field Education Orientation before the Student can begin their work at the field placement. If a Field Educator (and/or Task Supervisor) or Student misses their scheduled orientation, the Director of Field Education must provide an orientation to them before work begins at the field placement.

INTEGRATIVE SEMINAR

Students are required to register for and participate in the Field Education Integrative Seminar during both the fall and spring semesters (SW 451S/SW 452S).

The first course focuses on the enhancement of generalist practice social work skills and the integration of theory and practice concurrent with the student's field placement. The course also offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. The second courses focuses on helping Students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

For their major project, Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community), designing and implementing an appropriate intervention, and evaluating their practice. Students present their client case as part of the Annual Field Education Celebration.

FIELD PLACEMENT ATTENDANCE AND SCHEDULING

The Council on Social Work Education (CSWE) requires undergraduate social work students to complete a total of 420 hours, on-site, during their field placement. Students are expected to work approximately sixteen hours per week during each of their two semesters of placement (210 on-site hours per semester). Students will track their hours and activities on a timesheet. This timesheet will be reviewed by their Field Educator as part of regular supervision and at the mid-year and year-end evaluation.

In most cases, students will work two, eight-hour shifts per week (typically Tuesday and Thursday; includes lunch) based on the operating hours of their field placement agency. Students may select an alternative regular schedule based on their personal needs and/or the needs of their placement agency. To do so, students must secure written permission from both their Field Educator and the Director of Field Education and must document their planned schedule.

Changes to the student's regular schedule can be made with approval from the Field Educator and Director of Field Education. However, students should exercise sound, professional judgment when requesting changes to their regular schedule – balancing the needs of their clients and field placement agency with their own needs.

The field placement experience should approximate real world work experiences. Therefore, it is expected that students will demonstrate *reasonable* flexibility in scheduling in order to accommodate client and agency obligations (e.g., attending a special event on a weekend or evening). Students must be made aware of scheduling adjustments well in advance of their occurrence. Similarly, students may ask permission for reasonable flexibility in their regular schedule to accommodate personal needs (e.g., doctor's appointments, funerals). In such instances, students must provide advanced notice to their Field Educator and are expected to make up any field placement hours missed at a mutually agreed upon later date.

Students are expected to be at their field placement during regular agency workdays. If a field placement agency is closed on a regularly scheduled field day, the student will be credited for the time as if they were in their field placement. Students should be made aware of any agency holidays and/or breaks.

The only exceptions to the regular agency workday scheduling policy are student observance of major religious holidays and Daemen College holidays and/or breaks.

It is Daemen College's policy to respect student observance of major religious holidays. No student will be penalized for missing field education due to religious observance. Students are asked to advise their Field Educator about religious observances at least one week in advance. They are also asked to discuss an alternative arrangement to satisfy their field education hour requirement with their Field Educator.

Daemen College holidays and/or breaks are listed on the Field Calendar. Students are not required to report to field placement on these days. Students are asked to remind their Field Educator about holidays and/or breaks at least one week in advance.

Students who need to make up field placement hours may be granted the opportunity to do so during Daemen College holidays and/or breaks with written permission from their Field Educator and the Director of Field Director.

INCLEMENT WEATHER, DISASTERS, AND OTHER EMERGENCIES

Students should be made aware of specific agency policies and procedures regarding inclement weather, disasters, or other emergencies. Please be sure to include students on any agency call lists and/or provide specific instructions for identifying whether the agency is open or closed.

If an agency closes on a regularly scheduled field day or the workday is shortened due to inclement weather, disaster, or other emergency, the student will be credited for the time missed as if they were in their field placement the full day.

Students should exercise reasonable caution when travelling to their field placement agency during times of inclement weather, disaster, or other emergency.

HEALTH AND PERSONAL EMERGENCIES

If a student is ill or has a personal emergency and cannot attend field placement, the Field Educator and/or other designated agency personnel must be notified at the beginning of the regularly scheduled workday using their preferred mode of communication. Students will be required to make up any field placement hours missed at a mutually agreed upon later date.

Extended illnesses must be reported to the Field Educator, Director of Field Education, and Daemen College per college policy. The student is expected to be professionally responsible in working with the Field Educator to determine client coverage needs during periods of prolonged absence. This may include providing information about current cases, activities, and/or files.

HEALTH SERVICES AND INSURANCE

Daemen College recommends that Students consider updating their tetanus, TB testing, and immunization for hepatitis B (as appropriate) prior to entering field placements. Students are similarly advised that some agencies might require a physical examination and specific immunizations.

The Health Services and Insurance Office (Wick Center; 716-839-8446) can assist students with necessary health evaluations as well as in obtaining required immunizations prior to field placement. The Office also offers confidential assistance referring students to area health care providers in the event of illness or accident and can assist with health insurance questions and claim submissions.

All full-time Daemen College students are required to be enrolled in a satisfactory health insurance plan. Students who are covered by a private plan (their own or their parents) must send a Health Insurance Waiver Form to the Office of Student Accounts by the published due date each year. If the waiver form is not returned by the due date, students are enrolled in the Daemen College plan and the applicable premium is added to their student bill.

The Daemen College Student Health Insurance Plan provides basic health insurance coverage. Coverage is fully explained in the insurance brochure sent to each student. Two enrollment periods (at the beginning of the fall and spring semesters) are available for students to enroll in the insurance plan. Personal property and liability insurance, while recommended, is the responsibility of each individual student.

RISK AND SAFETY GUIDELINES

The provision of effective social services assumes that social workers are prepared to undertake tasks necessary to understand their client's situation and to plan and implement appropriate interventions. The nature of social work also includes an element of risk especially when delivering services to persons in need.

You have a right to be informed of potential risks associated with this aspect of your educational and professional experience. Below, please find a list of common risks associated with field placement and professional social work, more generally.

1. **Challenging Client Behavior:** As a social worker, it is not uncommon to encounter clients who become easily upset, agitated, and/or hostile. Likewise, it is possible that you will be placed in settings in which client behavior is unpredictable and/or threatening. It is important that you discuss these matters with your Field Educator early on in your placement to be informed of agency policies as well as recommended courses of action should such an event occur. If you ever feel uncomfortable with a client, inform your Field Educator as soon as possible. It is always acceptable for you to request that your Field Educator or another agency staff member accompany you when engaging with such clients.
2. **Transporting Clients:** Student transport of clients has inherent hazards and may only be undertaken when using an agency-owned vehicle with an appropriate license and agency approval. If you are asked to transport a client in an agency vehicle, please review your field placement agency's transportation policy and personal liability protections with your Field Educator. **At no time is it acceptable for you to use your personal vehicle to transport clients.** If you are asked to transport clients in your personal vehicle as a part of your field placement activities, speak with your Field Educator immediately.
3. **Home Visits:** It is not uncommon for social workers to conduct home visits that may have risks associated. It is important that all home visits be made with the full knowledge of your Field Educator—including time of departure, anticipated time of return, and planned activities while in the field. Do not take risks. For example, do not conduct a home visit if you feel uncomfortable or threatened. Do not make a visit when the presence of alcohol or drugs is detected. Always be aware of dogs or other household pets that might be a threat. Know who to call or what steps to take should you experience a problem in the field. If you become scared or uncertain of your safety, return to your field placement agency. Always report any disturbing experiences to your Field Educator immediately. It is always acceptable for you to request that your Field Educator or another agency staff member accompany you when visiting clients in their home.
4. **TB Skin Test (PPD-S):** The prevalence of Tuberculosis (TB) has increased in recent years. If you anticipate a field placement setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some field placements may also require you to take this test prior to placement.
5. **Hepatitis B Vaccine:** If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a 6-month period of time. The second injection is given one month following the first with a third injection five months later. Given these time requirements, it is important that you begin immunization at a time that would give you maximum protection by the time you enter the field.

6. **After Hours meetings:** Some social service agencies have activities that occur outside normal business hours. Be aware of the neighborhood or community where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is always acceptable for you to request that your Field Educator or another agency staff member accompany you to your car after dark. Do not take risks.
7. **Liability insurance:** Students in field placement are covered under an Internship Insurance policy issued by Daemen College. Coverage includes general liability, student malpractice, automobile liability, excess liability, workers' compensation, and employers' liability. A Certificate of Insurance will be provided to the student and agency. At the beginning of the field placement experience, Field Educators are also asked to inform the student of agency liability coverage.

At their discretion, students may also carry professional liability insurance over and above the coverage provided through existing college and agency policy. Coverage is available through the National Association of Social Work (NASW). Membership applications are available through the Social Work Program.

Students who apply for field placement accept the risks identified above and acknowledge that they require a good deal of guidance and support from social work professionals in order to avoid or mitigate them. To that end, it is imperative that good judgment be exercised and immediate planning done with the Field Educator to avoid dangerous situations and to select alternatives and/or modify situations to minimize risk. Students must also learn to confront personal anxieties with a professional discipline as to minimize the potential negative impact on their ability to help others.

An important aspect of professional practice is to understand the limits of your knowledge and skills and to avoid situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your Field Educator.

Students, Field Educators, and the Director of Field Education will review and sign a Daemen College Safety Acknowledgment related to the field placement experience. A copy of the *Safety Acknowledgement* is found in the Appendix.

INTERNSHIP AND OTHER INSURANCE

Students in field placement are covered under an Internship Insurance policy issued by Daemen College. Coverage includes general liability, student malpractice, automobile liability, excess liability, workers' compensation, and employers' liability. A Certificate of Insurance will be provided to the student and agency.

At the beginning of the field placement experience, Field Educators are asked to inform the student of agency liability coverage. In addition, students may carry professional liability insurance over and above the coverage provided through existing college and agency policy.

Professional liability insurance is available through the National Association of Social Work (NASW). NASW membership applications are available through the Social Work Program.

NON-DISCRIMINATION AND ACCOMMODATION

Daemen College does not discriminate on the basis of race, class, age, gender, ethnic or national origin, religion or creed, disability, sexual orientation, or other diversity factor. Likewise, a student cannot be denied placement because of special needs.

Students with special needs are encouraged to disclose pertinent information to the Director of Field Education and/or Undergraduate Program Director as soon as possible. Requests for reasonable accommodation within the field placement setting should be brought to the attention of the Director of Field Education at the time of application and will be addressed in consultation with the Daemen College Disability Services Team (as necessary).

Students will be accommodated in the field placement setting based on their disclosure and in accordance with the policies identified in the Daemen College Student Handbook.

BACKGROUND CHECKS AND OTHER SCREENINGS

Students should be aware that security, criminal background, and/or Child Abuse Registry checks may be required by their field placement agency. They are also advised that they may need to both take and pass a drug and/or communicable disease screening for placement purposes. Agencies requiring background checks and other screenings are solely responsible for making determinations about their ability to place students based on their findings.

STUDENT WORKPLACE CONSIDERATIONS

All students must be provided reasonable space to conduct their work as professionals in the field placement setting. At a minimum, this should include a place to securely store personal belongings (e.g., bags, cell phones) and a space where they can engage in confidential and/or private conversations with clients or other individuals as needed. When possible, students should also have ready access to a computer and telephone.

Student Transportation

Students are not required to have a vehicle in order to participate in field placement. Efforts are made to ensure that selected field placement sites can reasonably accommodate students without access to a car. Students should not use their own vehicle to transport clients. Students may, however, drive an agency-owned vehicle if they have the appropriate license and agency approval. Students are advised to review the field placement agency's transportation policy and personal liability protections with their Field Educator.

Student Reimbursement

Agencies are expected to reimburse students for expenses incurred as part of their field placement, if they similarly reimburse staff. This includes reimbursement for mileage and/or other transportation-related expenses, meals, and trainings.

Student Dress

Students must comply with the dress code of the field placement agency. It is the student's responsibility to discuss this with their Field Educator. Field Educators have the right to send students home if they are found to be dressed inappropriately for field placement.

OPEN IDENTIFICATION OF BASW STUDENT STATUS

It is the policy of the Daemen College Bachelor of Arts in Social Work Program and specified in the NASW Code of Ethics that students must identify themselves as students or interns in their field placement with clients and other agency representatives.

BEHAVIORAL EXPECTATIONS

Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics in all settings.

Each student must also adhere to agency regulations and schedules. This includes recordkeeping, attending staff meetings, and completing agency forms or other expectations as set by agency field educator. Students should also attend conferences, workshops, and professional/coalition meetings as determined by their Field Educator or Task Supervisor.

While students will approach their field experience with varying levels of intellectual ability and personal maturity, each student should seek increasing levels of responsibility and be encouraged by their field educator to work independently as the semester progresses.

Students should be engaged in client service provision in their field placement. Their experiences may include the client engagement; completion of assessments, formulation of goals and objectives, introduction of interventions to assist clients in achieving their goals, or other tasks appropriate to the field placement setting. Activities may include, but are not limited to, writing social histories; assisting individuals and families in identifying and utilizing community resources; intervening in interpersonal relationships when problems arise; organizing and conducting groups; participating in community organizing strategies and policy advocacy; and conducting research.

PRIVACY AND CONFIDENTIALITY

In accordance with the NASW Code of Ethics, students should be particularly concerned with protecting privacy and confidentiality while in the field placement setting and in the classroom.

Section 1.07 of the NASW Code of Ethics advises:

- a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing service or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- b) Social workers may disclose confidential information when appropriate with a valid consent from a client, or a person legally authorized to consent on behalf of a client.
- c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

- d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on client consent.
- e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under SAI, unavailable for public inspection.
- k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

USE OF SOCIAL MEDIA

Social media channels, such as Facebook, Twitter, SnapChat, Flickr, and LinkedIn, offer exciting opportunities to connect with others and share information. However, the rapid growth of these communication tools and their ease of accessibility can also have unintended and potentially damaging consequences.

Students are expected to follow the NASW Code of Ethics and to engage in professional conduct when using social media communication tools. Common issues that Students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in relationships with clients and colleagues, and in practice settings.

Toward that end, Students are asked to:

- ✓ Review and adhere to all policies regarding use of technology at your field placement agency.
- ✓ Use only their agency e-mail address and phone number to communicate with clients.
- ✓ Ensure that any correspondence with clients is of a professional and limited nature.
- ✓ Do not “friend” or follow current or past clients and avoid providing your personal contact information (e.g., cell phone, home address, personal email, social media account information) to them.
- ✓ Refrain from sharing client information via email, text, or any form of social media.
- ✓ Refrain from commenting about clients, colleagues, supervisors, and/or your field placement agency via email, text, or any form of social media.
- ✓ Maintain a positive image when using email, text, or social media.
- ✓ Monitor personal and professional social media accounts regularly.

Utilizing social media communication tools as a social work professional requires ongoing attention to ethical challenges. It is imperative that the Student’s on-line image is guided by social work values and ethical standards and extends beyond the classroom and field placement setting. As a social worker, one must be cognizant of the legal, ethical, and clinical responsibilities he or she has as a professional and that these responsibilities extend to the virtual world and include the use of social media communication tools.

PROFESSIONAL DEVELOPMENT

Attendance at social work conferences, trainings, and professional meetings can contribute in a meaningful way to the development of students. Agencies are encouraged to allow students to participate in these opportunities when possible. Attendance at these events can be counted toward the completion of field placement hours.

Daemen College may also provide opportunities for students to participate in professional events while in their field placement. These requests will be made with advance notice with release time credited toward the completion of student field placement hours. Students are expected to be professionally accountable for meeting service responsibilities and will be required to secure permission from their Field Educator prior to participation.

Finally, students are expected to attend required departmental meetings (typically one hour; twice per semester) and will be credited for the time as if they were in their field placement. Currently scheduled departmental meetings are listed on the Field Calendar. Students are asked to remind their Field Educator about these meetings at least one week in advance.

LEARNING CONTRACT

The Learning Contract is a written document that serves to guide the student through their Field Education experience. Students are responsible for identifying individualized tasks that will enable them to demonstrate the ten (10) core competencies and forty-one (41) associated practice behaviors identified for generalist social work practice by our national accrediting body, the Council on Social Work Education (CSWE).

Students are expected to negotiate, with their Field Educator (and Task Supervisor, as necessary), a set of educationally-sound learning experiences for each competency based on opportunities provided at the field placement, the learning needs and priorities of the student, and the skills, ethics, values, and behaviors needed for the profession. The Student should also take into consideration any coursework or assignments that will contribute to their learning during the semester.

The Learning Contract becomes finalized when the Student, Field Educator, and Director of Field Education meet to review and sign it in October or early November. The Learning Contract should be viewed as “working document” or plan and may be renegotiated, as needed, over time.

Importantly, the Learning Contract serves as the basis for assessing Student performance in Field Education.

There are two formal evaluations of progress on the Learning Contract.

The mid-term evaluation can be viewed as a formative evaluation aimed at gathering feedback that can be used to foster improvement in the Field Education context. Both the Student and the Field Educator (as well as Task Supervisor, as necessary) will review the Student’s movement on the learning experiences identified in the Learning Contract as well as their progress in meeting CSWE core competencies. The Field Educator will offer constructive evaluative feedback: identifying strengths and areas of needed improvement and suggesting strategies for attainment of competencies by the end of the Field Education experience. This review is documented on the form provided by Daemen College and sent to the Director of Field Education at the end of the fall semester for review.

The final evaluation is a summative evaluation measuring the level of success or proficiency that has been achieved by the end of Field Education. Here, again, the Student and the Field Educator (as well as the Task Supervisor, as necessary) will review the Student’s overall performance and provide vital feedback describing the level at which they have incorporated the core competencies and associated practice behaviors of generalist social work practice as defined by the Council on Social Work Education (CSWE).

Additional information about the evaluative aspects of the Learning Contract is available in the Evaluation Activities section of this manual. A copy of the *Field Placement Learning Contract and Evaluation Form* can be found in the Appendix.

SUPERVISION

Supervision is a critical part of social work. Through supervision, an individual receives critical feedback from an experienced practitioner and uses that feedback to organize, plan, evaluate, modify, and further develop his or her practice.

Supervision is an essential part of Field Education. All BASW students participating in Field Education must have at least one hour of supervision each week provided by the professional social worker serving as their Field Educator. This individual must be a Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW). In addition, s/he must have obtained a Master of Social Work (MSW or equivalent) degree from a CSWE-accredited institution at least two years prior to becoming a Field Educator. **Documentation of degree and licensure status must be provided to the Director of Education and an interview completed before an individual can assume the role of Field Educator.**

Occasionally, an agency may be able to offer an excellent field placement opportunity but may not have a professional social worker that meets criteria and/or is willing to serve as a Field Educator on staff. In such cases, the Social Work Program is willing to work with the agency to identify an individual who has strong knowledge of the organization and its services, meets criteria, and can assume Field Educator responsibilities. In such circumstances, the agency must provide a Task Supervisor who will provide the Student with day-to-day tasks and support related to work assignments identified in the Learning Contract. The agency must also ensure that the Student receives weekly supervision from their identified Field Educator. Both the Field Educator and the Task Supervisor are required to participate in Field Educator Orientation.

Nature of Supervision

While guidance and task support will likely be provided on a day-to-day basis, it is during supervision that the Student and their Field Education are able to engage in deeper reflection on the practice of social work and to more fully consider the complexity of social work values, ethics, skills, and behaviors. Both the Student and the Field Educator are expected to actively participate in supervision sessions.

It is recommended that supervision takes place, face-to-face, and at the same time and location each week. The Social Work Program does, however, recognize that this may not be feasible in all field placement settings. Field Educators should feel free to discuss the possibility of utilizing web-based technology and/or group supervision with the Director of Field Education – particularly if these tools and techniques are used to augment Student learning experiences.

In preparation for supervision, the Student should develop an agenda and submitted it to the Field Educator prior to the start of the session. The Student should also take responsibility for identifying the primary issues that need to be discussed during supervision. Sessions may include, but are not limited to, providing opportunities for the Student to ask questions, raise concerns or ethical issues, process practice experiences, discuss cases, and identify challenges associated with clients, the organization, systems, and policy.

Students should take responsibility for documenting what occurred in supervision sessions as well as the number of hours worked and the activities undertaken in the field setting on a weekly basis. The Social Work Program provides a *Weekly Activity Log Form* for this purpose (see: Appendix and Social Work Program website).

FIELD PLACEMENT VISITS

Visits offer a unique opportunity for the Director of Field Education to learn more about the Student and Field Educator as individuals while also learning about the field placement agency's programming, focus, and clientele. The Director of Field Education will visit the Student and Field Educator at the field placement location at least twice over the course of the Field Education experience.

The initial visit is scheduled to take place in October or early November and is designed to ensure that reasonable expectations for Student learning have been established. The Director of Field Education, Field Educator, and Student will review the Learning Contract and discuss any questions about the CSWE core competencies and associated practice behaviors, planned learning experiences, and/or the evaluation process before signing the document.

The second visit takes place in February and includes a review of the mid-term evaluation of the Learning Contract and Student progress on learning experiences to date. The Director of Field, Field Educator, and Student will also develop a strategy to ensure that the Student meets CSWE core competencies by the end of the Field Education in May.

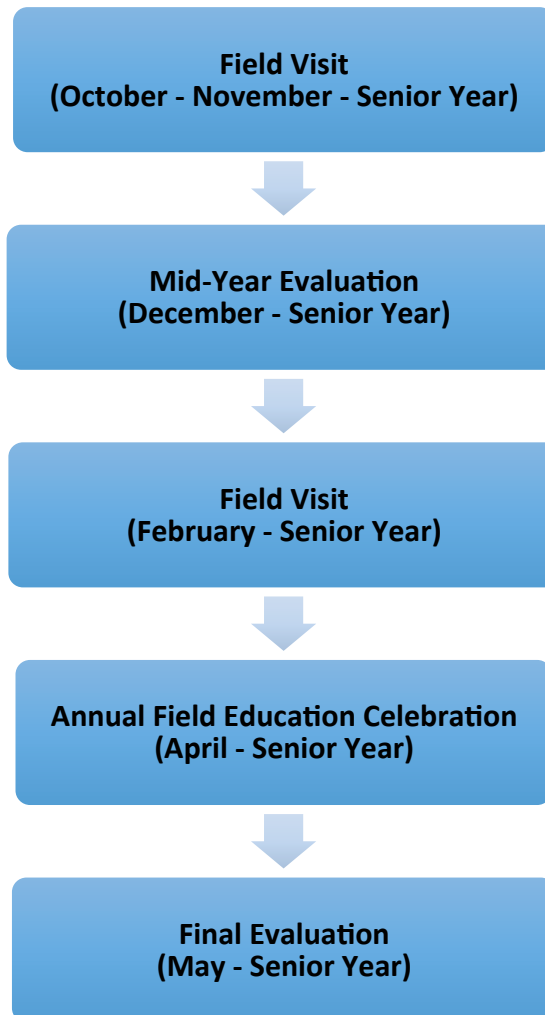
Additional field placement visits can be scheduled as needed or desired. Visits may be requested by the Director of Field Education, Field Educator, and/or the Student for any reason including, but not limited to, changes in the field placement setting; need for additional support or guidance for Field Educators or Students; need for clarification on Field Education policies and/or procedures; and concerns with performance and/or behavior.

The Director of Field Education is responsible for documenting field placement visits and for completing an Improvement Plan (described in the Evaluation Activities section) should concerns about student performance and/or behavior be identified.



EVALUATION ACTIVITIES

EVALUATION ACTIVITIES TIMELINE



MONITORING STUDENT PERFORMANCE AND/OR BEHAVIOR

Gatekeeping is an important part of social work education and the profession of social work. This mechanism ensures that graduates not only possess the competencies necessary for generalist social work practice but also the highest standards of professionalism. Toward that end, the program uses a variety of formal and informal mechanisms to monitor Student performance and/or behavior. This monitoring is ongoing and extends beyond classroom and field placement evaluations. It begins when the Student enters required Social Work classes as described below.

Professionalism Rubric

The Bachelor of Arts in Social Work Program has developed a rubric to assess Student professionalism in all required Social Work Courses (See: Appendix). The rubric measures professionalism using seven (7) performance indicators including attendance in class, lateness to class, preparation for class, participation in class, listening skills, behavior, and ability to follow instructions on assignments. Each performance indicator is measured on a four-point scale, with a four (4) representing high levels of professionalism and a one (1) representing low levels of professionalism. The rubric also includes a question on the Student's overall professionalism (scored as excellent, good, fair, or poor) and allows for comments.

Social Work Faculty and Staff use the Professionalism Rubric to document Student professionalism in the classroom at least twice during the semester (mid-term and final). In instances where a Student scores a two (2) or lower on any of the rubric's performance indicators, Faculty and Staff are instructed to report the issue to the Undergraduate Program Director so an Improvement Plan (described below) can be completed.

The Professionalism Rubric is also used to determine if the Student is eligible to apply for, enter, or continue in Field Education. Students who are identified as having multiple deficiencies related to professionalism (i.e., scoring a two or less on two or more performance indicators and/or problems with professionalism in multiple classes) may be denied permission to apply for, enter, or continue in Field Education. **The Director of Field Education and the Undergraduate Program Director will make final determinations as to whether the Student can apply for, enter, or continue in Field Education related to professionalism.** Other faculty feedback may be secured, as needed.

Field Placement Visits

The Director of Field Education is responsible for conducting at least two site visits at the Student's field placement location. The initial visit is scheduled to take place in October or early November and is designed to ensure that reasonable expectations for student learning have been established. The second visit takes place in February and includes a review of the mid-term evaluation of the Learning Contract and Student progress on learning experiences to date.

Additional field placement visits can be scheduled as needed or desired. Visits may be requested by the Director of Field Education, Field Educator, and/or the Student for any reason including, but not limited to, changes in the field placement setting; need for additional support or guidance for Field Educators or Students; need for clarification on Field Education policies and/or procedures; and concerns with performance and/or behavior. The Director of Field Education is responsible for documenting field placement visits and for completing an Improvement Plan (described below) should concerns about student performance and/or behavior be identified.

Reporting Concerns

Faculty, Staff, and Field Educators are instructed to report any concerns about Student performance and/or behavior to the Undergraduate Program Director. This may include concerns about activities occurring outside the classroom or field placement setting including, but not limited to, reports of harm to self or others, problem drinking, drug use or abuse, violence, and/or police involvement while at Daemen College or in the community. An improvement plan (described below) will be developed as needed. The Undergraduate Program Director will also assume responsibility for reporting to Daemen College Office of the Vice President for Student Affairs and Dean of Students (Student Affairs) as appropriate.

Integrative Seminar

Student performance and/or behavior are monitored as part of the weekly Field Education Seminar course taught by the Director of Field Education. Students are expected to actively participate in course discussions and activities while in class. Concerns about performance and/or behavior while in Integrative Seminar should be shared with the Undergraduate Program Director as soon as possible. An improvement plan (described below) will be developed as needed.

Field Education Supervision

Student performance and/or behavior are monitored as part of the weekly, one-hour supervision sessions (face-to-face or other) with their Field Educator. Students are expected to be prepared for and actively participate in supervision. Concerns about performance and/or behavior while in supervision should be shared with the Director of Field Education as soon as possible. An improvement plan (described below) will be developed as needed.

FIELD EDUCATION EVALUATION

As Field Education serves as the critical bridge between social work education and practice, it plays an important role in the overall evaluation of Students – particularly as it relates to determining whether Students have acquired the competencies determined to be necessary for generalist social work practice by the Council on Social Work Education (CSWE).

The Bachelor of Arts in Social Work Program takes the evaluation of Field Education very seriously.

Students who do not pass the supervised field education experience and/or do not earn a “C” or better in the Field Education Seminar during fall semester are not allowed to continue in Field Education. In such circumstances, a Student must repeat their first semester of supervised field education experience and/or Field Education Seminar the following school year or discontinue participation in the Bachelor of Arts in Social Work Program.

In order to earn a Bachelor of Arts in Social Work at Daemen College, a Student must pass the 420-hour, supervised field education experience (mid-term and final evaluation) and earn a “C” or better in the two-course Field Education Seminar sequence.

Below is a description of the evaluation procedures for the 420-hour supervised field education experience and the Integrative Seminar.

Supervised Field Education Evaluation

Evaluation of the 420-hour Supervised Field Education requirement focuses on the completion of individualized tasks described in the Student's Learning Contract. These learning opportunities enable the Student to demonstrate that they have acquired the ten (10) core competencies and forty-one (41) associated practice behaviors identified for generalist social work practice by the Council on Social Work Education.

There are two formal evaluations of progress on the Learning Contract. The mid-term evaluation takes place in December and is aimed at gathering feedback that can be used to foster improvement in the Field Education context. The final evaluation takes place in May and measures the level of success or proficiency in achieving the core competencies. For more information on the Learning Contract, please see the Placement Activities section of this manual.

For both the Mid-Year and Final evaluation, the Student and Field Educator are required to evaluate Student performance on a given competency by scoring the associated practice behaviors using the scale provided below. Students complete the evaluation as part of a self-assessment. For the purpose of program assessment, the Bachelors of Social Work program will use only the Field Educator's evaluation scores.

Students and Field Educators are instructed to leave a score blank if the Student has not yet engaged in activities related to the practice behavior. They are also asked to include information about planned activities and start dates in the narrative section (described below).

Advanced Competence (Scored as 5)	Expertly demonstrates awareness, knowledge, and skills as a social work field placement student. Student displays creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors associated with a given competency at a superior level.
Competence (Scored as 4)	Demonstrates awareness, knowledge, and skills as a social work field placement student. Student is able to perform the set of practice behaviors associated with a given competency well and with consistency.
Emerging Competence (Scored as 3)	Demonstrates beginning awareness, knowledge, and skills as a social work field placement student. While there may be unevenness (including limited regression or immobilization during times of stress or pressure), Student offers evidence of both the motivation and capacity to perform the set of practice behaviors associated with a given competency satisfactorily.
Insufficient Progress (Scored as 2)	Rarely demonstrates awareness, knowledge, and skills as a social work field placement student. Student appears to face difficulties in developing the ability to perform the set of practice behaviors associated with a given capacity minimally.
Unacceptable Progress (Scored as 1)	Never demonstrates awareness, knowledge, and skills as a social work field placement student. Student is unable to function in a social work environment.

In addition to scoring each practice behavior, an average score will be calculated for each competency area. This score is used to determine whether the Student is making appropriate progress on each competency.

Following this, the Student and Field Educator completes a brief narrative discussing specific activities undertaken by the Student to provide evidence of the development of each core competency and associated practice behavior during the time period in question.

Finally, both the Student and Field Educator have the opportunity to identify Key Strengths, Key Areas for Development, and to provide comment. Field Educators will also have the opportunity to identify Areas Where Growth Was Most Evident and Future Learning Needs and Recommendations.

Importantly, the Learning Contract should be viewed as a “working document” or plan. Students may not complete all tasks on the timeline originally specified. Students may need to adjust or modify individualized tasks identified in the Learning Contract and some flexibility is required in evaluating results – particularly during the fall semester.

Additionally, the Learning Contract should capture Student development and professional growth over time. It is anticipated that Students demonstrate “Emerging Competence” in most areas at the fall evaluation. Students should demonstrate “Competence” in most areas and “Advanced Competence” in few, if any, areas by the spring evaluation.

Students determined to be making “Insufficient Progress” or “Unacceptable Progress” in one or more competency area(s) - based on the average score - will be required to meet with the Director of Field Education and the Undergraduate Program Director. During this meeting, faculty and staff will seek to understand the nature of the challenges faced by the Student in the field placement and determine if s/he should be allowed to continue in Field Education. If the student is allowed to continue in field placement, an improvement plan (described below) will be developed and implemented.

The 420-hour, supervised field education experience is graded on a pass/fail basis for both the fall and spring semester. A fail grade will be assigned to any Student who is determined to be making “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas.

Students that do not submit the mid-year or final Field Education evaluation will not receive a grade for the semester. A Student cannot continue in Field Education or graduate with a Bachelor of Arts in Social Work until s/he has a final grade in place.

Integrative Seminar Evaluation

Students are required to register for and participate in the Field Education Integrative Seminar during both the fall and spring semesters (SW 451S/SW 452S).

The first course focuses on generalist practice social work skills and the integration of theory and practice while offering students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. The second courses focuses on helping Students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

Students are evaluated on classroom participation, completion of reflective journal entries, and the presentation of a client case from their field placement experience. Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community), designing and implementing an appropriate intervention, and evaluating their practice. Students present their client case as part of the Annual Field Education Celebration.

The integrative seminars are graded using the traditional letter grading system (i.e., A, B, C). **Students must earn a “C” or better in order to continue in Field Education or graduate with a Bachelor of Arts in Social Work.** Students that do not submit required assignments will not receive a grade for the semester. A Student cannot continue in Field Education or graduate until s/he has a final grade in place.

IMPROVEMENT PLAN

The Bachelor of Arts in Social Work Program has developed an improvement plan to document concerns with Student performance and/or behaviors while enrolled in required Social Work courses and/or field placement. The improvement plan may also be used to identify activities occurring outside the classroom or field placement setting including, but not limited to, reports of harm to self or others, problem drinking, drug use or abuse, violence, and/or police involvement while at Daemen College or in the community. A copy of the Improvement Plan is included in the Appendix.

The Director of Field Education and/or Undergraduate Program Director will take responsibility for completing the improvement plan in associated with relevant parties including the Student, Faculty Member, Field Educator, Director of Field Education, and Undergraduate Program Director as necessary and/or desired.

Using the format provided, the Director of Field Education and/or Undergraduate Program Director will identify the nature of the concerns identified and locations where these concerns were observed (e.g., classroom, field placement, departmental meeting/event, campus, community, other).

If previous attempts had been undertaken to address the concern, these attempts are documented along with associated outcomes and recommendation for action (e.g., develop plan for resolution, removal from class, removal from field placement, removal from social work program, disciplinary referral to Dean of Students, other).

A plan for resolution is developed including specific actions to achieve goals and dates for completion. The improvement plan also includes information about expected behaviors including linkages to the CSWE core competencies and practice behaviors as well as a plan for evaluation. The plan for evaluation includes specific indicators of progress and completion dates.

The improvement plan is discussed and signed by relevant parties, including the Student, Faculty Member, Field Educator, Director of Field Education, and Undergraduate Program Director, once again, as necessary and/or desired. In signing the document, the parties acknowledge that they understand the information presented above and have been provided a copy of the documents for their records.

The Director of Field Education will be responsible for evaluating progress on the improvement plan on a regular basis. Based on this evaluation, the Director of Field Education and the Undergraduate Program Director will make final determinations as to whether the Student can apply for, enter, or continue in Field Education.

Students who do not make progress on their improvement plan (based on the activities, behaviors, and completion dates specified) may be denied permission to apply for, enter, or continue in Field Education. Students wishing to appeal a final decision may do so by contacting the Chair of the Social Work and Sociology Department.

FIELD PLACEMENT TERMINATION

A great deal of effort is involved in matching a Student, Field Educator, and field placement agency for an optimal learning experience. **As such, it is expected that the entire field placement (420 on-site hours) will be completed at one field placement location and within a specified period of time (two academic semesters).**

There are, however, times when it becomes necessary to terminate a field placement for the wellbeing of the Student, as well as that of their clients, the organization, and/or the social work profession.

Any party can initiate a conversation about the need to terminate or otherwise modify a field placement arrangement, regardless of reason. In many, but not all cases, concerns surface related to the various monitoring and evaluation activities.

Following initiation of the conversation, the Student, Field Educator, and Director of Field Education will meet together to discuss the primary concerns and to determine if the situation is reparable.

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan and commit to its implementation. This plan may require the Student to seek assistance through Daemen College's Counseling Center (716-839-8337), Learning Center (716-839-8228), and/or Health and Insurance Services (716-839-8446) to ensure that s/he has the necessary support to be successful in field placement. **Students in active distress will not be allowed to work with clients in the field placement setting.** Progress on the implementation plan will be monitored and a determination will be made as to whether the identified concerns had been addressed.

If a decision is made to terminate the field placement, steps are taken to minimize the educational disruption experienced by the Student while also protecting the relationship between the Bachelor of Arts in Social Work Program and the Agency in question.

- 1.) Working with the Student and Field Educator, the Director of Field Education will determine an appropriate timeline for removing the Student from the field placement.
- 2.) Using this timeline, the Student will complete an exit process with the Field Educator including completing any necessary paperwork, terminating and/or reassigning clients, closing or reassigning projects or committee work, and fulfilling administrative requirements as requested by the field agency.
- 3.) The Field Educator will provide a brief, written summary of the Student's field experience - including the number of hours worked to date, nature of activities completed, and reason(s) for discontinuance of field placement - to the Director of Field Education. This summary must be shared with the Student, for their review and signature, and will become part of the Student's official record.

The Director of Field Education will determine the number of hours, if any, the Student will be credited for participating in the termination process.

Students wishing to appeal a field placement termination decision may do so by contacting the Chair of the Social Work and Sociology Department.

REASONS FOR FIELD PLACEMENT TERMINATION

There are a number of reasons for considering termination of a field placement including, but not limited to:

Student Well-Being

- Student inability to manage emotions in field placement setting;
- Student inability to utilize appropriate coping mechanism in field placement setting;
- Student inability to address physical, emotional, or psychological health concerns;
- Student inability to engage in minimal self-care in field placement setting;
- Student lack of self-awareness; and/or
- Concerns about trauma responses and/or vicarious traumatization.

Field Placement Suitability

- Agency or program closure;
- Agency or program investigation by government, funder, or other entity;
- Agency reorganization that reduces or negates learning opportunities;
- Agency reorganization that hinders Student supervision and/or task assignment;
- Agency resources viewed as inadequate to support field placement;
- Agency learning experiences viewed as too limited to support field placement;
- Field Educator and/or Task Supervisor leaves the agency;
- Field Educator and/or Task Supervisor inability to meet expectations associated with Field Education;
- Field Educator and/or Task Supervisor desire or need to be relieved of Field Education responsibilities;
- Field Educator and/or Task Supervisor experiences change in position or responsibilities and cannot continue Field Education;
- Student or Director of Field Education's concerns about conflict of interest;
- Student or Director of Field Education's concerns about student safety or well-being; and/or
- Student or Director of Field Education's concerns about the general suitability of the field placement.

Performance and/or Behavior Concerns

- Student disregarding the principles of privacy and confidentiality;
- Student demonstrating an inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self;
- Student being unwilling to receive supervision and constructive feedback in a positive manner;
- Student being unwilling to use constructive feedback to enhance professional development;
- Student consistently demonstrating poor written and /or oral communication skills without seeking appropriate assistance;
- Student consistently demonstrating unacceptable work habits in the areas of punctuality, attendance, team/group participation, and conflict resolution;
- Student engaging in inappropriate or disruptive behavior;
- Student making derogatory or pejorative oral or written statements about/towards others, including other students, faculty, field educators, professional colleagues, and clients;
- Student demonstrating an inability to work with persons from populations reflecting racial, ethnic, disability-based, religious, socioeconomic, political, gender, and sexual orientation difference; and/or
- Student being unable to engage in practice at the level expected for time spent at field placement.

FIELD PLACEMENT REASSIGNMENT

Based on the assumption that a student who is unsuccessful in one field setting may have the capacity to be successful in another field setting, the Director of Field Education will meet with the Student and the Undergraduate Program Director to determine if reassignment is in the best interest of the Student, as well as potential clients, the organization, and the social work profession, and will make plans accordingly.

Student who receive approval can begin the reassignment process – once they have exited from their previous field internship - by following these steps:

- 1.) The Student meets with the Director of Field Education to discuss his or her learning goals and possible field placement locations.
- 2.) The Director of Field Education initiates the reassignment process by contacting a new agency. If there is no existing Memorandum of Agreement (MOA) between the agency and the Bachelor of Arts in Social Program, the Director of Field Education initiates that process.
- 3.) The Student interviews with the Field Educator at the new field placement as soon as possible and a determination about placement is reached.
- 4.) The Director of Field Education communicates with Faculty and Staff about the change in Student field placement and requests adjustments to assignments and/or due dates (as appropriate) to facilitate a smooth transition and continued integration between classroom and field placement activities.
- 5.) The Director of Field Education visits Student and Field Educator at the reassigned placement to assist in the completion of the Learning Contract.
- 6.) The Student and Field Educator make arrangements for the Student to make-up any time lost during the transition.
- 7.) The Director of Field Education closely monitors the transition and makes adjustments as needed.

The Director of Field Education will determine the number of hours, if any, the Student will be credited for participating in the reassignment process.

Students who do not receive approval for reassignment will be required to wait until the following school year or discontinue participation in the Bachelor of Arts in Social Work Program. Students wishing to appeal this decision may do so by contacting the Chair of the Social Work and Sociology Department.

FIELD EDUCATION TERMINATION

To complete Field Education, Students must performance academically; demonstrate the capacity to master skills necessary for generalist social work practice; and behave in a manner that is consistent with the *NASW Code of Ethics* and standards for professionalism established by the Bachelors of Arts in Social Work Program.

Every effort will be made to assist Students in the Bachelor of Arts in Social Work Program in the completion of their Field Education experience.

As part of its role as gatekeeper to the profession and obligation to ensure that its graduates possess the competencies necessary for generalist social work practice and high standards of professionalism, the Bachelor of Arts in Social Work Program has also identified criteria for terminating a Student from Field Education.

A Student may be terminated from Field Education related to academic performance including:

- Failure to maintain an overall Grade Point Average of 2.5 or better
- Failure to maintain a Social Work Grade Point Average of 2.5 or better
- Failure to complete the following required courses:
 - SW 424 - Generalist Practice III: Groups (“C” or Better)
 - SW 432 - Contemporary Social Policy and Services (“C” or Better)
 - SW 451 - Field Experience (Pass)
 - SW 451S - Integrative Field Seminar (“C” or Better)
 - SW 454 – Generalist Practice IV: Organizations and Communities (“C” or Better)
 - SW 452 - Field Experience (Pass)
 - SW 452S - Integrative Field Seminar (“C” or Better)

A Student may be terminated from Field Education related to field placement performance including:

- Termination from field placement without reassignment
- “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas on Mid-Year Field Placement Evaluation
- “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas on Final Field Placement Evaluation

Finally, a Student may be terminated from Field Education for administrative reasons including:

- Breech of any standards of the *NASW Code of Ethics*
- Failure to meet qualifications for candidacy for BASW degree
- Failure to complete six (6) credit hours of social work or sociology electives
- Student withdrawal from any required course during Senior Year
- Multiple deficiencies related to professionalism (i.e., scoring a two or less on two or more performance indicators and/or problems with professionalism in multiple classes)
- Failure to make sufficient progress on improvement plan
- Failure to identify a known Conflict of interest in field placement
- Violation of policies and procedures as stated in BASW Field Manual
- Violation of policies and procedures as stated in BASW Student Handbook
- Violation of policies and procedures as stated in Daemen College Student Handbook

Students in danger of being terminated from Field Education will have an opportunity to meet and discuss their situation with the Director of Field Education and the Undergraduate Program Director before a final decision is reached. Students wishing to appeal a final decision may do so by contacting the Chair of the Social Work and Sociology Department.

FIELD EDUCATION COMPLETION

Students completing Field Education are advised to:

- 1.) Complete an exit process with their Field Educator including completing any necessary paperwork, terminating and/or reassigning clients, closing or reassigning projects or committee work, and fulfilling administrative requirements as requested by the field agency.
- 2.) Make personal copies (paper and/or electronic) of any projects completed at field placement that demonstrate Student's acquisition of competencies and associated practice behaviors (Note: All materials must be de-identified and permission must be obtained by the field placement for copies).
- 3.) Secure copies of any professional development training certificates.
- 4.) Make personal copies (paper and/or electronic) of Learning Contract and Field Education Evaluations.
- 5.) Incorporate field placement materials into Student Learning Portfolio including case studies, evaluations, research reports, training certifications, etc.
- 6.) Secure contact information for any agency staff members capable of providing a reference for graduate school or employment purposes.

EVALUATION OF FIELD EDUCATION EXPERIENCE

Feedback is critical to the Bachelor of Arts in Social Work Program. The provision of honest, comprehensive feedback can help us to improve our curriculum and/or Field Education experience. As such, Students and Field Educators will be asked to provide their evaluation of the Field Education Experience (see: Appendix).

Students are asked to complete evaluations of the following using a web-based tool:

- Field Educator
- Field Placement
- Director of Field Education
- Field Education Experience

Field Educators are asked complete evaluations of the following using a web-based tool:

- Director of Field Education
- Field Education Experience

Individuals wishing to provide additional feedback may contact the Undergraduate Program Director or Chair of the Department of Social Work and Sociology.



APPENDIX

**DAEMEN COLLEGE - SOCIAL WORK
FIELD EDUCATION APPLICATION PROCESS**

Field Education is the critical bridge between social work education and practice. It is the arena in which students will exercise and affirm the knowledge, values, and skills required for practice of professional social work within a variety of systems. Access to field education placement is based on formal acceptance and requires the submission of the following items:

- 1.) Field Education Application Form
- 2.) Field Education Self Assessment
- 3.) Field Education Selection and Goals
- 4.) Field Education Statement of Understanding
- 5.) Field Education Background Check and Screening Statement
- 6.) Field Education Release of Information

Students must also submit a copy of their current program evaluation from WebAdvisor.

All materials must be submitted to the Social Work Program by 3pm on the second Friday of December. Materials should be submitted in the order listed above. Be sure to include your full name on all of your materials.

Following submission, students will receive information about how to schedule their pre-field placement interview with Social Work faculty.

Should you have any questions about the Social Work Field Education Application Process, please contact Ms. Maggie Dreyer, Director of Field Education, at 716-839-7659 or mdreyer@daemen.edu.

Education

High School: _____

College: _____
Field of Study Degree

College: _____
Field of Study Degree

Current Daemen College GPA: _____

Expected Graduation Date: _____
Month Year

Work Experience

Organization Name	Position Held	Dates – From/To
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Volunteer/Extracurricular Experience

Please list any volunteer, community, and/or extracurricular activities in which you have been involved.

Organization Name	Position Held	Dates – From/To
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special Training/Certifications

Please identify any specialized training and/or certifications you have secured.

Field Placement Information

For each of the items below, please check all that apply.

Which of the following best describes your current topics(s) of interest in social work?

- | | |
|--|---|
| <input type="checkbox"/> Addictions | <input type="checkbox"/> Military Social Work |
| <input type="checkbox"/> Administration/Management | <input type="checkbox"/> Occupational Social Work |
| <input type="checkbox"/> Aging | <input type="checkbox"/> Philanthropy/Foundations |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Political Social Work |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Poverty |
| <input type="checkbox"/> Criminal Justice/Courts | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> Developmental/Rehabilitative Disabilities | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Health | <input type="checkbox"/> Social Work Education |
| <input type="checkbox"/> Housing/Homelessness | <input type="checkbox"/> Trauma |
| <input type="checkbox"/> International Social Work | <input type="checkbox"/> Violence |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Medical Social Work | <input type="checkbox"/> Other: _____ |

Which of the following best describes your current population(s) of interest in social work?

- | | |
|---|--|
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Older Adults |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Non-Native English Speakers |
| <input type="checkbox"/> Children | <input type="checkbox"/> Persons with Disabilities |
| <input type="checkbox"/> Displaced Persons, Refugees | <input type="checkbox"/> Victims of Interpersonal Violence |
| <input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender (LGBT) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Military/Veterans | <input type="checkbox"/> Other: _____ |

Which of the following best describes your current interest(s) in additional skill development?

- | | |
|---|---|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Interviewing |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Project Coordination |
| <input type="checkbox"/> Assessment Skills | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Policy Analysis |
| <input type="checkbox"/> Counseling Skills | <input type="checkbox"/> Program Development |
| <input type="checkbox"/> Grant Writing | <input type="checkbox"/> Research |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Use of Technology |
| <input type="checkbox"/> Budget and Finance | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Human Resources | <input type="checkbox"/> Other: _____ |

Please describe any special needs or concerns you have as you enter field placement (including transportation and/or location).

**DAEMEN COLLEGE - SOCIAL WORK
FIELD EDUCATION SELF ASSESSMENT**

1. Describe personal qualities that contribute to your ability as a professional social worker. Describe personal qualities that may hinder your ability as a professional social worker.
2. What are your short-term, intermediate, and long-term career goals?
3. In what kinds of work settings do you feel you are most effective? What kinds of work settings are difficult or challenging for you?
4. What is your work pacing? Do you prefer a fast paced environment that is constantly changing? Do you prefer an environment that is slow and deliberate?
5. Considering your personal history, what situations, client groups, or activities might be challenging for you?
6. How do you typically respond when you are in a personally stressful or anxiety-producing situation? What helps you to cope in such situations? Be specific.
7. How do you typically respond when others are in a crisis or in a stressful and anxious situation? What helps you in such situations? Be specific.
8. How do you like to work? Do you prefer completing assignments on your own? Do you prefer to work as part of a team?
9. What kind of supervision is most beneficial to you? Describe the characteristics of your “dream” supervisor.
10. What kind of supervision is most difficult for you? Describe the characteristics of your “nightmare” supervisor.
11. How do you prefer to be acknowledged – verbal or written? Public or private?
12. Reflecting on the items above, describe your best possible field placement environment.

**DAEMEN COLLEGE - SOCIAL WORK
FIELD EDUCATION SELECTION AND GOALS**

Please identify your top three (3) choices for field placement below. Include the organizational and program name (where possible).

1. _____
2. _____
3. _____

Please identify why you are interested in securing a field placement with these organizations/programs.

Please identify three to five (3-5) goals you have related to your field placement experience. These goals may be related to specific social work skills you would like to develop, knowledge or experiences you would like to gain, or personal development. Please be as clear and specific as possible.

1. _____

2. _____

3. _____

4. _____

5. _____

**DAEMEN COLLEGE - SOCIAL WORK
FIELD EDUCATION STATEMENT OF UNDERSTANDING**

Students are expected to be familiar with the policies and practices of Social Work Field Education at Daemen College. As a student preparing for Field Education, I have read and understand each of the following documents:

Field Education Manual	YES	NO
Safety Acknowledgement	YES	NO
Daemen College Guidelines for Off Campus Learning Experiences	YES	NO
Learning Contract and Evaluation (Mid- and Final)	YES	NO

I understand the commitment and dedication that field education will require of me. I further recognize that these activities are designed to promote my professional development as a generalist practice social worker.

YES NO

I agree to participate in all required pre-placement orientations and/or trainings provided by Daemen College Social Work and the organization where I will have my field placement.

YES NO

I agree to complete approximately 16 hours in my field placement setting per week during the fall and spring semesters.

YES NO

I agree to abide by the National Association of Social Workers (NASW) Code of Ethics in the field setting.

YES NO

I understand that I will be unable to complete the Undergraduate Social Work Degree Program if I do not complete my Field Education experience.

YES NO

My signature below verifies each of my responses above.

Student Signature

Date

Printed Name

**DAEMEN COLLEGE – SOCIAL WORK
FIELD EDUCATION BACKGROUND CHECK AND SCREENING STATEMENT**

Please be aware that federal and state laws mandate criminal background checks (including review of arrest records) for individuals working with children and youth, persons with disabilities, and senior citizens. Students who have a criminal record may be determined to be ineligible for field placement in certain agencies and/or programs.

In addition, agencies reserve the right to require students to take and pass a drug and/or communicable disease screening before accepting them into field placement. Students who refuse to participate in a screening or screen positive for drugs and/or communicable disease(s) may also be determined to be ineligible for field placement in a certain agency and/or program.

It is the responsibility of the Daemen College Social Work Program to work with students to identify field placement opportunities that meet their educational and personal needs. **Students who face challenges related to background checks and/or screenings are strongly encouraged to make their situation known to the Director of Field Education as soon as possible.** This will enable the Director of Field Education to provide appropriate guidance to the student regarding field placement.

Students who fail to complete their field placement requirement will be unable to complete the Undergraduate Social Work degree program.

By signing this form, you are verifying that you have read and understand the information provided above.

Student Signature

Date

Printed Name

**DAEMEN COLLEGE - SOCIAL WORK
FIELD EDUCATION RELEASE OF INFORMATION**

To facilitate the field placement process, the Daemen College Department of Social Work and Sociology requests permission to release pertinent information about a Student's education, work and volunteer experience, interests, and/or special needs with representatives from an identified partner agency. Without a written release, the Department is unable to provide this information as the Family Educational Rights and Privacy Act (FERPA) prohibits such activity.¹

The request for information release is limited to the Student's Field Education Application, professional resume, and/or information shared as part of their program interview. Such information is often deemed necessary to make an appropriate decision regarding the "goodness of fit" for both the Student and the Field Educator and to ensure that the proposed placement has the potential to provide a positive learning experience including ample opportunities for professional growth. The release request does not include the Student's Daemen College Application, Social Work Upper Division Application, personal references, or transcripts.

As a student in the Daemen College Bachelor of Arts in Social Work Program, I have read and understand the information presented above.

YES NO

I understand that I have the authority to grant or deny permission for the release of my personal information.

YES NO

I grant permission to release the following information to partner agencies for the purpose of field placement. This release extends to several agencies, when necessary, until a mutually selected placement has been determined.

Field Education Application	YES	NO
Professional Resume	YES	NO
Program Interview Information	YES	NO

I understand that, once placed, this release will remain in effect for one year for the purposes of monitoring student performance/behavior and identifying concerns, unless revoked by me.

YES NO

I understand that I may revoke this consent, but such revocation will only be effective from date of the Department's receipt of written revocation going forward and could impact my ability to remain in my current field placement.

YES NO

SIGNATURE

Student Signature

Date

Student's Name (Print)

¹ FERPA is a Federal law that protects the privacy of student education records and restricts federally funded colleges and universities from disclosing personally identifiable information to a third party without their written consent.

**DAEMEN COLLEGE - SOCIAL WORK
FIELD PLACEMENT SELECTION FORM - STUDENT**

Student Name: _____

Placement Agency Name: _____

Placement Agency Program: _____

Placement Address: _____

Agency Interviewer: _____

Field Educator: _____

Task Supervisor (as needed): _____

Date of Interview: _____

What, if any, concerns do you have about this field placement? Please describe.

Please describe any special considerations discussed during interview.

Please initial your choice and sign below.

_____ I accept this placement.

_____ I decline this placement.

Student Signature

Date

**DAEMEN COLLEGE - SOCIAL WORK
FIELD PLACEMENT SELECTION FORM – FIELD EDUCATOR**

Student Name: _____

Placement Agency Name: _____

Placement Agency Program: _____

Placement Address: _____

Agency Interviewer: _____

Field Educator: _____

Task Supervisor (as needed): _____

Date of Interview: _____

What, if any, concerns do you have about this Student? Please describe.

Please describe any special considerations discussed during interview.

Please initial your choice and sign below.

_____ I accept this Student for placement.

_____ I decline this Student for placement.

Agency Representative Signature

Date

MEMORANDUM OF AGREEMENT
between
Daemen College
Division of Health and Human Services
Department of Social Work and Sociology
Bachelor of Arts - Social Work Program
and

(Fill In Agency Name Here)

The purpose of this agreement is to establish an affiliation between Daemen College and _____ (hereafter known as "Community Agency") to cooperatively provide Field Education to students as part of the Bachelor of Arts - Social Work Program.

This agreement becomes effective on _____ and will be reviewed as needed.

THE DAEMEN COLLEGE BACHELOR OF ARTS - SOCIAL WORK PROGRAM AGREES TO:

1. Instruct students using a curriculum which focuses on the development of Council of Social Work Accreditation (CSWE) identified core competencies (10) and practice behaviors (41).
2. Oversee the field education application process including identification of appropriate field placements based on student interests, current competencies, and career goals.
3. Provide Community Agency appropriate information about each student's background and professional interests to ensure an informed decision is made regarding placement.
4. Host a required orientation for field educators and task supervisors to include a program overview, a description of key roles and responsibilities, a discussion of the student learning contract, and evaluation protocols.
5. Provide Community Agency with a copy of the *NASW Code of Ethics* and the Daemen College Social Work Field Manual describing program goals, policies, and required content for the generalist level of practice.
6. Establish a field education calendar complete with learning contract and evaluation due dates, estimated dates for site visits, and other materials utilized in field education.
7. Orient students to field education expectations with respect to rules, expectations, and protocols especially as it pertains to Social Work ethics and professional conduct.
8. Provide a weekly Field Education Seminar during which students have the opportunity to share accomplishments, discuss concerns, and secure provide information on topics pertinent to social work and/or field education issues.
9. Provide guidelines to Community Agency and student for use in preparing learning contracts including educational objectives (related to development of core competencies and demonstration of practice behaviors) and field learning experiences.

10. Assist the Community Agency and student in identifying appropriate field placement activities that meet criteria established by Daemen College for educational objectives (related to development of core competencies and demonstration of practice behaviors) and field learning experiences.
11. Conduct three site visits to Community Agency to discuss learning contract and review student performance (fall and spring).
12. Provide additional consultation, information, and/or training to field educator, task supervisor, and other Community Agency staff as needed or desired.
13. Evaluate overall performance in field education with input from both the field educator and student. Each semester, the Director of Field Education will assign a grade of Pass/Fail for Field Education based on the number of hours completed and learning contract evaluations. A separate grade will be provided for the Field Education Seminar.
14. Work with field educator and student to address any concerns that arise related to field education. This includes but is not limited to problems with educational preparation, student performance, supervision, and/or difficulties in the field placement setting.

Daemen College's Bachelor of Arts - Social Work Program carries final responsibility for the administration of Field Education including any and all decisions regarding student performance (i.e., the number of field education hours completed, credit awarded, and final grades).

THE COMMUNITY AGENCY AGREES TO:

1. Determine the number of Field Education placements available at the Community Agency as well as the associated schedule of hours for activities.
2. Designate a field educator who holds a Baccalaureate or Master's Degree in Social Work from a CSWE-accredited program as per requirements of the national accrediting body. In instances where such an individual is unavailable, the Community Agency will work with Daemen College to identify an appropriate task supervisor at the location and ensure that appropriate supervision is provided by a licensed professional social worker (See: Item six below).
3. Interview student(s) proposed for potential placement in a manner that is consistent with Daemen College's nondiscrimination policies which prohibit discrimination against persons on the basis of race, sex, creed, color, religion, national origin, sexual orientation, age, marital status, disability or status as a disabled veteran or veteran.
4. Provide student with an orientation to the Community Agency and its services including any safety procedures and/or required trainings applicable to the field placement setting. The Community Agency will also take responsibility for ensuring that the student completes any necessary screenings or background checks required by law or organizational policy.
5. Ensure that student has regular access to a reasonable workspace as well as necessary equipment to perform job functions (e.g., computer, telephone). The workspace should allow privacy to perform specified duties and offer a safe and secure place to store personal items.

6. Provide reimbursement for any expense incurred by the student on behalf of the Community Agency or its clients. This should include reasonable reimbursement for travel expenses. Note: Students are not allowed to transport clients in their personal vehicle at any time.
7. Ensure the provision of regular supervision with a Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) for a minimum of one hour per week. Supervision can be provided one-on-one or via group supervision and should involve on-going evaluation of student performance based on their learning contract.
8. Engage student as a learner by offering opportunities to participate in the overall agency activities including staff meetings, in-service trainings, community meetings, or other professional development as appropriate to the educational level and practice competency of the student and in keeping with CSWE guidelines.
9. Endeavor to increase student knowledge of the social work profession, their awareness and acceptance of social work values and ethics, and their skills as professionally responsible, competent, and committed generalist practitioners.
10. Provide valuable and meaningful assignments to student including exposing them to experiences in which they must confront social work values and ethics as well as social and economic injustice. Opportunities to address the needs of diverse and at risk populations through direct service and collaborative experiences should be a primary focus of activity as well as the integration of theory into practice with individuals, families, groups, organizations, and communities.
11. Participate in three site visits with the Daemen College Bachelor of Arts – Social Work Program Director of Field Education to discuss learning contract and review student performance (fall and spring).
12. Maintain regular contact with the Daemen College Bachelor of Arts – Social Work Program Director of Field Education particularly if there is a concern about student performance as described in the Field Manual.
13. Assist students in the identification of a “client” appropriate for the completion of their Field Education Case Assignment. This may include providing the student access to a client and/or their records to complete required assignments. De-identified information about the case will be presented at an end of year forum held at Daemen College.
14. Prepare and submit learning contract evaluations per the timeline provided by Daemen College Bachelor of Arts - Social Work Program.

Specific concerns of the Community Agency that are not encompassed in this Memorandum of Understanding can also be included by mutual consent.

Agency Name:	
Address:	
Phone:	
Supervisor:	

Community Agency Administrator

Signature _____

Name Printed _____

Title _____

Date _____

Community Agency Field Educator

Signature _____

Name Printed _____

Title _____

Date _____

**Daemen College Bachelor of Arts - Social Work
Director of Field Education**

Name _____

Printed _____

Title _____

Date _____

Daemen College

Guidelines for Off-Campus Learning Experiences

Safety guidelines for Daemen College students who participate in service learning, co-ops, internships, clinical rotations, field experiences, student teaching, volunteer or any other learning experience.

To help ensure that your external learning experience is a comfortable, safe, rewarding, reflective, and lasting experience, we ask you to acquaint yourself with the following requirements and safety guidelines. You will need to sign and keep a copy of these guidelines to acknowledge that you have received them and that you understand possible risks associated with your academic related experience.

The "College Site Coordinator" referred to hereafter will be, depending on students' experiences: the Service Learning Coordinator, a Career Services advisor, the Coordinator of Student Teacher Placement, Clinical Coordinator for Physical Therapy, Clinical Coordinator for Physician Assistant, Field Placement Coordinator for Social Work or the Director of Health Care Studies. The Service Learning Coordinator, Director of Career Services, Associate Dean of the College, and Dean of Students are also available for any general advice or answers to questions you may have about your off-campus learning experience.

Safety guidelines for students traveling abroad are separately published by the College's Office of Global Programs. All students/student groups traveling abroad under the auspices of Daemen College must be approved by the Director of Global Programs.

Insurance Issues

Daemen College does not assume responsibility for health-care-related costs arising from the illness or injury of a student. The College recommends that all students have health insurance. All resident students, international students, student athletes and students in health related fields of study who are participating in clinical internships/clerkships/external learning experiences must be covered by health insurance and have proof of that coverage. Both full and part-time students are eligible to purchase the Daemen College Student Sickness and Injury Insurance Plan which provides basic health insurance coverage to students in compliance with the Affordable Care Act. Students may contact Susan Girard in the *Office of Health & Insurance Services* to arrange for coverage or to get more information concerning the Plan.

The College has an Educators General Liability insurance policy which provides coverage to authorized student volunteers and the College in the event a claim for damages is made against either party as a result of an accident or negligence while performing duties in a College sponsored activity.

Any incident which is determined to have occurred outside the scope of a Daemen College sponsored activity **may** be covered under students' individual homeowners' policy, parents' homeowners' policy or professional liability insurance. Professional liability insurance is available through various professional organizations e.g. American Counseling Association, National Association of Social Work, among others. For clinical affiliations and similar external learning experiences, your department will advise you of the requirements.

Safety and Security Issues

Awareness of your surroundings

Attend any training or orientation sessions provided by your site. These may include specific and general information about the organization, neighborhood, or community. Know the organization's policies and reporting structures, and follow them. Know how your site supervisor will interface with your Daemen College site coordinator. Follow any guidelines provided to ensure your own well-being. Always ask questions of your site supervisor to clarify any issues. Complete any paperwork required by your site. Be sure that your status is duly recognized by the agency – that is, that you are authorized to be on the premises and in what capacity. Visit the website of the agency of your to learn about the organization's mission, location, and opportunities, so you will have realistic expectations of what your academic learning experience may entail.

Pay attention to health risks and requirements. You may be required to take/show proof of having TB tests, rubella tests and/or various vaccinations/immunizations required by the agency, state, or country. If you are required by your site to complete any health screenings or preventive routines such as vaccinations, you are required to use your own insurance if these costs are not covered by the site.

Take an active role in your safety and well-being. Be aware of your environment and possible risks. Violence, drugs, and personal safety issues may be factors at your location. Be aware of potential unpredictable behavior of clients and learn strategies for handling such

behaviors. If a situation does not seem safe, leave and get help as needed. Educate yourself about your site by asking the College's coordinator and your site supervisor about possible risks.

If home visits are a part of your experience, perform these in pairs, do not go alone. Do not park your car in the driveway of the home you visit; in the home, sit facing the front door and have access to an exit.

Follow the guidelines or protocols you have been given about client and employee safety and ensure that any irregularities are reported immediately to your site supervisor. If you feel uncomfortable with any person or situation, inform your site supervisor and the College coordinator. If you feel that your site supervisor is not the suitable person, contact higher management. Crimes, e.g. suspected child abuse, should also be reported to the appropriate law enforcement agency.

Vehicle safety

When driving, pay attention to weather conditions; travel on well-lighted, populated streets. Keep your doors locked and windows rolled up.

Park in well-lit and and/or high traffic areas. Lock your vehicle and put all valuables (laptops, cell phones, electronics, handbags, any purchases, etc.) out of sight in the glove compartment or trunk.

Make sure your vehicle is in good working order and that you have at least a ½ tank of gas at all times. Even if you are familiar with the area in which you are traveling, it is a good idea to carry a map or have navigation software – especially in case of inclement weather and/or need to take an alternate route.

Do not use your personal vehicle to transport clients or people you do not know. Be aware of any personal vehicle insurance coverage limitations concerning passengers.

If you are using public transportation, make sure that you are aware of the routes, schedules, times, and have the correct fares.

If you plan to use Campus transportation to and from off-campus sites, the use of seat belts by the driver and all passengers, at all times, is mandatory.

Personal safety

When possible, don't walk alone or at night. Don't isolate yourself. If you or someone in your group has a cell phone, make sure it is charged and ready to use.

Inform friends, relatives, and/or professors of your whereabouts. Make sure someone reliable knows where you're going, when you're leaving and returning. If plans change, notify them.

If you attend after-hours meetings, home visits or go to other sites that you are not familiar with, be aware of the location or neighborhood. If you are uncomfortable going to any such place, discuss the situation with your supervisor. Do not take unnecessary risks.

If you are injured on the site, promptly report your injury to your immediate supervisor, site coordinator and the College coordinator for documentation and action.

Always wash your hands or use hand sanitizer:

- Between caring for individual patients/clients
- Before entering and after leaving the agency
- Before and after eating
- After coughing, sneezing or using the restroom
- When possible, cough into the crook of your arm instead of your hand

Try to take reasonable care and caution at your site as a means to enhance your experience and your margin of safety and the safety of others. Pay attention to details, ask questions and pay attention to supervisors' advice. For example, be aware of any food allergies (peanuts, nuts, milk) or other allergies (such as bee stings), that agency clients may have, especially young children you may give snacks to and/or take outside. Also make sure to have your own allergy medicines on hand at all times (such as EpiPens).

Confidentiality

You may come into contact with confidential information during your external learning experience – be sure you are clear about your site’s expectations of you in this regard. Serious problems or potential legal action can result from careless disclosure of confidential information. This includes not disclosing any confidential information or making disparaging or otherwise indiscreet remarks about the company or organization, its products, services, clients or personnel in conversation, on Facebook, Twitter, LinkedIn or other such social networking sites, or through email. Photos should not be taken unless expressly permitted by your supervisor. Note that some locations may not permit any photos to maintain confidentiality of clients and/or staff.

If something said or done at the site does make you uncomfortable and/or may be inappropriate or illegal, you should inform your site supervisor and/or your College site coordinator as soon as possible.

IN CASES OF EMERGENCY OR CONCERN

If concerns of a serious nature arise (e.g. accident, harassment), immediately contact your site supervisor or higher management AND your College site coordinator.

Associate Vice President for Academic Affairs/Associate Dean of the College 08/14

Guidelines for Off-Campus Learning Experiences**Acknowledgement (for student)**

I have read the above information and any additional information provided by my coordinator and/or site. I have discussed any potential concerns with the College's coordinator and I understand that this experience may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of the site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my Daemen College coordinator and my on-site supervisor immediately of any incident or situation that may be a cause for concern under these guidelines. I verify that I have health insurance as required by the College, and all immunizations as required by New York State.

Student Signature

Date

I have read the above information and any additional information provided by my coordinator and/or site. I have discussed any potential concerns with the College's coordinator and I understand that this experience may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of the site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my Daemen College coordinator and my on-site supervisor immediately of any incident or situation that may be a cause for concern under these guidelines. I verify that I have health insurance as required by the College, and all immunizations as required by New York State.

Student Signature

Date

**DAEMEN COLLEGE SOCIAL WORK PROGRAM
FIELD PLACEMENT LEARNING CONTRACT AND EVALUATION FORM**

Student Name:	Semester(s) Covered by Contract:
Field Educator/Task Supervisor Name(s):	Field Placement Organization:
Placement Schedule:	Supervision Schedule:

HOW TO USE THIS DOCUMENT:

This document is the Learning Contract **and** Mid-Year and Final Evaluation form for all social work students in field placement.

Learning Contract

Students and Field Educators (and Task Supervisors, as necessary) should work together to develop a list of educationally-sound learning experiences that will assist the student in demonstrating each of the Council on Social Work Education (CSWE) identified competencies and practice behaviors. Targeted completion dates for each activity should be included as well. Please provide a typed, unsigned copy of your completed learning contract to the Field Director by the date specified on the Field Calendar. The document will be signed following a meeting with the Student, Field Educator, and Director of Field Education in October or November.

Evaluation

Students and Field Educators should use this form to evaluate the student's progress in achieving CSWE identified competencies by circling a rating on each of the individual practice behaviors listed as well as the overall competency. Ratings should be provided by both the Student and the Field Educator using the scale below and should include a narrative that provides specific evidence of development. Handwritten materials are acceptable; include additional pages as needed.

5	Advanced Competence – Expertly demonstrates awareness, knowledge, and skills as a social work field placement student. Student displays creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors associated with a given competency at a superior level.
4	Competence - Demonstrates awareness, knowledge, and skills as a social work field placement student. The student is able to perform the set of practice behaviors associated with a given competency well and with consistency.
3	Emerging Competence - Demonstrates beginning awareness, knowledge, and skills as a social work field placement student. While there may be unevenness (including limited regression or immobilization during times of stress or pressure), the student offers evidence of both the motivation and capacity to perform the set of practice behaviors associated with a given competency satisfactorily.
2	Insufficient Progress - Rarely demonstrates awareness, knowledge, and skills as a social work field placement student. The student appears to face difficulties in developing the ability to perform the set of practice behaviors associated with a given capacity minimally.
1	Unacceptable Progress - Never demonstrates awareness, knowledge, and skills as a social work field placement student. The student is unable to function in a social work environment.

Once the Student and Field Educator have had a chance to review the document at the end of the first semester, please forward a signed copy of this form to the Director of Field Education. Keep the original form and add the final evaluation to it before submitting the fully completed and signed document.

LEARNING CONTRACT

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #1: Identify as a professional social worker, apply social work ethical principles to guide professional practice and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION					FINAL EVALUATION				
Advocate for client access to the services of social work	5	4	3	2	1	5	4	3	2	1
Practice personal reflection and self-correction to assure continual professional development	5	4	3	2	1	5	4	3	2	1
Attend to professional roles and boundaries	5	4	3	2	1	5	4	3	2	1
Demonstrate professional demeanor in behavior, appearance, and communication	5	4	3	2	1	5	4	3	2	1
Engage in career long learning	5	4	3	2	1	5	4	3	2	1
Use supervision and consultation	5	4	3	2	1	5	4	3	2	1
OVERALL RATING COMPETENCY #1	5	4	3	2	1	5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #1: Identify as a professional social worker, apply social work ethical principles to guide professional practice and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION					FINAL EVALUATION				
	5	4	3	2	1	5	4	3	2	1
Advocate for client access to the services of social work	5	4	3	2	1	5	4	3	2	1
Practice personal reflection and self-correction to assure continual professional development	5	4	3	2	1	5	4	3	2	1
Attend to professional roles and boundaries	5	4	3	2	1	5	4	3	2	1
Demonstrate professional demeanor in behavior, appearance, and communication	5	4	3	2	1	5	4	3	2	1
Engage in career long learning	5	4	3	2	1	5	4	3	2	1
Use supervision and consultation	5	4	3	2	1	5	4	3	2	1
OVERALL RATING COMPETENCY #1	5	4	3	2	1	5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #2	MID-YEAR EVALUATION				
Recognize and manage personal values in a way that allows professional values to guide practice	5	4	3	2	1
Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	5	4	3	2	1
Tolerate ambiguity in resolving ethical conflicts	5	4	3	2	1
Apply strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1
OVERALL RATING COMPETENCY #2	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #2	MID-YEAR EVALUATION				
Recognize and manage personal values in a way that allows professional values to guide practice	5	4	3	2	1
Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	5	4	3	2	1
Tolerate ambiguity in resolving ethical conflicts	5	4	3	2	1
Apply strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1
OVERALL RATING COMPETENCY #2	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #3	MID-YEAR EVALUATION				
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	5	4	3	2	1
Analyze models of assessment, prevention, intervention, and evaluation	5	4	3	2	1
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1
OVERALL RATING COMPETENCY #3	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #3	MID-YEAR EVALUATION				
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	5	4	3	2	1
Analyze models of assessment, prevention, intervention, and evaluation	5	4	3	2	1
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1
OVERALL RATING COMPETENCY #3	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #4: Engage diversity and difference in practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #4: Engage diversity and difference in practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #4	MID-YEAR EVALUATION				
Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1
Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups	5	4	3	2	1
Recognize and communicate their understanding of the importance of difference in shaping life experiences	5	4	3	2	1
View themselves as learners and engage those with whom they work as informants	5	4	3	2	1
OVERALL RATING COMPETENCY #4	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #4: Engage diversity and difference in practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #4	MID-YEAR EVALUATION				
Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1
Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups	5	4	3	2	1
Recognize and communicate their understanding of the importance of difference in shaping life experiences	5	4	3	2	1
View themselves as learners and engage those with whom they work as informants	5	4	3	2	1
OVERALL RATING COMPETENCY #4	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #5: Advance human rights and social and economic justice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #5: Advance human rights and social and economic justice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #5	MID-YEAR EVALUATION				
Understand the forms and mechanisms of oppression and discrimination	5	4	3	2	1
Advocate for human rights and social and economic justice	5	4	3	2	1
Engage in practices that advance social and economic justice	5	4	3	2	1
OVERALL RATING COMPETENCY #5	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #5: Advance human rights and social and economic justice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #5	MID-YEAR EVALUATION				
Understand the forms and mechanisms of oppression and discrimination	5	4	3	2	1
Advocate for human rights and social and economic justice	5	4	3	2	1
Engage in practices that advance social and economic justice	5	4	3	2	1
OVERALL RATING COMPETENCY #5	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #6	MID-YEAR EVALUATION				
Use practice experience to inform scientific inquiry	5	4	3	2	1
Use research evidence to inform practice	5	4	3	2	1
OVERALL RATING COMPETENCY #6	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #6	MID-YEAR EVALUATION				
Use practice experience to inform scientific inquiry	5	4	3	2	1
Use research evidence to inform practice	5	4	3	2	1
OVERALL RATING COMPETENCY #6	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #7	MID-YEAR EVALUATION				
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1
Critique and apply knowledge to understand person and environment	5	4	3	2	1
OVERALL RATING COMPETENCY #7	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #7	MID-YEAR EVALUATION				
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1
Critique and apply knowledge to understand person and environment	5	4	3	2	1
OVERALL RATING COMPETENCY #7	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #8	MID-YEAR EVALUATION				
Analyze, formulate, and advocate for policies that advance social well-being	5	4	3	2	1
Collaborate with colleagues and clients for effective policy action	5	4	3	2	1
OVERALL RATING COMPETENCY #8	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #8	MID-YEAR EVALUATION				
Analyze, formulate, and advocate for policies that advance social well-being	5	4	3	2	1
Collaborate with colleagues and clients for effective policy action	5	4	3	2	1
OVERALL RATING COMPETENCY #8	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #9: Respond to contexts that shape practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #9: Respond to contexts that shape practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #9	MID-YEAR EVALUATION				
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5	4	3	2	1
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1
OVERALL RATING COMPETENCY #9	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #9: Respond to contexts that shape practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #9	MID-YEAR EVALUATION				
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5	4	3	2	1
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1
OVERALL RATING COMPETENCY #9	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #10	MID-YEAR EVALUATION				
Engagement					
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	5	4	3	2	1
Use empathy and other interpersonal skills	5	4	3	2	1
Develop a mutually agreed-on focus of work and desired outcomes	5	4	3	2	1
Assessment					
Collect, organize, and interpret client data	5	4	3	2	1
Assess client strengths and limitations	5	4	3	2	1
Develop mutually agreed-on intervention goals and competencies	5	4	3	2	1
Select appropriate intervention strategies	5	4	3	2	1
Intervention					
Initiate actions to achieve organizational goals	5	4	3	2	1
Implement prevention interventions that enhance client capacities	5	4	3	2	1
Help clients resolve problems	5	4	3	2	1
Negotiate, mediate, and advocate for clients	5	4	3	2	1
Facilitate transitions and endings	5	4	3	2	1
Evaluation					
Critically analyze, monitor, and evaluate interventions	5	4	3	2	1
OVERALL RATING COMPETENCY #10	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #10	MID-YEAR EVALUATION				
Engagement					
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	5	4	3	2	1
Use empathy and other interpersonal skills	5	4	3	2	1
Develop a mutually agreed-on focus of work and desired outcomes	5	4	3	2	1
Assessment					
Collect, organize, and interpret client data	5	4	3	2	1
Assess client strengths and limitations	5	4	3	2	1
Develop mutually agreed-on intervention goals and competencies	5	4	3	2	1
Select appropriate intervention strategies	5	4	3	2	1
Intervention					
Initiate actions to achieve organizational goals	5	4	3	2	1
Implement prevention interventions that enhance client capacities	5	4	3	2	1
Help clients resolve problems	5	4	3	2	1
Negotiate, mediate, and advocate for clients	5	4	3	2	1
Facilitate transitions and endings	5	4	3	2	1
Evaluation					
Critically analyze, monitor, and evaluate interventions	5	4	3	2	1
OVERALL RATING COMPETENCY #10	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

The Student and Field Educator (and Task Supervisor, as necessary) have worked together to develop a list of educationally-sound learning experiences that will assist the student in demonstrating each of the Council on Social Work Education (CSWE) identified competencies and associated practice behaviors.

By affixing signatures below, they indicate agreement with the Learning Contract and support its implementation.

Each of the individuals whose signatures appear below has had an opportunity to review and provide individual comment related to this learning contract.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

OVERALL MID-YEAR EVALUATION

STUDENT

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT

STUDENT COMMENTS

OVERALL MID-YEAR EVALUATION

FIELD EDUCATOR

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
AREAS WHERE GROWTH WAS MOST EVIDENT	FUTURE LEARNING NEEDS AND RECOMMENDATIONS

MID-YEAR EVALUATION SIGNATURES

Each of the individuals whose signatures appear below has had an opportunity to review and provide individual comment related to this evaluation.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

OVERALL FINAL EVALUATION

STUDENT

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT

STUDENT COMMENTS

OVERALL FINAL EVALUATION

FIELD EDUCATOR

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
AREAS WHERE GROWTH WAS MOST EVIDENT	FUTURE LEARNING NEEDS AND RECOMMENDATIONS

FINAL EVALUATION SIGNATURES

Each of the individuals whose signatures appear below has had an opportunity to review and provide comment on this evaluation.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

PLEASE KEEP A COPY OF THIS COMPLETED DOCUMENT FOR YOUR RECORDS.

**DAEMEN COLLEGE - SOCIAL WORK
WEEKLY ACTIVITY LOG**

STUDENT:

FIELD PLACEMENT AGENCY:

FIELD EDUCATOR:

DATES COVERED IN LOG:

TOTAL HOURS WORKED THIS WEEK:

CUMMULATIVE SEMESTER HOURS:

ACTIVITIES FROM THIS WEEK

LEARNING CONTRACT PROGRESS

SUPERVISION

CURRENT CHALLENGES

PLAN FOR ADDRESSING CHALLENGES

PROFESSIONALISM RUBRIC
DAEMEN COLLEGE – SOCIAL WORK PROGRAM

Student Name: _____

Course: _____

	(1)	(2)	(3)	(4)
Attendance	Misses class sessions regularly (More than 20% of class sessions without a reasonable excuse).	Misses class sessions often (10-20% of class sessions without a reasonable excuse).	Misses class sessions infrequently (Less than 10% of class sessions without a reasonable excuse).	Never misses class sessions (Attends all class sessions or has a reasonable excuse for any absence).
Lateness	Student is always late to class (More than 20% of class sessions without a reasonable excuse).	Student is frequently late to class (10-20% of class sessions without a reasonable excuse).	Student is infrequently late to class (Less than 10% of class sessions without a reasonable excuse).	Student is never late to class (Attends all class sessions on-time or has a reasonable excuse for lateness).
Preparation	Student not prepared for class; Clearly does not review material before attending class.	Student infrequently prepared for class; Likely does not review material before attending class.	Student is frequently prepared for class; Likely reviews material before attending class.	Student is always prepared for class; Clearly reviews material before attending class.
Participation	Student does not participate in class; Never offers ideas and/or asks questions.	Student seldom participates in class; Infrequently offers ideas and/or asks questions.	Student usually participates in class; Frequently offers ideas and/or asks questions.	Student always participates in class; Regularly offers ideas and/or asks questions.
Listening Skills	Student does not listen when others talk; Actively demonstrates disrespect for other people.	Student does not listen when others talk.	Student listens when others talk.	Student listens when others talk; Actively demonstrates respect for other people.
Behavior	Student almost always displays inappropriate or disruptive behavior in class.	Student occasionally displays inappropriate or disruptive behavior in class.	Student rarely displays inappropriate or disruptive behavior in class.	Student never displays inappropriate or disruptive behavior in class.
Assignments	Student never follows instructions for assignments.	Student seldom follows instructions for assignments.	Student usually follows instructions for assignments.	Student always follows instructions for assignments.

Please indicate your evaluation of the student's professionalism overall:

- Excellent
 Good
 Fair
 Poor

Comments:

PLAN FOR EVALUATION

Specific Indicators of Progress	Completion Date

By signing below, I acknowledge that I understand the information presented above and have been provided a copy of this document for my records.

Student:	
Faculty Member:	
Field Educator:	
Director of Field Education	
Undergraduate Program Director:	

**DAEMEN COLLEGE - SOCIAL WORK
FIELD EDUCATION EXPERIENCE – STUDENT EVALUATION**

The Daemen College Department of Social Work and Sociology is interested in securing candid feedback from Students and Agency Representatives about its Field Education programming. The Department takes this feedback very seriously, as part of its continuous improvement efforts. The information will be used to identify future field placements, modify policies and procedures, and to improve the overall field experience.

Please use the link provided to submit your confidential feedback via web-based survey. The Undergraduate Program Director will be responsible for reviewing the information gathered. Only aggregated information will be shared with Field Education Staff and/or Agency Representatives. Individual responses will not be shared at any time. Please complete the survey by close of business on the second Friday in May. Thank you!

Placement Agency:	_____
Agency Field Educator:	_____

FIELD EDUCATOR

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding your Field Educator.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Field Educator helped me develop generalist practice social work skills.	SA	A	D	SD
Field Educator helped me learn to integrate theory and practice.	SA	A	D	SD
Field Educator helped me to identify ethical challenges.	SA	A	D	SD
Field Educator helped me to better understand social work values.	SA	A	D	SD
Field Education helped me to engage in self-assessment.	SA	A	D	SD
Field Educator provided appropriate supervision.	SA	A	D	SD
Field Educator provided constructive feedback I was able to use.	SA	A	D	SD
Field Educator provided important resources to strengthen my practice.	SA	A	D	SD
Field Education provided suggestions about self-care.	SA	A	D	SD
Field Educator provided opportunities to enhance my professional development.	SA	A	D	SD

Overall, how would you rate your Field Educator?
 Excellent Good Fair Poor

What are the key strengths of this Field Educator?

How might this Field Educator improve?

FIELD PLACEMENT

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding your field placement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Field placement provided opportunities for me to develop as a professional social worker.	SA	A	D	SD
Field placement provided opportunities to explore social work ethics.	SA	A	D	SD
Field placement provided opportunities for me to engage in critical thinking.	SA	A	D	SD
Field placement provided opportunities to work with diverse clients.	SA	A	D	SD
Field placement provided opportunities to advocate for human rights and social and economic justice.	SA	A	D	SD
Field placement provided opportunities to utilize research skills.	SA	A	D	SD
Field Educator provided opportunities for me to employ knowledge of human behavior and the social environment.	SA	A	D	SD
Field Educator provided opportunities for me to engage in policy practice.	SA	A	D	SD
Field Educator provided opportunities to respond to contexts that shape practice.	SA	A	D	SD
Field placement provided opportunities to practice the generalist intervention model (engage, assess, intervene, and evaluate) with individuals, families, groups, organizations, and communities.	SA	A	D	SD

Overall, how would you rate your field placement?

Excellent Good Fair Poor

What are the key strengths of this field placement?

How might this field placement be improved?

DIRECTOR OF FIELD EDUCATION

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the Director of Field Education.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Director of Field Education provided timely information about Field Education.	SA	A	D	SD
The Director of Field Education provided timely responses to questions.	SA	A	D	SD
The Director of Field Education provided useful feedback about the selection process.	SA	A	D	SD
The Director of Field Education provided a helpful orientation to Field Education.	SA	A	D	SD
The Director of Field Education was knowledgeable about local resources.	SA	A	D	SD
The Director of Field Education was fair in dealings with students and agencies.	SA	A	D	SD
The Director of Field Education was respectful to program participants.	SA	A	D	SD
The Director of Field Education was a positive role model of social work values and ethics.	SA	A	D	SD

Overall, how would you rate the Director of Field Educator?

Excellent Good Fair Poor

What are the key strengths of the Director of Field Educator?

How might the Director of Field Education improve?

OVERALL FIELD EDUCATION EXPERIENCE

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the overall Field Education experience.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I had enough information to make informed decisions as part of the Field Education Program.	SA	A	D	SD
I understood my role and responsibilities as part of the Field Education Program.	SA	A	D	SD
I understood policies and procedures as part of the Field Education Program.	SA	A	D	SD
I received help when I needed it as part of the Field Education Program.	SA	A	D	SD
I was treated with respect as part of the Field Education Program.	SA	A	D	SD
I felt my contributions were valued as part of the Field Education Program.	SA	A	D	SD
I felt that my expectations were met as part of the Field Education Program.	SA	A	D	SD
I felt that I made a difference by being part of the Field Education Program.	SA	A	D	SD

Overall, how would you rate your overall Field Education Experience?

Excellent Good Fair Poor

What are the key strengths of the Daemen College Social Work Field Education Program?

How might the Daemen College Social Work Field Education Program improve?

Based on your experience, would you recommend the Daemen College Social Work Field Education Program to a family member, friend, or colleague? YES NO

Why or Why Not?

Is there anything else you wish to tell us?

Thank you very much for your valuable feedback.

**DAEMEN COLLEGE - SOCIAL WORK
FIELD EDUCATION EXPERIENCE – FIELD EDUCATOR EVALUATION**

The Daemen College Department of Social Work and Sociology is interested in securing candid feedback from Students and Agency Representatives about its Field Education programming. The Department takes this feedback very seriously, as part of its continuous improvement efforts. The information will be used to identify future field placements, modify policies and procedures, and to improve the overall field experience.

Please use the link provided to submit your confidential feedback via web-based survey. The Undergraduate Program Director will be responsible for reviewing the information gathered. Only aggregated information will be shared with Field Education Staff and/or Agency Representatives. Individual responses will not be shared at any time. Please complete the survey by close of business on the second Friday in May. Thank you!

Placement Agency:	
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DIRECTOR OF FIELD EDUCATION

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the Director of Field Education.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Director of Field Education provided timely information about Field Education.	SA	A	D	SD
The Director of Field Education provided timely responses to questions.	SA	A	D	SD
The Director of Field Education provided useful feedback about the selection process.	SA	A	D	SD
The Director of Field Education provided a helpful orientation to Field Education.	SA	A	D	SD
The Director of Field Education was knowledgeable about local resources.	SA	A	D	SD
The Director of Field Education was fair in dealings with students and agencies.	SA	A	D	SD
The Director of Field Education was respectful to program participants.	SA	A	D	SD
The Director of Field Education was a positive role model of social work values and ethics.	SA	A	D	SD

Overall, how would you rate the Director of Field Educator?

Excellent Good Fair Poor

What are the key strengths of the Director of Field Educator?

How might the Director of Field Education improve?

OVERALL FIELD EDUCATION EXPERIENCE

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the overall Field Education experience.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I had enough information to make informed decisions as part of the Field Education Program.	SA	A	D	SD
I understood my role and responsibilities as part of the Field Education Program.	SA	A	D	SD
I understood policies and procedures as part of the Field Education Program.	SA	A	D	SD
I received help when I needed it as part of the Field Education Program.	SA	A	D	SD
I was treated with respect as part of the Field Education Program.	SA	A	D	SD
I felt my contributions were valued as part of the Field Education Program.	SA	A	D	SD
I felt that my expectations were met as part of the Field Education Program.	SA	A	D	SD
I felt that I made a difference by being part of the Field Education Program.	SA	A	D	SD

Overall, how would you rate your overall Field Education Experience?

Excellent Good Fair Poor

What are the key strengths of the Daemen College Social Work Field Education Program?

How might the Daemen College Social Work Field Education Program improve?

Based on your experience, would you recommend the Daemen College Social Work Field Education Program to a family member, friend, or colleague? YES NO

Why or Why Not?

Is there anything else you wish to tell us?

Thank you very much for your valuable feedback.