



Field Education

FIELD EDUCATION MANUAL MASTER OF SOCIAL WORK

Updated: August 2018

Welcome to your Field Education Experience!

The Daemen College Master of Social Work Program has compiled this manual to aid you as you 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 contributions of the classroom with actual experience in the field. It brings vital dimension to graduate education and is designed to provide new and challenging experiences to maximize learning opportunities.

The hours of Field Education practice will prepare you to enter the workforce as a professional social work practitioner. Field Education provides a learning experience in which required competencies and practice behaviors are 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 well-being of all client groups.

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.



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Director of Field Education

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MASTER OF SOCIAL WORK PROGRAM
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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.

All MSW students are required to participate in a two-course Field Instruction and Seminar sequence (SW519-SW520 for Generalist Practice and SW619-620 for Advanced (Clinical) Practice Students).

- The first course focuses on the enhancement of 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 course 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 commensurate with their program level. Students present their client case to their peers and local social work professionals at the end of the semester.

In addition, students must also complete a Supervised Field Education Experience (commonly described as a professional internship) as required by our national accrediting body, the Council on Social Work Education (CSWE).

All MSW Students participating in Field Education must be supervised by a professional social worker who serves as their Field Educator. A qualified Field Educator 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;
- Be a Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) in New York State for Generalist Practice Students and a Licensed Clinical Social Worker (LCSW) in New York State for Advanced (Clinical) Practice Students;
- Have been employed at current agency for at least six months prior to serving as in Field Educator capacity;
- Provide documentation of degree and licensure status and complete an interview with the Director of Field Education; and
- Agree to participate in Field Educator orientation, follow-up trainings, and any required meetings.

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 MSW Program is prepared 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 will be required to provide a task supervisor who will provide the student with day-to-day tasks and support related to work assignments. The agency will also be required to ensure that the student receives weekly supervision from their identified Field Educator. Both the field educator and the task supervisor will be required to participate in Field Educator Orientation.

Daemen College provides access to in-service training, licensure preparation, access to the Daemen College library, research assistance, and other on campus activities as a thank you to Field Educators and Task Supervisors as well as their agencies. Daemen College's MSW Program also offers Field Educators/Task Supervisors up to three (3) course OR up to twelve (12) hours of continuing education tuition waivers per student, per semester.

Generalist Practice MSW students are required to complete a 450-hour, Supervised Field Education Experience (225 hours per semester). This activity affords students the opportunity to maximize the integration of generalist social work knowledge, values, and skills in a community setting. Generalist Practice MSW 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.

Advanced (Clinical) Practice MSW students are required to complete a 500-hour, Supervised Field Education Experience (250 hours per semester) under the direction of a qualified Field Educator. Students move toward advanced practice by employing clinical assessment tools and techniques for appropriate diagnosis of children, youth, and adults. Advanced students also demonstrate the ability to utilize culturally-appropriate, evidence-based research to guide their practice; analyze policy, procedures, and regulations that impact their practice; and demonstrate skill in working as professionals and across disciplines.

Students in active distress will be not be allowed to work with clients at their field placement.

Students must be enrolled in and taking MSW courses simultaneous to their field experience. Students who are absent from their MSW classes repeatedly or for a prolonged period (regardless of reason) will not be allowed to continue at their field placement until they return to regular classroom participation. Students who attend their field placement without attending their MSW classes will have their behavior documented through an Improvement Plan and may be subject to removal from class, field placement, or from the MSW program.

Students who do not pass Field Instruction and Seminar I or III during fall semester will not be allowed to continue in Field Education. In such circumstances, the student must repeat the course the following school year.

Students who do not pass Field Instruction and Seminar II during the spring semester of their Generalist Practice year will not be allowed to continue in Field Education. In such circumstances, the student must repeat both Field Instruction and Seminar I and II the following school year.

To earn a Master of Social Work degree at Daemen College, Students must complete 500-field hours in their Advanced (Clinical) Practice year and pass the Field Instruction and Seminar III and IV two-course sequence. Students complete 400 additional field hours as part of their BSW/BASW Program or 450 additional field hours within the Generalist Practice Curriculum of the Daemen College MSW Program. **A minimum of 900 field hours are completed by each MSW Program Student.**

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.

KEY TERMS USED IN FIELD EDUCATION

Core Competency	Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The Council on Social Work Education (CSWE), the national accrediting body for Social Work, has identified ten competencies 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 (Educational Policy Standards 2008).
Director of Field Education	Daemen College 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 Field Instruction and Seminar (I, II, III, IV). The Director of Field Education is primarily responsible for aiding in the resolution of challenges that may arise in the field placement setting.
Field Education Coordinator	Daemen College staff member who assists the Director of Field Education in locating and coordinating field placement opportunities for students. The Field Education Coordinators contacts agencies to determine their interest and willingness to host students at their locations. S/he may provide direct instruction to students through Field Instruction and Seminar (I, II).
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	Measurable 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.

ELIGIBILITY CRITERIA

To be eligible to participate in Field Education, Generalist Practice Students must:

- 1) Be accepted as a Master of Social Work (Two-Year) Program student by Daemen College faculty.
- 2) Complete a Field Education application and interview with Director of Field Education to identify their skills, availability, and areas of interest.
- 3) Interview with and be accepted at a Field Placement Agency under the supervision of a Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW). This individual must meet the criteria for Field Educator determined by Daemen College MSW Program.
- 4) Enroll in SW 519 (Fall Semester) and SW 520 (Spring Semester).
- 5) Complete Field Education Orientation.

To be eligible to participate in Field Education, Advanced (Clinical) Practice Students must:

- 1) Demonstrate that they are academically ready to move into the Advanced (Clinical) Practice curriculum by receiving a grade of B- or better in their practice and Field Education courses (within their Bachelor of Social Work (BSW) program or MSW Generalist Practice year).
- 2) Receive an average score of three or higher on at least seven of ten competencies included on their final Field Education evaluation (within their Bachelor of Social Work (BSW) program or MSW Generalist Practice year).
- 3) Complete a Field Education application and interview with Director of Field Education to identify their skills, availability, and areas of interest.
- 4) Interview with and be accepted at a Field Placement Agency under the supervision of a Licensed Clinical Social Worker (LCSW). This individual must meet the criteria for Field Educator determined by Daemen College MSW Program.
- 5) Enroll in SW619 (Fall Semester) and SW620 (Spring Semester).
- 6) Complete Field Education Orientation (as directed).

All MSW Students must demonstrate professionalism in courses and field placement (as evidenced by MSW Professionalism Rubric) to continue in Field Education.

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 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 Memorandum of Agreement and prepares to enter field placement	Signs Memorandum of Agreement and prepares to have student at field placement location	Ensures appropriate paperwork has been secured and reviews signed Memorandum of 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 Instruction and Seminar (I, II, III, IV)
	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

	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
EVALUATION ACTIVITIES	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

Generalist Practice

Under professional supervision, students 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 Generalist Practice field placement experiences.

1. **Techniques to Help a Student Become a Professional.** The process of becoming a professional 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 will have had some practice in interviewing clients and/or professionals in various systems. Since these activities are introduced in an academic setting, 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 observe task group dynamics. Eventually, however, the student should 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, 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.

Advanced (Clinical) Practice

Working under the direction of a Licensed Clinical Social Worker (LCSW), Advanced (Clinical) Practice MSW Program students will move toward advanced practice by employing clinical assessment tools and techniques for appropriate diagnosis of children, youth, and adults. Advanced students will also demonstrate the ability to utilize culturally-appropriate, evidence-based research to guide their practice; analyze policy, procedures, and regulations that impact their practice; and demonstrate skill in working with professionals and across disciplines.

What follows is a description of desirable Advanced (Clinical) Practice field placement experiences.

1. **Techniques to Help a Student Become a Professional.** At this level, students should readily identify as social work professionals and engage the person-in-environment and strengths perspective in their practice. They should also recognize and manage their personal values and use ethical guidelines in their decision-making. Advanced (Clinical) Practice students must be provided ample opportunities to develop, manage, and maintain therapeutic relationships with clients and demonstrate professional use of self (especially as it relates to mitigation of clinical risk) within their field placement. Opportunities to identify their professional strengths, limitations, and challenges should be included as a regular part of supervision with their field educator. Students should seek out professional development opportunities through in-service trainings, conferences, and continuing education at their field agency or in the community. Population-or skill-based professional certification programs should be explored.
2. **Interviewing Experiences.** Advanced (Clinical) Practice students are expected to engage directly with clients (children, youth, adults) within their field placement. They are trained to engage clients and successfully complete bio-psycho-social-spiritual and client readiness assessments. Students need opportunities to hone their interviewing skills including use of evidence-based interview schedules and assessment tools. Students should demonstrate facility with identifying these resources as well as appropriate use of them. Field educators are asked to assist students in securing needed training related to agency-required instruments. Students should also demonstrate capacity to engage clients in a culturally competent and sensitive manner when conducting interviews – acknowledging the effects of oppression, discrimination, and historical trauma as well as privilege.
3. **Experiences in Relating to Individuals.** Where possible, Advanced (Clinical) Practice students should have access to their own clients in the field placement setting. This will enable them to demonstrate their ability to work effectively with diverse and disempowered populations and help them learn to utilize standardized clinical assessment tools and engage in differential diagnosis. Partnering with their clients, students should identify measurable goals and objectives (short- and long-term) and utilize appropriate evidence-based therapeutic interventions to maximize client responsiveness. Field educators play an important role in helping students to effectively use various tools and techniques and identify issues related to transference and counter-transference when working with clients. Similarly, field educators provide critical guidance ensuring that students maintain fidelity to intervention models and critically examine and effectively evaluate their practice.

4. **Experience in Relating to Families or Family Members.** When working with clients, students should acknowledge the importance of family dynamics and interactions as well as their potential impact on individual clients. Students should also recognize the importance of diversity and difference when engaging families, clinically or otherwise. Through their courses, students develop an understanding of evidence-based techniques for use in working directly with families. Where possible, students should secure opportunities to engage, assess, or intervene with families or family members through their field placement. Before doing so, students should identify risk factors related to engagement with families and intervene appropriately – seeking guidance from their field educator as needed.
5. **Experience with Groups.** Students should secure experience working with different types of groups as part of their field education experience. This may include, but is not limited to, participating on a committee or task force; leading skills training or support groups; and/or providing treatment groups using an evidence-based curriculum. These activities provide students opportunities to practice their group engagement, assessment, intervention, and evaluation skills and help to determine strengths and areas for future development.
6. **Experience in Working with Other Agencies and Settings and Their Personnel.** Students should demonstrate their ability to scan the environment (within and outside their field placement agency); identify and assess services; and determine their appropriateness for addressing client needs. Students should also use various engagement skills to develop relationships with personnel at their field placement or other agencies to support client linkage and referral and enable improved service coordination.
7. **Experience in Community Activities.** In addition to scanning the environment, students should examine the impact of policies, procedures, and regulations on their clients as well as that of programs, organizations, and systems. With guidance from their field educator, students should seek opportunities to inform administrators and other decision-makers about their findings. Students are further encouraged to work collaboratively, with other professionals, to advocate for and/or initiate sustainable change.
8. **Experiences in Social Work Documentation: Recording Progress Notes, Case Summaries, and Other Written Communications.** The student should become familiar with their field placement agency's documentation methods including recording of client histories, assessments, diagnoses, treatment plans, progress notes, and evaluation reports. Training on the use of electronic client records – related to security, encryption, and storage of records – is also considered critical.
9. **Experience with the Problem-Solving Process of Social Work Practice.** Advanced (Clinical) Practice students must use a wide range of problem-solving skills and processes to serve their client's best interests. These skills and processes may include but are not limited to: clarifying issues; formulating key questions or ideas; collating and organizing data; synthesizing and analyzing information; engaging creative or lateral thinking; advocating; negotiating and persuading; brokering; and collaborating.
10. **Evaluation.** Advanced (Clinical) Practice students should be able to demonstrate their ability to critically analyze, monitor, and evaluation interventions – at the practice and program level - and utilize evaluation results to determine appropriate future directions. Students should also contribute to the social work knowledge base by sharing their findings and insights with colleagues and other professionals.

APPLICATION PROCESS

Access to a field placement requires the submission of application materials and formal acceptance. These materials can be found in the Appendices 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

Upon receipt of application materials, the Director of Field Education reviews the documents to determine if the student is eligible to participate in Field Education and schedules a program interview (See: Eligibility Criteria). Additional faculty member feedback may be secured, as needed.

There are three primary reasons for the interview with Director of Field Education.

- ✓ First, the interview offers an important opportunity to discuss the student's career goals, placement preferences, and possible challenges to identify an appropriate placement.
- ✓ Second, the interview is designed to help program faculty 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 identified.

Please note that, for some field placements, federal and state laws mandate criminal background checks (including review of investigations and arrest records) for individuals working with children and youth, persons with disabilities, and senior citizens.

Individuals involved in regular and substantial unsupervised or unrestricted contact with persons receiving services from New York State Office of Mental Health (NYS-OMH) and New York State Office for Persons with Developmental Disabilities (NYS-OPWDD) programs and New York State Office for Children and Family Services (OCFS) residential programs for children are required to have their criminal history information obtained and reviewed by the Justice Center. Inquiries to the Statewide Central Register (SCR) may also be placed to determine the existence of any indicated reports of child abuse and maltreatment against a person.

In addition, students may be required to both take and pass a drug and/or communicable disease screening for placement purposes.

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 background checks, drug and communicable disease screenings, incidents involving the police (including but not limited to arrests), conflict of interest, transportation, accommodations, or special equipment needs. **A student must inform the MSW Program Director and/or the Director of Field Education of these circumstances as soon as possible.** Failure to identify these circumstances could result in termination from Field Education.

Discussing concerns during the program interview will enable Field Education staff to provide guidance and to identify an appropriate field placement that fits the student's unique needs and circumstances.

A student cannot be denied the opportunity to apply for a field placement because of these concerns if they identify them appropriately. However, students must understand that agencies may not be able to accept them due to federal and/or state laws.

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 to facilitate placement. **The Director of Field Education will endeavor to make the best possible match to address student and agency needs while considering 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 Master of Social Work Program. Students wishing to appeal a final decision may do so contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

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 several conflicts of interest that can arise in the selection of and/or during 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 act 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 MSW 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 the Employment-Based Field Placement Form submitted to the Director of Field Education for review and approval (See: Appendices).

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.

Students employed at Field Placement organizations must notify Director of Field Education about any changes in their employment status as soon as possible, within 24 hours of change notification.

ACCEPTING EMPLOYMENT AT FIELD PLACEMENT ORGANIZATION

Students are occasionally offered employment at their field placement organization while completing Field Education. While this may be beneficial to the students, financially and otherwise, the dual role can blur the distinctions between student and employee.

To insure successful completion of the student's field placement, the employment arrangement must be structured to preserve the integrity of the educational experience and the contractual agreement between the school and the field placement organization. This includes ensuring that the Student's Field Placement is not disrupted should they leave the position (for any reason).

It is preferable, but not always feasible, for employment to start after the student completes Field Education requirements. If employment begins while Field Education is in process, employment responsibilities and supervision must be different from Field Education responsibilities and supervision (as described in the section above).

Students must consult with the Director of Field Education before accepting employment at their field placement setting. They must also complete the Employment-Based Field Placement Form and submit it to the Director of Field Education for review and approval (See: Appendices). Failure to do so could result in removal from field placement.

Students employed at Field Placement organizations must notify Director of Field Education about any changes in their employment status as soon as possible, within 24 hours of change notification.

INTERNATIONAL FIELD PLACEMENTS

The MSW 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 (2) 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 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 a 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 MSW 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 has an opportunity to consider the information gathered before making a final determination about the potential field placement. Within two (2) days of the scheduled interview, the Director of Field Education asks each participant to complete a Field Placement Selection Form via email (See: Appendices). Timely completion of this form is requested.

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 will not be changed without consultation with Director of Field Education. A student is not be allowed to switch field placements simply because s/he discovers a placement they like better. Students is asked to 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 MSW 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 will have a follow-up 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 selecting one 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 should not be viewed as 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 MSW 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 will reserve the right to refer the Student to the MSW 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.

Following completion of the Field Placement Selection Form by both parties, both the Student and Field Educator will receive official notification of the placement decision from the Director of Field Education (via email).

Once agreement has been reached about a field placement, the Director of Field Education will send the Memorandum of Agreement to the Agency Administrator for signature (See: Appendices). In addition, Field Educators and Students will receive an email confirming the Field Placement, Field Educator and Student contact information, location, and planned start date.

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 of insurance coverage must also be secured.

Following placement, Field Educators (and/or Task Supervisors) and Students will be required to 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 will be required to provide an orientation to them before Field Education begins.

FIELD PLACEMENT COMMUNICATION

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 MSW 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.

ANY CHANGES IN FIELD EDUCATION PLACEMENT MUST BE APPROVED BY DIRECTOR OF FIELD EDUCATION.



PLACEMENT ACTIVITIES

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

- Daemen College MSW Program
- Competency-Based Social Work Education
- Field Education Roles and Responsibilities
- Student Learning
- Observing the CSWE 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:

- Daemen College MSW Program
- Competency-Based Social Work Education
- Field Education Roles and Responsibilities
- Field Education Manual
- Student Behavioral Expectations
- Student Learning
- Achieving the CSWE 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.

FIELD PLACEMENT ATTENDANCE AND SCHEDULING

It is critically important that students integrate what they are learning in the classroom within their field placement. Likewise, students benefit greatly from opportunities to share their Field Education experiences in the classroom. These activities are designed to work together to strengthen student knowledge, values, and skills and contribute to their overall development.

Students must be enrolled in and taking MSW courses simultaneous to their field experience. Students who are absent from their MSW classes repeatedly or for a prolonged period (regardless of reason) will not be allowed to continue at their field placement until they return to regular classroom participation. Students who attend their field placement without attending their MSW classes will have their behavior documented through an Improvement Plan and may be subject to removal from class, field placement, or from the MSW program.

The Council on Social Work Education (CSWE) requires MSW Students to complete a set number of hours as part of their Field Education.

- Generalist Practice MSW Students are required to complete a 450-hour, Supervised Field Education Experience (225 hours per semester). This activity affords students the opportunity to maximize the integration of generalist social work knowledge, values, and skills in a community setting under a qualified Field Educator. 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.
- Advanced (Clinical) MSW Students are required to complete a 500-hour, Supervised Field Education Experience (250 hours per semester) under the direction of a qualified Field Educator. Students move toward advanced practice by employing clinical assessment tools and techniques for appropriate diagnosis of children, youth, and adults. Advanced students also demonstrate the ability to utilize culturally-appropriate, evidence-based research to guide their practice; analyze policy, procedures, and regulations that impact their practice; and demonstrate skill in working with professionals and across disciplines.
- All Daemen College MSW Students complete

In most cases, students will work two days per week based on 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.

Students must track hours and weekly activities through Sonia – Daemen College’s Student Placement Software Application. This activity will be reviewed by the Student’s Field Educator as part of regular supervision and at the mid-year and year-end evaluation.

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 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.

ABSENCE FROM FIELD PLACEMENT

In the role of the social work intern, students are important to their clients and to the agency's dependable delivery of service. Unscheduled absences can be disruptive to clients, the field educator, and the student's overall performance no matter how effective s/he may be in performing specific assignments. Excessive absences and/or excessive rescheduling of time at the field placement agency are grounds for termination from field placement and/or field education.

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 ask to be included on any agency call lists and/or secure specific instruction 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 emergencies.

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 the right to be informed of potential risks associated with this aspect of your educational and professional experience. Please find a list of common risks associated with field placement and professional social work, in general.

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 to avoid or mitigate them. To that end, it is imperative that good judgment is 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 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 Appendices.

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 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 MSW 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.

SEXUAL HARASSMENT

Sexual harassment is a violation of both federal and state law and college policy. Accordingly, no academic or personnel decisions, such as awarding of grades and jobs, shall be made on basis of granting or denial of sexual favors. For purposes of this policy, sexual harassment is defined as follows:

Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or academic advisement, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

As defined above, sexual harassment is a specific form of discrimination in which power inherent in a faculty member or supervisor's relationship to his or her students or subordinates is unfairly exploited. While sexual harassment most often takes place in a situation of power differential between persons involved, this policy recognizes also that harassment may occur between persons of the same university status, (i.e., student-student, faculty-faculty, staff-staff).

The sexual harassment policy is designed to encourage students, faculty, and employees to express freely, responsibly, and in an orderly way their options and feelings about any problem or complaint of sexual harassment. Any act by a university employee or agent of reprisal, interference, restraint, penalty, discrimination, coercion or harassment – overtly or covertly – against a student or an employee for using the policy, will necessitate appropriate and prompt disciplinary action. This policy shall not be used frivolously, falsely, or maliciously to convey charges against fellow students, faculty members, or employees.

BACKGROUND CHECKS AND OTHER SCREENINGS

Students should be aware that security, criminal background, Justice Center, and/or Statewide Central Register (SCR) 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 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.

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 MSW STUDENT STATUS

It is the policy of the Daemen College Master of 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 (Privacy and Confidentiality) advises:

- a. Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- b. Social workers may disclose confidential information when appropriate with 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 others. 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 the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or 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 clients 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 seal, 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- n. Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

- o. In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- p. Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- q. Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- r. Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- s. Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- t. Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- u. 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.
- v. 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.
- w. 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 (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 advanced 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 asked to attend 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.

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 also an essential part of Field Education. All MSW students participating in Field Education must have at least one hour of supervision each week provided by the professional social worker serving as their qualified Field Educator.

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 MSW 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 activities undertaken in the field setting on a weekly basis. The Social Work Program provides a paper and electronic copy of the Weekly Supervision Log for this purpose (see: Appendices). This form must be reviewed and approved by the Student's Field Educator.

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 and advanced (clinical) social work practice but also the highest standards of professionalism. Toward that end, the MSW Program uses a variety of formal and informal mechanisms to monitor student behavior and/or performance. This monitoring is ongoing and extends beyond classroom and field placement evaluation.

ETHICAL BEHAVIOR

Daemen College MSW Students are expected to engage in behavior consistent with the National Association of Social Workers (NASW) Code of Ethics at all times.

This includes but is not limited to:

- Being respectful of each other's time through attendance, punctuality, and full participation;
- Demonstrating respect in our personal demeanor and interactions;
- Engaging in professional communication through use of language and discretion;
- Putting forth appropriate effort when working collaboratively with others;
- Taking responsibility for our feelings, behaviors, and reactions;
- Attending to emotional reactivity and modifying our behavior as appropriate;
- Maintaining honesty and integrity in all activities and interactions;
- Being receptive to feedback and suggestions in all forms;
- Showing a willingness to be self-reflexive, aware, and corrective;
- Challenging ourselves to be open to change and growth opportunities; and
- Ensuring appropriate maintenance of boundaries and ethical practice.

Confidentiality is of particular importance within social work. Students may wish to share personal or professional experiences to secure support and/or enrich discussion. In doing so, they must always be mindful of their obligation to protect identifying information. In addition, the content discussed – including information about clients, organizations, practitioners, and the larger community – must be considered confidential in nature. To ensure a safe, confidential, and educationally enriching environment, students must not disclose information shared in the classroom or within their field placement with others. Students should also not discuss these matters outside class unless following guidelines established within the NASW Code of Ethics.

PROFESSIONALISM RUBRIC

The MSW Program has developed a rubric to assess student professionalism in all required courses and in field placement (See: Appendices). The rubric measures professionalism using eight (8) performance indicators including attendance, timeliness, preparation, participation, listening skills, ability to follow instructions, interprofessional dynamics, and respect for others. 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.

MSW Program faculty use the Professionalism Rubric to document student professionalism in the classroom typically 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 are instructed to report the issue to the MSW 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 continue in the MSW Program and/or 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 continue in the MSW Program and/or Field Education. **The MSW Program Director will make final determinations as to whether the student can continue in Field Education and/or the MSW Program related to professionalism.** Other faculty or staff feedback may be secured, as needed.

Faculty, staff, and field educators are instructed to report any concerns about student behavior and/or performance to the MSW 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 MSW Program Director will also assume responsibility for reporting to the Daemen College Student Support Team, Office of the Vice President for Student Affairs, and Dean of Students (Student Affairs) as appropriate.

FIELD EDUCATION-BASED 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) or advanced (clinical) practice as defined by Daemen College Social Work faculty.

The courses associated with Field Education, *Field Instruction and Seminar (I, II, III, IV)*, are comprised of two activities. Seminar is led and evaluated by the Director of Field Education. The Supervised Field Education Experience occurs at the field placement agency and is evaluated by Field Educators/Task Supervisors. A description of the evaluation procedures for each component is provided below.

FIELD EDUCATION - CLASSROOM-BASED LEARNING

All MSW students must participate in a classroom-based seminar as part of the two-course Field Instruction and Seminar sequence (SW519-SW520 for Generalist Practice Students and SW619-620 for Advanced (Clinical) Practice Students). **ATTENDANCE IS MANDATORY.**

The first course in the sequence focuses on the enhancement of 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.

Student behavior and/or performance is monitored as part of the course. Students are expected to actively participate in course discussions and activities while in class. Concerns about behavior and/or performance while in seminar should be shared with the MSW Program Director as soon as possible. An Improvement Plan (described below) will be developed as needed.

Similar to other classroom-based evaluations, students are also evaluated on their achievement of the learning objectives identified for each course. Learning objectives focus on the development of CSWE competencies and associated practice behaviors.

In Field Instruction and Seminar (I, II, III, IV) students are evaluated on completion of reflective journal entries/assignments, their Student Learning Portfolio (described in detail below), and a client case presentation 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 commensurate with student level (Generalist or Advanced (Clinical) Practice). Students present their client case to their peers and to local social work professionals at the end of the semester.

STUDENT LEARNING PORTFOLIO

Students in the MSW Program are responsible for preparing a Student Learning Portfolio as a required assignment in the SW519-520 and SW619-620 Field Instruction and Seminar course sequence. The portfolio serves to document student mastery of program goals and objectives and demonstrates acquisition of CSWE competencies and associated practice behaviors through coursework and field placement. Portfolios are developed through the Digication ePortfolio and Assessment System (See: Appendices for Digication E-Portfolio Payment and Release of Information).

Students are expected to discuss each of the ten CSWE competencies and provide evidence of their acquisition in the student learning portfolio. The tables that follow outline required items for inclusion for the Generalist Practice and Advanced (Clinical) Practice Learning Portfolio.

GENERALIST PRACTICE STUDENT LEARNING PORTFOLIO

COURSE	ASSIGNMENTS
SW 511 Foundations of Micro-Mezzo Practice	Generalist Practice Case Study
SW 512 Foundations of Macro Practice	Community Practice Project
SW 513 Social Work Research	Collaborative Institutional Training Initiative (CITI) Certificate Research Proposal
SW 515 Oppression, Power, and Change	Lived Experience Paper Advocacy and Activism Paper
SW 516 Social Welfare History, Policy & Services	Social Policy Analysis Advocacy Project
SW 517 Human Behavior in the Social Environment	Theoretical Paper
SW 518 Theories of Organizational Behavior and Development	Ideal Organization Presentation
SW 519 Field Instruction and Seminar I	Self-Care and Professional Development Plan Learning Contract and Mid-Year Evaluation
SW 520 Field Instruction and Seminar II	Client Case Study and Presentation Learning Contract and End of Year Evaluation

ADVANCED (CLINICAL) PRACTICE STUDENT LEARNING PORTFOLIO

COURSE	ASSIGNMENT
SW 612 Advanced Clinical Practice	Clinical Case Study
SW 682 Clinical Practice with Children	Child Case Study
SW 617 Psychopathology	Diagnostic Assessments
SW 547 Child and Family Policy and Services	Environmental Scan
SW 652 Concentration: Children and Families I	Integrative Paper
SW 653 Concentration: Children and Families II	Final Paper
SW 619 Field Instruction and Seminar III	Evidence-Based Intervention Research Learning Contract and Mid-Year Evaluation
SW 620 Field Instruction and Seminar IV	Evidence-Based Intervention Case Study and Case Conference/Case Review Learning Contract and Year-End Evaluation

Students should also include any certificates from Lunch and Learns, Skill Development Trainings and Seminars, or other activities they have attended during their tenure in the MSW Program as well as any honors or awards. A summary statement describing student experiences in the MSW Program, their personal and professional growth, and future goals and aspirations related to social work, their education, and/or career, must also be included.

A panel of social work preceptors, including social work faculty as well as seasoned social work professionals, are responsible for evaluating the final Student Learning Portfolio.

FIELD EDUCATION – SUPERVISED FIELD EDUCATION EXPERIENCE

All MSW students must participate in a Supervised Field Education Experience under the direction of qualified Field Educator in each year of their program enrollment. The Supervised Field Education Experience occurs at the field placement agency and is evaluated by Field Educators/Task Supervisors and the Student.

SUPERVISORY EVALUATION

Student behavior and/or performance are monitored as part of 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. They are also responsible for completing a weekly supervision log which must be reviewed and approved by their Field Educator (See: Appendices). Concerns about behavior and/or performance 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 PLACEMENT LEARNING CONTRACT AND EVALUATION

The Field Placement Learning Contract and Evaluation Form is a document that serves to guide the student through their Supervised Field Education Experience.

Generalist Practice Students are responsible for identifying individualized tasks that will enable them to demonstrate the ten (10) 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). Advanced (Clinical) Practice Students are responsible for identifying individualized tasks that will enable them to demonstrate the ten (10) competencies and thirty-six (36) advanced practice behaviors identified by the Daemen College MSW Program as critical to clinical practice with children and families.

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 is entered into Sonia – Daemen College’s Student Placement Software Application. The contract becomes finalized when the Student, Field Educator, and Director of Field Education meet to review and sign off on it at the first site visit. 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 evaluating 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 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 competencies and associated practice behaviors of generalist social work practice as defined by the Council on Social Work Education (CSWE) or advanced (clinical) social work as defined by Daemen College Social Work faculty.

Additional information about the evaluative aspects of the Learning Contract can be found in the section below. A copy of the Field Placement Learning Contract and Evaluation Form can be found in the Appendices.

EVALUATION OF SUPERVISED FIELD EDUCATION EXPERIENCE

Evaluation of the Supervised Field Education Experience 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) competencies and associated practice behaviors for Generalist or Advanced (Clinical) Practice.

There are two formal evaluations of progress on the Learning Contract. The mid-term evaluation takes place in fall and is aimed at gathering feedback that can be used to foster improvement in the Field Education context. The final evaluation takes place in spring and measures the level of success or proficiency in achieving the 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. The MSW Program uses only the Field Educator’s evaluation scores for assessment purposes.

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 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 student. Student performs the set of practice behaviors associated with a given competency well and with consistency.
Emerging Competence (Scored as 3)	Demonstrates emerging awareness, knowledge, and skills as a social work student. While there may be unevenness, 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)	Demonstrates minimal awareness, knowledge, and skills as a social work student. Student appears to face difficulties in developing the ability to perform the set of practice behaviors associated with a given competency and does so minimally.
Unacceptable Progress (Scored as 1)	Demonstrates little awareness, knowledge, and skills as a social work student. Student is unable to demonstrate the ability to perform the set of practice behaviors associated with a given competency.

In addition to scoring each practice behavior, an average score is 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 period in question.

Finally, both the Student and Field Educator can identify “Key Strengths,” “Key Areas for Development,” and to provide comment. Field Educators may also 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 MSW Program Director. During this meeting, faculty 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 Supervised Field Education Experience component of Field Instruction and Seminar 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 form will not receive a grade for the semester. A student cannot continue in Field Education or graduate with an MSW degree until s/he has a final grade in place.

FIELD EDUCATION – SITE VISITS

The Director of Field Education is responsible for conducting at least two (2) site visits at the student’s field placement location. The initial visit is scheduled to take place in fall and is designed to ensure that reasonable expectations for student learning have been established. The second visit takes place in spring 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 behavior and/or performance. The Director of Field Education is responsible for documenting field placement visits and for completing an Improvement Plan (described below) should concerns about student behavior and/or performance be identified.

FIELD INSTRUCTION AND SEMINAR GRADING

Field Instruction and Seminar is graded on a pass/fail basis for both the fall and spring semester. 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.

Students who do not pass Field Instruction and Seminar I or III during fall semester will not be allowed to continue in Field Education. In such circumstances, the student must repeat the course the following school year.

Students who do not pass Field Instruction and Seminar II during the spring semester of their Generalist Practice year will not be allowed to continue in Field Education. In such circumstances, the student must repeat must repeat both Field Instruction and Seminar I and II the following school year.

To earn a Master of Social Work degree at Daemen College, Students must complete 500-field hours in their Advanced (Clinical) Practice year and pass the Field Instruction and Seminar III and IV two-course sequence. Students complete 400 additional field hours as part of their BSW/BASW Program or 450 additional field hours within the Generalist Practice Curriculum of the Daemen College MSW Program. **A minimum of 900 field hours are completed by each MSW Program Student.**

A good 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 will be completed at one field placement location and within a specified period (two academic semesters).** There are, however, times when it becomes necessary to terminate a field placement for the well-being of the student, as well as that of clients, the organization, and/or the social work profession.

Any party can initiate a conversation about the possible need to terminate or otherwise modify a field placement arrangement, regardless of reason. In many, but not all cases, concerns surface related to various monitoring and evaluation activities. Concerns can be documented by the student, Field Educator/Task Supervisor, and/or Director of Field Education using the appropriate Documentation of Field Education Concerns form (See: Appendices).

Following initiation of the conversation, the Student, Field Educator, and Director of Field Education will meet to discuss the primary concerns and establish whether the situation is reparable. Other parties may be asked to participate in the discussion as needed.

The Director of Field Education, in consultation with the MSW Program Director, will determine whether the student's field placement will be terminated (and, if so, whether reassignment is possible).

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan (described below) 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. Progress on the 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, a process will be followed to minimize the educational disruption experienced by the student while also protecting the relationship between the MSW 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 (as appropriate).
- 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 (as appropriate).
- 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 field placement activities.

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

Immediate Removal

A Field Educator and/or Field Placement Agency can require a student to leave their facility immediately – without going through the steps outlined above – if they believe that the student has engaged in behavior that places a client, program, organization, or community at risk of harm or otherwise violates these entities' rights. In such instances, the student must notify the Director of Field Education as soon as possible, within twenty-four (24) hours of removal. Failure to do so may foreclose future field placement opportunities and/or result in termination from the MSW Program.

Similarly, a student may immediately leave their field placement – without going through the steps outlined above – if they believe that they are at risk of harm or violation of their rights or those of clients, staff, or community members. Here, again, the student must notify the Director of Field Education as soon as possible, within 24 hours of removal. Failure to do so may foreclose future field placement opportunities and/or result in termination from the MSW Program

Following such incidents, the Student, Field Educator, and Director of Field Education will meet to discuss the primary concerns and establish whether the situation is repairable. Other parties may be asked to participate in the discussion as needed.

The Director of Field Education, in consultation with the MSW Program Director, will determine whether the student's field placement will be terminated (and, if so, whether reassignment is possible).

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan (described below) 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. Progress on the 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, a process will be followed to minimize the educational disruption experienced by the student while also protecting the relationship between the MSW 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 (as appropriate).
- 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 (as appropriate).
- 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 field placement activities.

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

Student Disclosure

In keeping with the National Association of Social Workers (NASW) Code of Ethics, students are expected to disclose changes in their personal circumstances that may inhibit their ability to successfully execute their social work duties and/or lead to their removal from their field placement. This may include but is not limited to, criminal or other investigations; arrests; motor vehicle violations; and/or changes in health status. The student should notify the Director of Field Education of these changes as soon as possible, within 24 hours of inciting incident or identified change in circumstances. Failure to do so may foreclose future field placement opportunities and/or result in termination from the MSW Program.

Following such a disclosure, the Director of Field Education will meet with the student to discuss the primary concerns and establish whether the situation is reparable. Other parties will be asked to participate in the discussion as needed or warranted. The Director of Field Education will also take responsibility for ensuring appropriate disclosures are made to the Field Educator, field placement agency, and/or other entities.

The Director of Field Education, in consultation with the MSW Program Director, will determine whether the student's field placement will be terminated (and, if so, whether reassignment is possible).

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan (described below) 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. Progress on the 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, a process will be followed to minimize the educational disruption experienced by the student while also protecting the relationship between the MSW 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 (as appropriate).
- 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 (as appropriate).
- 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 field placement activities.

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

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, in consultation with the MSW Program Director, will 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 placement - 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 Master of Social Work 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 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 plans for the student to make-up any time lost during the transition.
- 7.) The Director of Field Education closely monitors the transition and adjusts (as necessary).

The Director of Field Education will determine the number of hours, if any, the student will be credited for participating in field placement activities at their previous location.

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

AGENCY-RELATED FIELD PLACEMENT TERMINATION

There are several reasons to discontinue a field placement based on agency-related concerns. These include, but are not limited to:

- 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.

Student who have their field placement terminated due to agency-related reasons can begin the reassignment process – once they have exited from their previous field placement - by following the steps outlined in the section above.

The Director of Field Education will determine the number of hours, if any, the student will be credited related to their previous field placement.

STUDENT-RELATED FIELD PLACEMENT TERMINATION

There are several reasons to discontinue a field placement related to student well-being; ethical and/or behavioral concerns; academic concerns; and procedural and/or administrative concerns. These include, but are 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.

Ethical and/or Behavior Concerns

- Student breach of any standards of the NASW Code of Ethics;
- Student demonstrating 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 and/or field);
- 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.

Academic Concerns

- Student failure to maintain an overall Grade Point Average of 3.0 or better;
- Student failure to successfully complete the following required courses:
 - SW511 – Foundations of Micro/Mezzo Practice (“B-” or Better)
 - SW512 – Foundations of Macro Practice (“B-” or Better)
 - SW519 – Field Instruction I and Seminar (Pass/Fail)
 - SW520 – Field Instruction II and Seminar (Pass/Fail)
 - SW619 – Field Instruction III and Seminar (Pass/Fail)
 - SW620 – Field Instruction IV and Seminar (Pass/Fail)
- Student failure to successfully complete a course after second attempt; and/or
- Student failure of multiple classes in a single semester.

Procedural and/or Administrative Concerns

- Student termination from field placement without reassignment;
- Student securing ratings of “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas on Mid-Year Field Placement Evaluation;
- Student securing ratings of “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas on Final Field Placement Evaluation;
- Student failure to make sufficient progress on Improvement Plan;
- Student failure to identify a known Conflict of interest in field placement;
- Student violation of policies and procedures as stated in MSW Program Student Handbook; Student violation of policies and procedures as stated in MSW Field Education Manual; and/or
- Student violation of policies and procedures as stated in Daemen College Student Handbook

A student who is being considered for field placement termination due to these concerns must attend a meeting requested by the MSW Program Director with all involved parties (Director of Field Education, Field Educator, Task Supervisor, Other Agency Staff) to discuss the matter. Students will be allowed to bring someone of their choosing to attend the meeting and serve as their advocate (as desired).

A student who gives evidence of exceptionally poor professional behavior (i.e., clear violation of NASW Code of Ethics; egregious violation of program policies) and/or academic performance (i.e., failure of multiple classes) may be subject to dismissal at any time - whether or s/he received previous notification.

In other instances, specific concerns will be documented in an Improvement Plan (described below) as well as information about expected behaviors included with links to the NASW Code of Ethics; Daemen College MSW Program Student Handbook; and/or CSWE competencies and practice behaviors and a timeline. Students will be asked to sign the Improvement Plan acknowledging receipt of it. Students are informed that they do not need to be in full agreement with the Improvement Plan for it to be enforced.

The MSW Program Director will provide the student with a physical copy of the signed plan which will serve as written notification of his/her status. The Student's Advisor will also be included on the communication.

Following this, failure to address the concerns or meet the behavioral expectations identified in the Improvement Plan will result in dismissal from the MSW Program. Students in imminent danger of being terminated from program will have one final opportunity to meet and discuss their situation with the MSW Program Director before a decision is reached.

MSW Program Students wishing to appeal the termination decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

IMPROVEMENT PLAN

The MSW Program has developed an Improvement Plan to document concerns with student behavior and/or performance while enrolled in 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 Appendices.

The MSW Program Director will take responsibility for completing the Improvement Plan in association with relevant parties including the Student, Faculty Member, Field Educator, and Director of Field Education as necessary and/or desired.

Using the format provided, MSW 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 will be developed including specific actions to achieve goals and dates for completion. The Improvement Plan will include information about expected behaviors including linkages to the CSWE competencies and practice behaviors as well as a plan for evaluation. The plan for evaluation will also include specific indicators of progress and completion dates.

The Improvement Plan will be discussed and signed by relevant parties, including the Student, Faculty Member, Field Educator, and/or Director of Field Education, 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 MSW Program Director will be responsible for evaluating progress on the Improvement Plan on a regular basis. Based on this evaluation, the MSW Program Director will make final determinations as to whether the student can continue in Field Education (in consultation with the Director of Field Education) or the MSW Program.

Students who do not make progress on their Improvement Plan (based on the activities, behaviors, and completion dates specified) may be denied permission to 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 following Grievance and Appeal Procedures.

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 Master of 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: Appendices).

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 MSW Program Director or Chair of the Department of Social Work and Sociology.



APPENDICES

**DAEMEN COLLEGE – MASTER OF 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.) A Completed Application Form
- 2.) Field Placement Self Assessment
- 3.) Field Education Selection and Goals
- 4.) Signed Field Education Statement of Understanding
- 5.) Signed Field Placement Background Check and Screening Statement

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 interview with the Director of Field Education

Should you have any questions about the application process, please contact the Director of Field Education.

Education

High School: _____

College: _____

College: _____
Field of Study Degree

OVERALL 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 topics(s) of interest in social work?

- | | |
|--|---|
| <input type="checkbox"/> Addictions | <input type="checkbox"/> Occupational Social Work |
| <input type="checkbox"/> Administration/Management | <input type="checkbox"/> Philanthropy/Foundations |
| <input type="checkbox"/> Aging | <input type="checkbox"/> Private Practice |
| <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"/> Health Homes | <input type="checkbox"/> Trauma |
| <input type="checkbox"/> Housing/Homelessness | <input type="checkbox"/> Violence |
| <input type="checkbox"/> International Social Work | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Military Social Work | <input type="checkbox"/> Other: _____ |

Which of the following best describes your 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 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 - MASTER OF 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 detract from 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. What kind of supervision is most difficult to you? Describe the characteristics of your “nightmare” supervisor.
10. Reflecting on the items above, describe your best possible field placement environment.

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

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

Field Education Overview	YES	NO
Responsibilities in Field Work	YES	NO
Process for Securing a Field Placement	YES	NO
Suggested Experiences for Student Learning	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 beginning generalist practice social worker.

YES NO

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

YES NO

I agree to complete the required hours at my field placement 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 Master of Social Work 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
MASTER OF SOCIAL WORK PROGRAM
BACKGROUND CHECKS 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.

Individuals involved in regular and substantial unsupervised or unrestricted contact with persons receiving services from New York State Office of Mental Health (NYS-OMH) and New York State Office for Persons with Developmental Disabilities (NYS-OPWDD) programs and New York State Office for Children and Family Services (OCFS) residential programs for children are required to have their criminal history information obtained and reviewed by the Justice Center.

Inquiries to the Statewide Central Register (SCR) may be placed to determine the existence of any indicated reports of child abuse and maltreatment against a person.

Individuals who have a criminal or abuse 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 Master of Social Work Program to work with students to identify field placement opportunities that meet their educational and personal needs. **Students who face *potential* challenges related to background checks and/or screenings are instructed to make their situation known to the Director of Field Education and/or MSW Program Director as soon as possible.** This will enable them to provide appropriate guidance to the student regarding field placement. Failure to do so will result in the development of a Student Improvement Plan.

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

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

Student Signature

Date

Printed Name

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
RELEASE OF INFORMATION**

The Daemen College Department of Social Work and Sociology requests permission to release pertinent information about a Student’s education, service and volunteer experience, and/or interests with potential employers and/or graduate school programs. 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 release request is limited to information about the Student’s academic performance, field placement activities, and service work undertaken while a student in the Daemen College Master Social Work Program. It also includes information included on the Student’s professional resume and/or information specifically shared by the Student for this purpose. This information is often deemed necessary to make appropriate decisions regarding the “goodness of fit” for employment or educational programming.

As a student in the Daemen College Master of 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 my personal information to potential employers.

YES NO

I grant permission to release my personal information to potential graduate school programs.

YES NO

I understand that, once placed, this release will remain in effect in perpetuity unless revoked by me.

YES NO

I understand that I may revoke this consent at any time, but such revocation will only be effective from date of the Department’s receipt of written revocation going forward.

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.

**EMPLOYMENT-BASED FIELD PLACEMENT
DAEMEN COLLEGE – MASTER OF SOCIAL WORK**

TO BE COMPLETED BY STUDENT

Student Name: _____

Placement Type: _____ MSW, Generalist
_____ MSW, Advanced (Clinical)

Employer: _____

Address: _____

Telephone: _____

E-mail: _____

Current Job Title: _____

Status: Full-time: _____ Part-time: _____

Date Started: _____

Hours: _____

Current Job Responsibilities: _____

Field Placement Location: _____

Proposed Field Educator: _____

Address: _____

Telephone: _____

E-mail: _____

Planned Start Date: _____

Proposed Hours: _____

Proposed Activities: _____

How are proposed activities different from current job role and responsibilities?

Student Signature: _____

Date: _____

TO BE COMPLETED BY EMPLOYER

Current Supervisor: _____

Job Title: _____

Department: _____

Proposed Field Educator: _____

Job Title: _____

Department: _____

Past Daemen Placements: _____

Proposed Activities: _____

Describe how field placement responsibilities will be different from current position responsibilities.

Describe how agency will maximize student's knowledge and skill development beyond their current position.

Employer pledges to make maintain a clear separation between field placement and employment activities. To maximize student learning opportunities and skill development, the employer guarantees that current employment responsibilities will not take precedence over the field placement. Non-adherence to this agreement may result in termination of student's field placement at place of employment.

Supervisor Signature: _____

Date: _____

Field Educator Signature: _____

Date: _____

**DAEMEN COLLEGE – MASTER OF 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 – MASTER OF 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
MASTER OF SOCIAL WORK PROGRAM
AND**

(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 Master of Social Work Program.

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

THE DAEMEN COLLEGE MASTER OF 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 can 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 Foundation and Advanced (Clinical) practice behaviors) and field learning experiences.
11. Conduct two 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 Master of 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 received a Master's Degree in Social Work from a CSWE-accredited program and the Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) credential in New York State at least two years prior to becoming a Field Educator (with documentation of degree and licensure status). The individual must have been employed at their current agency for at least six months and must agree to participate in Field Educator orientation, follow-up trainings, and any required meetings. 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 supervision is provided by a Field Educator with the credentials listed above.
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 based on 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 their Field Educator (i.e., social work professional who holds a Master's Degree in Social Work from a CSWE-accredited program and the Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) credential in New York State, etc.) 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 two site visits with the Daemen College Master of 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 Master of 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 Master of 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 Master of Social Work
Director of Field Education**

Name _____

Printed _____

Title _____

Date _____

Guidelines for Off-Campus Learning Experiences

Introduction

This document contains health and safety guidelines for Daemen College students participating in service learning, internships, clinical rotations, field experiences, student teaching, volunteering, or any other experiential learning opportunity. (Students *studying abroad* or participating in *international* service learning, internships, clinical rotations, field experiences, research, student teaching, or volunteering must see the Global Programs office for separate Safety and Security Guidelines required for international experiences conducted under the auspices of Daemen College. Students traveling abroad are required to attend a mandatory pre-departure meeting conducted by the Global Programs Office.)

To help ensure that your external learning experience is a safe and rewarding experience, please thoroughly review 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 are aware of possible risks associated with your off-campus learning experience.

The "College site coordinator" referred to hereafter will be, depending on the student's experience: the Director or Assistant Director of the Saffrin Center for Sustainability and Civic Engagement, Career Services staff, the Coordinator of Student Teacher Placement, the Director or Assistant Director of Clinical Education for Physical Therapy, Clinical Coordinator for Physician Assistant, Clinical Coordinator for Athletic Training, Field Placement Coordinator for Social Work, Clinical Nursing Instructor, or any other faculty member responsible for class participation in an off-site field experience.

Insurance Information

Daemen College does not assume responsibility for healthcare-related costs arising from the illness or injury of a student. All students should have health insurance. All residential students, international students, student-athletes and students in health-related fields of study while participating in clinical internships/clerkships/external learning experiences *must* be covered by health insurance and provide proof of that coverage to the Health & Insurance Services office. Both full and part-time students taking six credits or more are eligible to purchase the Daemen College Student Health Insurance Plan, which provides health insurance coverage to students in compliance with the Affordable Care Act. Students may contact the Office of Health & Insurance Services to arrange for coverage or to get more information about 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 bodily injury or property damage 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 the student's individual homeowner's policy, parent's homeowner's policy, or the student's professional liability insurance. Professional liability insurance is available through various professional organizations, e.g., American Counseling Association, National Association

of Social Workers, among others. For clinical affiliations and similar external learning experiences, your department will advise you of the requirements.

Know Your Site

- **Orientation:** Attend any training or orientation sessions provided by your site. These may include both general and specific 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. 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 to learn more about the organization's mission, location, and opportunities, so you will have realistic expectations of what your learning experience may entail.
- **Health screenings:** If required by your placement, you may need to show proof of having had a TB test, flu shot, rubella test, and/or other immunizations. If your placement requires completion of any health screenings or preventive routines such as vaccinations, you will need to use your own insurance if these costs are not covered by the site.
- **Home visits:** If home visits are part of your experience, you should pair up with another person, unless otherwise directed by your College site coordinator. Do not park your car in the driveway of the home; in the home, sit facing the front door and have access to an exit.
- **Personal belongings:** The College does not take responsibility for loss of or damage to personal belongings. Secure storage may or may not be available at your site. Plan accordingly. Leave valuables at home if at all possible.
- **If you have questions or concerns:** 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 site coordinator at the earliest opportunity. If you feel that your site supervisor is not the suitable person, consult with the College site coordinator, or a higher authority on the site if the matter is urgent. Possible crimes, e.g. suspected child abuse, should also be reported to the appropriate law enforcement agency.

In the Event of Violence: Respond, Assess, Isolate, Notify (RAIN)

In recent years, there has unfortunately been an increase in workplace violence, including assaults by active shooters. While the occurrence of such an emergency is highly unlikely, it is important to be prepared. Remain observant and, as you would on campus, respond as necessary to protect yourself. Students at Daemen College are being trained to use the RAIN approach: Respond, Assess, Isolate and Notify. **Respond** to what has occurred and take appropriate life-safety measures: run, hide, fight – in that order. **Assess** the environment, see what resources are available, and if possible, help to **isolate** the perpetrator to prevent him/her from causing more harm. **Notify** 9-1-1 immediately if you can do so safely (that is, if you are not in hiding and remaining silent). Know the physical address of the building so you can relay it quickly to 9-1-1.

Health and Safety Reminders

- **Your whereabouts:** 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 and neighborhood. If you are uncomfortable going to any such place, discuss your concern with your supervisor. Do not take unnecessary risks.
- **Take an active role in your safety:** Be knowledgeable of your environment and of any possible risks at your site. Violence, drugs, and personal safety issues may be factors at your location. Be aware of potential unpredictable behavior of clients and know strategies for handling such behaviors. If a situation does not seem safe, leave and get help as needed. When possible, don't walk alone or at night. Don't isolate yourself. Be sure phones are charged and ready to use at all times.
- **Health matters:** If you are injured on the site, promptly report your injury to your immediate supervisor, site coordinator, and the College site 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. Cough or sneeze into the crook of your arm instead of your hand. 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. Make sure to have your own allergy medicines on hand at all times (such as EpiPens).

Vehicle safety

When driving, pay attention to current weather conditions and forecasts; travel on well-lighted, populated streets. Keep your doors locked and windows closed. Park in well-lit and/or high traffic areas. Lock your vehicle and put valuables of any kind (laptops, cell phones, electronics of any kind, handbags, backpacks, any purchases, even spare change) out of sight in the glove compartment or trunk or do not bring them with you.

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. Make sure your vehicle is in good working order and that you have at least ½ tank of gas at all times.

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

If you are using **public transportation**, make sure that you are aware of the routes and schedules and that you have the correct fares. If you are using campus transportation to and from off-campus sites, the use of seat belts by the driver and all passengers, at all times, is mandatory.

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. Confidential information should never be disclosed: serious problems or potential legal action can result if disclosed. Never make disparaging or otherwise indiscreet remarks about the organization, its products, services, clients, or

personnel in conversation, email, or on Facebook, Twitter, Snapchat, LinkedIn or any other social media site. Photos should not be taken unless expressly permitted by your supervisor. Some locations may not permit any photography in order to maintain confidentiality of clients and/or staff.

In Case of Emergency or Other Concerns

If concerns of a serious nature arise, including but not limited to accidents, violent or pre-violent behaviors, or harassment, immediately contact your site supervisor or higher management AND your College site coordinator. If something said or done at the site makes you uncomfortable and/or may be inappropriate or illegal, you should inform your site supervisor and your College site coordinator at the earliest opportunity.

Guidelines for Off-Campus Learning Experiences: acknowledgement for student to keep

I have read the above information provided by my College site coordinator. I am also responsible for reading any safety information provided by the site. I have discussed any potential concerns with my College site coordinator and I understand that this experience may present some risks. I understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my College site 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 name (print)

Student Signature

Date

Guidelines for Off-Campus Learning Experiences: acknowledgement for College department to keep:

I have read the above information provided by my College site coordinator. I am also responsible for reading any safety information provided by the site. I have discussed any potential concerns with my College site coordinator and I understand that this experience may present some risks. I understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my College site 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 name (print)

Student Signature

Date

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

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 and conduct oneself accordingly.

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

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 and conduct oneself accordingly.

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

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
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
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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 PROGRAM
FIELD PLACEMENT LEARNING CONTRACT AND EVALUATION FORM
MSW-ADVANCED (CLINICAL)**

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 and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION				
Readily identify as social work professionals (APB 2.1.1.1)	5	4	3	2	1
Demonstrate professional use of self with client(s) (APB 2.1.1.2)	5	4	3	2	1
Understand and identify professional strengths, limitations, and challenges (APB 2.1.1.3)	5	4	3	2	1
Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives (APB 2.1.1.4)	5	4	3	2	1
OVERALL RATING COMPETENCY #1	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 #1: Identify as a professional social worker and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION					FINAL EVALUATION				
Readily identify as social work professionals (APB 2.1.1.1)	5	4	3	2	1	5	4	3	2	1
Demonstrate professional use of self with client(s) (APB 2.1.1.2)	5	4	3	2	1	5	4	3	2	1
Understand and identify professional strengths, limitations, and challenges (APB 2.1.1.3)	5	4	3	2	1	5	4	3	2	1
Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives (APB 2.1.1.4)	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				
Apply ethical decision-making skills to issues specific to clinical social work (APB 2.1.1.5)	5	4	3	2	1
Identify and use knowledge of relationship dynamics including power differentials (APB 2.1.1.6)	5	4	3	2	1
Recognize and manage personal biases as they affect the therapeutic relationship and in service to client's well-being (APB 2.1.1.7)	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

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				
Apply ethical decision-making skills to issues specific to clinical social work (APB 2.1.1.5)	5	4	3	2	1
Identify and use knowledge of relationship dynamics including power differentials (APB 2.1.1.6)	5	4	3	2	1
Recognize and manage personal biases as they affect the therapeutic relationship and in service to client’s well-being (APB 2.1.1.7)	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

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				
Engage in reflective practice (APB 2.1.1.8)	5	4	3	2	1
Identify and articulate clients' strengths and vulnerabilities (APB 2.1.1.9)	5	4	3	2	1
Evaluate, select, and implement appropriate multi-dimensional assessment, diagnostic, intervention, and practice evaluation tools (APB 2.1.1.10)	5	4	3	2	1
Evaluate the strengths and weakness of multiple theoretical perspectives and differentially apply them to client situations (APB 2.1.1.11)	5	4	3	2	1
Communicate professional judgements to other social workers and professionals from other disciplines, in both verbal and written formats (APB 2.1.1.12)	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
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

STUDENT EVALUATION

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

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #3	MID-YEAR EVALUATION				
Engage in reflective practice (APB 2.1.1.8)	5	4	3	2	1
Identify and articulate clients' strengths and vulnerabilities (APB 2.1.1.9)	5	4	3	2	1
Evaluate, select, and implement appropriate multi-dimensional assessment, diagnostic, intervention, and practice evaluation tools (APB 2.1.1.10)	5	4	3	2	1
Evaluate the strengths and weakness of multiple theoretical perspectives and differentially apply them to client situations (APB 2.1.1.11)	5	4	3	2	1
Communicate professional judgements to other social workers and professionals from other disciplines, in both verbal and written formats (APB 2.1.1.12)	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
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				
Research and apply knowledge of diverse and disempowered populations, culturally-appropriate interventions, and related clinical considerations to enhance client well-being (APB 2.1.1.13)	5	4	3	2	1
Work effectively with diverse and disempowered populations (APB 2.1.1.14)	5	4	3	2	1
Identify and use practitioner/client differences from a strengths perspective (APB 2.1.1.15)	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

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				
Research and apply knowledge of diverse and disempowered populations, culturally-appropriate interventions, and related clinical considerations to enhance client well-being (APB 2.1.1.13)	5	4	3	2	1
Work effectively with diverse and disempowered populations (APB 2.1.1.14)	5	4	3	2	1
Identify and use practitioner/client differences from a strengths perspective (APB 2.1.1.15)	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

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				
Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention (APB 2.1.1.16)	5	4	3	2	1
Advocate at multiple levels for the reduction of disparities affecting diverse populations (APB 2.1.1.17)	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

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				
Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention (APB 2.1.1.16)	5	4	3	2	1
Advocate at multiple levels for the reduction of disparities affecting diverse populations (APB 2.1.1.17)	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

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				
Employ research-informed practice in clinical assessment and intervention with clients (APB 2.1.1.18)	5	4	3	2	1
Use systematic method of observation and/or research methodology to evaluate clinical practice effectiveness and/or outcomes (APB 2.1.1.19)	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				
Employ research-informed practice in clinical assessment and intervention with clients (APB 2.1.1.18)	5	4	3	2	1
Use systematic method of observation and/or research methodology to evaluate clinical practice effectiveness and/or outcomes (APB 2.1.1.19)	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				
Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (APB 2.1.1.20)	5	4	3	2	1
Apply bio-psycho-social-spiritual theories and/or diagnostic classification systems in formulation of comprehensive assessments (APB 2.1.1.21)	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				
Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (APB 2.1.1.20)	5	4	3	2	1
Apply bio-psycho-social-spiritual theories and/or diagnostic classification systems in formulation of comprehensive assessments (APB 2.1.1.21)	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				
Use research-informed practice and practice-informed research as part of advocacy for policies that advance social and economic well-being (APB 2.1.1.22)	5	4	3	2	1
Inform and advocate to administrators and elected officials to influence policies that effect clients, services, and/or systems (APB 2.1.1.23)	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				
Use research-informed practice and practice-informed research as part of advocacy for policies that advance social and economic well-being (APB 2.1.1.22)	5	4	3	2	1
Inform and advocate to administrators and elected officials to influence policies that effect clients, services, and/or systems (APB 2.1.1.23)	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				
Identify and assess community services and determine appropriateness to address client needs (APB 2.1.1.24)	5	4	3	2	1
Work collaboratively with others to initiate sustainable change within services, policies, and/or systems (APB 2.1.1.25)	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				
Identify and assess community services and determine appropriateness to address client needs (APB 2.1.1.24)	5	4	3	2	1
Work collaboratively with others to initiate sustainable change within services, policies, and/or systems (APB 2.1.1.25)	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					
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance (APB 2.1.1.26)	5	4	3	2	1
Establish a collaborative process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (APB 2.1.1.27)	5	4	3	2	1
Assessment					
Apply bio-psycho-social-spiritual assessment tools (APB 2.1.1.28)	5	4	3	2	1
Engage in differential diagnosis (APB 2.1.1.29)	5	4	3	2	1
Assess client's readiness for change (APB 2.1.1.30)	5	4	3	2	1
Select and modify appropriate intervention strategies based on continuous clinical assessment (APB 2.1.1.31)	5	4	3	2	1
Intervention					
Critically evaluate, select, and apply research-informed practices and evidence-based interventions (APB 2.1.1.32)	5	4	3	2	1
Demonstrate the use of appropriate clinical techniques for a range of presenting concerns (APB 2.1.1.33)	5	4	3	2	1
Collaborate with other professionals to coordinate treatment interventions (APB 2.1.1.34)	5	4	3	2	1
Evaluation					
Utilize evaluation results in determining appropriate future directions for practice (PB 2.1.1.35)	5	4	3	2	1
Contribute to the knowledge base of social work practice through evaluation (PB 2.1.1.36)	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

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

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FINAL NARRATIVE EVALUATION: Specific Evidence of Development

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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					
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance (APB 2.1.1.26)	5	4	3	2	1
Establish a collaborative process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (APB 2.1.1.27)	5	4	3	2	1
Assessment					
Apply bio-psycho-social-spiritual assessment tools (APB 2.1.1.28)	5	4	3	2	1
Engage in differential diagnosis (APB 2.1.1.29)	5	4	3	2	1
Assess client's readiness for change (APB 2.1.1.30)	5	4	3	2	1
Select and modify appropriate intervention strategies based on continuous clinical assessment (APB 2.1.1.31)	5	4	3	2	1
Intervention					
Critically evaluate, select, and apply research-informed practices and evidence-based interventions (APB 2.1.1.32)	5	4	3	2	1
Demonstrate the use of appropriate clinical techniques for a range of presenting concerns (APB 2.1.1.33)	5	4	3	2	1
Collaborate with other professionals to coordinate treatment interventions (APB 2.1.1.34)	5	4	3	2	1
Evaluation					
Utilize evaluation results in determining appropriate future directions for practice (PB 2.1.1.35)	5	4	3	2	1
Contribute to the knowledge base of social work practice through evaluation (PB 2.1.1.36)	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

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

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FINAL NARRATIVE EVALUATION: Specific Evidence of Development

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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
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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.

PROFESSIONALISM RUBRIC
DAEMEN COLLEGE – MASTER OF SOCIAL WORK

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).
Timeliness	Student is regularly late to class (More than 20% of class sessions without a reasonable excuse).	Student is often 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 is regularly unprepared; Clearly does not review material before attending class.	Student often unprepared; Likely does not review material before attending class.	Student is infrequently unprepared; Likely reviews material before attending class.	Student is never unprepared; 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 regularly participates in class; Regularly offers ideas and/or asks questions.
Listening Skills	Student does not demonstrate the ability to accurately receive and interpret messages.	Student seldom demonstrates the ability to accurately receive and interpret messages.	Student usually demonstrates the ability to accurately receive and interpret messages.	Student regularly demonstrates the ability to accurately receive and interpret messages.
Ability to Follow Instructions	Student does not follow instructions; Frequently needs instructions repeated.	Student seldom follows instructions; Often needs instructions repeated.	Student usually follows instructions; Seldom needs instructions repeated.	Student regularly follows instructions; Never needs instructions repeated.
Interprofessional Dynamics	Student does not recognize the value of other people's perspectives, experiences, and questions.	Student seldom recognizes the value of other people's perspectives, experiences, and questions.	Student usually recognizes the value of other people's perspectives, experiences, and questions.	Student regularly recognizes the value of other people's perspectives, experiences, and questions.
Respect for Others	Student regularly displays inappropriate/disruptive behavior; Often disrespectful to others.	Student sometimes displays inappropriate/disruptive behavior; Occasionally disrespectful to others.	Student seldom displays inappropriate/disruptive behavior; Usually respectful to others.	Student never displays inappropriate/disruptive behavior; Always respectful to others.

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

- Excellent
 Good
 Fair
 Poor

Comments:

**STUDENT DOCUMENTATION OF FIELD EDUCATION CONCERNS
DAEMEN COLLEGE – MASTER OF SOCIAL WORK**

Date: _____

Student Name: _____

Placement Type: _____ MSW, Generalist
_____ MSW, Advanced (Clinical)

Agency: _____

Field Educator: _____

Task Supervisor: _____

Liaison: _____

Identify area of concern with Agency, Field Educator, Task Supervisor, and/or Director of Field Education:

Identify action(s) you have taken to resolve this issue:

Identify outcomes of action(s):

Identify what you would like to have done at this point to allow for resolution:

Student Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

**FIELD EDUCATOR/TASK SUPERVISOR DOCUMENTATION OF FIELD EDUCATION CONCERNS
DAEMEN COLLEGE – MASTER OF SOCIAL WORK**

Date: _____

Student Name: _____

Placement Type: _____ MSW, Generalist
_____ MSW, Advanced (Clinical)

Agency: _____

Field Educator: _____

Task Supervisor: _____

Liaison: _____

Identify area of concern with Student and/or Director of Field Education:

Identify action(s) you have taken to resolve this issue:

Identify outcomes of action(s):

Identify what you would like to have done at this point to allow for resolution:

Field Educator Signature: _____

Date: _____

Task Supervisor Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

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:	
MSW Program Director:	

**DAEMEN COLLEGE – MASTER OF 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 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 – MASTER OF 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 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: _____

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 Education?

Excellent Good Fair Poor

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

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.