

FIELD INSTRUCTION MANUAL

**Baccalaureate Social Work Program
Accredited by the Council on Social Work Education**



Revised October 2008

Acknowledgements

The Millersville University Social Work Department Field Instructors Manual has evolved over time and is the result of the efforts and contributions of current and former social work department faculty, field instructors and students. Primary among the former faculty is Dr. Marion Foster, who founded the Department and created the first course designated "Social Work Field Instruction" at Millersville. Her insistence on high quality experiential learning in this modality was the impetus for what the program has become. Special thanks and recognition goes to the department secretary, Mrs. Kathy Kuhns, for her patience, dedication, and high professional standards in producing this manual.

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- **Forms are provided at Field Instruction Orientation and by Field Liaisons at the first Spring Semester visit. Additional forms may also be obtained on the Social Work Dept. Home Page, <http://muweb.millersville.edu/~sowk/>, or by request from the field liaison or field coordinator.**

THE SOCIAL WORK PROGRAM

History

From 1965 to 1976, the social work program at Millersville State College consisted of four sequential courses within the Department of Sociology, Anthropology, and Social Work. Following the designation of the institutional mission in the social aspects of human services to Millersville State College by the Pennsylvania Department of Education, the Department of Social Work was established in September 1978 and received our first Council of Social Work Education (CSWE) full accreditation in 1981. We were fully re-accredited in June, 2003, for the third time, through 2011.

Department Mission

Affirming the mission of Millersville University, the Social Work Department provides a learning environment designed to prepare social work practitioners as lifelong learners able to live in an increasingly diverse, multicultural, and technologically complex society. Building on a liberal arts foundation, we seek to develop educated, ethical, productive professional social workers able to meet human needs, enhance human well being, and promote social and economic justice through generalist social work practice and social action.

Staff

Eight full-time faculty, with one full time and one part time secretary, implement the social work program (P 17).

Curriculum

The Millersville University General Education program provides the foundation for the social work curriculum. The required core Social Work courses are designed to educate students for general social work practice while allowing students to explore areas of interests through fieldwork and choice of elective courses. The four major coursework areas are Social Policy, Human Behavior and the Social Environment, Social Work Practice, and Research. Upon graduation students are prepared to transfer generalist knowledge, values and skills from one setting to another, with appropriate supervisory guidance. The program is guided by the National Association of Social Workers Code of Ethics and operates within the framework of curriculum content outlined by the CSWE accreditation standards. Curriculum materials will be distributed at Fall Orientation.

SOWK 401-402: FIELD INSTRUCTION I & II

Educational Outcomes

SOWK 401-402: Field Instruction I & II (450 hours) is designed to produce reflective, self-evaluating, knowledgeable, and developing professional social workers with a generalist orientation. It is intended to provide integration of prior learning and to create a transferable knowledge and performance base. The course provides the student with the opportunity to participate in supervised social work activities that provide experiential learning in the application and integration of the theory and skills acquired in

earlier coursework. *Field Instruction I & II* addresses the social work department's mission and the expected educational outcomes that are incorporated into the *Field Instruction Performance Evaluation*. Upon completion of this final required course in the social work program, students will have completed a minimum total of 570 hours of volunteer and internship work.

Prerequisites for SOWK 401-402:Field Instruction I & II

All senior social work majors are required to take SOWK 401-402: *Field Instruction I & II*, two concurrent courses (6 credits each) offered in the Spring semester. In order to register for *Field Instruction I & II* and the accompanying *Senior Seminar* class, the student must be an accepted social work major, i.e., have passed screening and selection, have completed all other required social work courses with grades of C or higher, and have malpractice insurance.

Malpractice Insurance

As developing professionals, students are expected to demonstrate skills, knowledge and values consistent with responsible relationships between themselves and their clients, agencies and the community at large. Part of being responsible is the recognition that unintended consequences can result from even the most professional, and/or seemingly insignificant, actions on the part of the social worker. Vulnerability to legal processes should neither be ignored, nor exaggerated, in introducing students to professional realities.

Understanding the complex relationship that exists between the student and the agency, and the importance of their mutual accountability, the Social Work Department requires that students have malpractice insurance. Students may either submit verification from the agency that they are covered or they may purchase "Student Professional Liability Insurance" through the National Association of Social Workers Insurance Trust. These policies are available only to student members of NASW and students are thus required to have a current student membership in that organization for the year they are in field placement. The coverage is a no deductible plan of insurance against claims arising out of professional training with protection against acts occurring during the policy period, even though the claim is submitted after the policy expires. Limits of liability are \$1,000,000/\$1,000,000. For more information, contact Field Coordinator or call the NASW Insurance Trust at (800) 355-3869.

Pre-Field Instruction I & II Experiences

The experiential component of the social work program begins with 40 hours of volunteer experience in the sophomore social work courses, *Social Welfare as an Institution* and *Human Behavior in the Social Environment I*. There are 50 hours of internship in the junior year in *Social Work Practice I & II*, focusing on working with individuals and with groups. The 30 hour internship for *Social Work Practice III* focuses on macro-systems practice and agency orientation. Field trips, observations, volunteer experiences, and other experiential activities are also incorporated in the social work professional electives.

Course Requirements

The field instruction course requirements apply to each student. In addition, students meet with their field liaison to gain a fuller understanding of the specifics of the course requirements as determined

by the field liaison.

Semester Schedule. Students are required to be in placement for 450 hours, a minimum of 32 hours and a maximum of 35 hours per week. Millersville University does not require students to do field work during Spring break or Final Exam week, although students may count hours worked during these weeks if necessary. If there are concerns about completing the required hours (e.g. school district holidays, illness, transportation or weather problems) students may begin their placement before the semester starts, but no more than 32 hours may be credited toward block placement prior to the official beginning of the Millersville University spring semester. In no case may students end their placements (even if 450 hours have been completed) before the Thursday of the last week of classes. Exceptions for hours in the block placement can be made only with permission of field liaison, in consultation with the Social Work Department Field Coordinator.

Grades. Field liaisons assign the ratings, satisfactory or unsatisfactory, for SOWK 401-402: *Field Instruction I and II*. Grades are based on the assessments of the liaisons of the students' performance in the field practicum, the field journal and the various meetings related to the field. An "S" grade indicates that the student performed at an overall satisfactory level for the course.

Field Journal. Each student writes a journal based on the field experience. The time spent writing the journal is in addition to the 450 hours in the field placement. Students submit their journals to their field liaison every two weeks or more frequently if requested. Care must be taken to maintain confidentiality in the journals. See Appendix B for journal requirements.

Performance Evaluations. Field liaisons evaluate the performance of students through a variety of mechanisms, including meetings and field instruction evaluations. The field liaison may also directly observe students in their placement.

In-service Meetings. In-service meetings for field instructors, students, and liaisons are held at Millersville University during the Spring semester. Time spent by the student at these meetings is credited toward the 450 hour Spring field placement requirement.

Integration of Theory and Practice

Integration of theory and practice is the goal of the entire senior year experience and it begins with their required courses during the fall semester: *Social Work Practice III*, *Human Behavior and the Social Environment II* and *Social Work Research II*. These social work courses expand on concepts introduced in sophomore and junior year courses. *Social Work Practice III* focuses on applied policy and organizational aspects of the profession while the *HBSE* and *Social Work Research* courses introduce students to higher level theory and applications of same to professional practice. Having students in agency placements during these courses is crucial to their acquisition of the desired levels of confidence and curiosity, based on both knowledge and experience. Since most seniors will continue in that same agency for *Field Instruction I & II*, the process of developing a professional identity as they take on actual case responsibilities is greatly advanced by a successful fall semester.

During the Spring semester it is intended that students are no longer in "traditional" courses and are expected to focus on their internships. They are still learning, but in a different modality, and the integration of academic and field learning for students is facilitated by the field instructors, field liaisons, and *Senior Seminar* faculty. Field journals also provide a tool for the student to focus on daily

integration of learning.

The field experience offers unique opportunities to help students integrate academic learning from the professional social work curriculum. Ideas learned as abstractions in the classroom require action in field practice. One of the field instructor's roles is to help the student consciously apply theory to real situations. In fact, field instructors are in the primary position for helping learners accomplish the integration task. Field instructors are informed as to the content of the social work program through field instruction meetings, written materials, and discussions with field students. Some suggested strategies include:

- 1 Ask the student what social work courses he or she has completed or is taking.
- 2 Make a point of asking the student in supervisory conferences what ideas covered in the classroom have relevance to the practice experience. Discuss how the student might "try out" some of the ideas in his or her fieldwork.
- 3 When the student is working with an individual, ask him or her to assess the environmental and societal issues and possible interventions that could be addressed.

A major focus of *Senior Seminar* is on integration of academic learning with field instruction. Class time is spent discussing field instruction and applying academic learning to the field experience. Class presentations are analyzed for their relevance to the field. Students evaluate their own employment potential in social work through doing their resumes. Course readings are oriented toward social work practice. Students evaluate policy implications for their field agency through a social policy assignment. Speakers are selected to help students make the connection between their education and social work practice.

FIELD PRACTICUM

Selection of Field Agencies and Instructors

Millersville University Social Work department is fortunate to be in partnership with a large number of agencies (list available upon request to field coordinator). Potential new field instruction settings and instructors are brought to the attention of the social work faculty through direct inquiry and application, student and faculty suggestion, alumni and other social workers, and through other information channels.

The agency does the initial screening of field instructors. The field instructors submit vitae describing their qualifications to the social work department. The field coordinator, in consultation with other faculty, is responsible for assessing whether or not a field setting and/or field instructor meet the necessary criteria:

- 1 Ability to provide an experience in social work suitable for baccalaureate practice.
- 2 Positive orientation toward human diversity and policy of non-discrimination toward staff, client systems, and students.
- 3 Potential opportunity for in-depth skill development, as well as exposure to a variety of social work experiences.
- 4 Agency ability and commitment to provide a soundly structured educational learning experience for students (supervisory time, physical space, time, and workload commensurate with student's

abilities and experience).

5. Potential field instructor(s) with a MSW or a BSW.

Formal Affiliation Agreements between Millersville University and Agencies

Beginning in 2000, the administrator/chief executive of each agency that takes a social work student for an internship is asked to sign a formal affiliation agreement provided by the social work department's field coordinator. After signature by the agency representative the Vice-President for Academic Affairs/Provost will sign on behalf of the University and it will be approved as to form and legality by SSHE legal counsel in Harrisburg. A copy will then be returned to the agency by the field coordinator. The term of this affiliation agreement is 5 years and will not have to be executed separately for each placement. The department field coordinator will be responsible for maintaining currency of these relationships. Should the agency have its own affiliation agreement form it may be used pending approval by PASSHE Attorneys.

Honoraria for Field Instructors

The Social Work Department provides honoraria in order to recognize the time, effort and dedication demanded of field instructors. The system is based on the model of compensation given to teachers who supervise students from the School of Education in their role as "student teacher." The amount of the honorarium is fixed by the State System of Higher Education and increases after the field instructor's first year of service in this capacity. Any questions about this policy should be directed to the field coordinator.

Field Instruction Advisory Board

The Field Instruction Advisory Board meets as part of the department advisory committee. The field coordinator serves as a non-voting member. All field instructors are welcome to attend the meetings and activities. The Board provides orientation and mentoring for new field instructors, reviews the field instruction program, and advises the field coordinator on ways to improve field instruction. The Board has established a Field Instruction Scholarship Fund for students wishing to attend workshops. Field instructors may donate their honoraria to this fund. Students may apply by filling out the *Field Instruction Advisory Board Scholarship Application (Form E)* and submitting it to the field coordinator.

Student and Placement Matching Process

The field coordinator guides the process of matching the student with an appropriate field setting and supervisor once the student has been accepted as a social work major. In cases where the student has made the initial contact with an agency the field coordinator is responsible for visiting that agency and approving it as a placement site according to the criteria presented above.

Placement Changes

There are obvious benefits to both the student and agency to have uninterrupted field instruction. At times, however, it becomes necessary to change the field setting, field instructor, and/or field liaison for the student. While efforts are made to minimize changes, they are expected and viewed as part of the field instruction program. Placement changes may occur anytime during the fall or spring

semester.

Students are placed for their *Social Work Practice III* (Fall semester) internship in the same agency they wish to be placed for *Field Instruction I & II* (Spring semester). This provides the student and field supervisor with an opportunity to evaluate the placement match in the Fall before beginning the full-time placement in the Spring. Placement matches may not work for any number of reasons, such as students changing their areas of interest, supervisor resignation, or inadequate student or supervisor performance.

During *Social Work Practice III* either the student or the field instructor may contact the field coordinator to request a change. Both parties are encouraged to contact the field coordinator with the earliest signs of concern to allow for time to make changes in a manner that maximizes student learning and preparation time for the spring semester. *Fall Semester Evaluation Form when Placement Changes (Form J)* will be provided to the field instructor and student by the field coordinator for evaluation of the student's performance during the fall semester. This will then be shared with the new field instructor as part of preparation for *Field Instruction I & II*.

During *Field Instruction I & II* the student and/or field instructor will contact the field liaison with any placement concerns or requests for placement changes. The liaison will meet with the student and field instructor to discuss concerns and/or placement change requests. The liaison will forward placement change requests to the field coordinator. The field coordinator, after reviewing the request with the liaison, student, and field instructor, will make necessary changes as expeditiously as possible in order to minimize disruption in agencies and with the academic program of the student. The field coordinator may consult with the Social Work Department faculty and will report on all *Field Instruction I & II* placement changes.

If the field instructor or student is unable to resolve his/her concerns satisfactorily after consulting with the field liaison or if his/her concerns are regarding the field liaison, s/he may bring the concerns to the field coordinator. If the concerns are not resolved, the next step is to engage in the Problem Resolution Process.

Problem Resolution Process

If there are unresolved concerns in field instruction, the department Problem Resolution Process can be initiated by the student or field coordinator by contacting the Social Work Department Chairperson. See *Social Work Student Handbook (on-line)*, or contact field coordinator for additional information.

Incident Reports

If a student experiences an injury or potential injury (ex. car accident or client assault), the field instructor needs to call the field liaison as soon as possible, complete an *Incident Report (Form I)* and submit it to the field liaison within 5 working days. The report is forwarded to the field coordinator and placed in the student's permanent file.

Dismissal

The Social Work department faculty may require a student to discontinue the Social Work program at

the end of any semester if performance in the classroom and/or field instruction is not satisfactory.

Students' Appeal and Grievance Procedures

See *Social Work Student Handbook (on-line)*, or contact field coordinator.

FALL FIELD INSTRUCTION RESPONSIBILITIES

Field Coordinator

- 1 Provides updated *Field Instruction Manuals* for field instructors, students, and liaisons.
- 2 Arranges Fall Field Orientation meeting for field instructors, students, and faculty.
- 3 Arranges additional orientation for new field instructors.
- 4 Provides an ongoing educational program for field instructors regarding supervision, social work curriculum and current social work educational issues.
- 5 Is available for consultations as needed.
- 6 Evaluates the field agency-student match during the Fall placement to determine the appropriateness of continuing the placement in the Spring semester.
- 7 Changes field placements as needed.
- 8 Provides National Association of Social Workers and Malpractice Insurance application forms for students.

Field Instructor

- 1 Attends Fall Field Orientation meeting.
- 2 Provides initial orientation for the student.
- 3 Provides information to student for agency analysis.
- 4 Guides student in change effort project.
- 5 Determines whether or not the agency provides student malpractice insurance.
- 6 Contacts field coordinator if problems arise in the field placement.
Completes *Fall Goal Plan (Form A)* and signs confirmation of spring placement, if placement is to be continued.
- 7 Guides student in preparing *Learning Goals Plan (Form C)* for the Spring semester, if placement is to be continued.
- 8 Completes *Fall Evaluation Form when Placement Changes (Form J)* if placement is not to be continued.

Student

- 1 Attends Fall Field Orientation meeting at Millersville University.
- 2 Submit verification of Malpractice Insurance before registering for SOWK 401-401: *Field Instruction I & II*.
- 3 Completes assignments for SOWK 403: *Social Work Practice III* (30 hours).
- 4 Contacts field coordinator if problems arise in field.
- 5 Completes *Fall Goal Plan (Form A)* and signs confirmation of spring placement and returns form to Field Coordinator.

6. Completes *Skills Self-Report (Form B)* for field instructor to use in preparing *Learning Goals Plan (Form C)*. Begins preparing *Learning Goals Plan (Form C)* for the Spring semester, if placement is to be continued.

SPRING FIELD INSTRUCTION RESPONSIBILITIES

Spring field instruction responsibilities for all parties are described in the *Clarification of Role Expectations (Form D)*, which is reviewed and signed during the first liaison agency visit.

FIELD INSTRUCTION LIAISON AGENCY VISITS

The field liaison schedules a minimum of three visits at traditional field placements and four visits at non-traditional placements. The visits usually take place at the field agency but can take place at Millersville University or another agreed upon location. Participants include the field instructor, the student, and the faculty liaison. Visits generally last 45-60 minutes. The field liaison is responsible for scheduling meetings.

Initial Visit

The first meeting generally takes place during the first or second week of the spring semester. The participants review, discuss, and sign two forms. The first form is *Clarification of Role Expectations (Form D)*. The purpose is to clarify the reciprocal roles and responsibilities of the field coordinator, field liaison, field instructor, and the student in order to facilitate the educational experience. The signed original contract is retained by the faculty liaison with copies kept by the field instructor and student.

The second form is *Learning Goals Plan (Form C)*. Based on the *Skill Self Report (Form B)*, and their (student/field instructor) relationship during the fall semester, the form *Learning Goals Plan (Form C)* sets up learning objectives for fieldwork that are individualized for each student, that are feasible in the agency, and attainable within the scheduled time frame. The student is responsible for its preparation, guided by the field instructor. The student is expected to initiate working on the establishment of goals and preparation of the document with the field instructor. The student should have three copies of the completed typed form prepared for the first conference. If the student is in a new field placement and has not had the opportunity to fully prepare the *Learning Goals Plan (Form C)*, the field liaison will establish a different due date.

During the meeting the student, field instructor, and the faculty liaison will confirm, clarify, expand and/or modify goals and ways of meeting them through discussion, questioning, and feedback. Revision of the form may be necessary. If so, the student is expected to amend the form and return it to the field liaison within one week and to give a copy to the field supervisor

The *Learning Goals Plan (Form C)* is composed of three sections: Knowledge, Skills, and Values. The student is expected to list at least two goals in each category with strategies to achieve their goals.

Examples of goals follow:

<u>Knowledge Goals:</u>		<u>Strategies:</u>	
1)	Learn how the court process works	A.	Observe court from arrest to disposition of case
		B.	Read court procedures manual
		C.	Discuss process with workers
<u>Skills Goals:</u>		<u>Strategies:</u>	
1)	Be able to conduct a weekly group	A.	Observe After-School Girls group by myself two times
		B.	Co-facilitate group four times
		C.	Review plan for my own meeting with supervisor
<u>Values Goals:</u>		<u>Strategies:</u>	
1)	To increase my awareness of my biases	A.	Attend in-service training on working regarding the Hispanic culture with Hispanic clients
		B.	Talk with Hispanic clients and workers regarding concepts of time, family, and spirituality.

Mid-Term Visit

The second meeting is held during March. The purpose of this meeting is: 1) to review the midterm evaluation of the student's performance using the *Field Practicum Performance Evaluation (Form F)* completed by the field instructor and discussed with the student and 2) to review the midterm evaluation of the field agency and instructor using the *Student Evaluation of Field Agency and Instructor (Form H)* completed by the student and discussed with the field instructor.

Mid-term is the time to begin preparing for the end of the placement by explicitly discussing the knowledge, skills, and values developed and strengthened during the first part of the semester and an assessment of the needs and goals of the student for the remaining part of the semester.

Final Visit

The third meeting is held near the completion of the placement in April or May. The purpose is to review the contents of the final evaluation, which is an extension of the form that was completed at mid-term, *Field Practicum Performance Evaluation (Form F)*. The original is given to the field liaison and the field instructor and student keep copies.

Additional Visit

An additional agency visit is required for non-traditional placements and optional for traditional

placements. The liaison may request to observe the student while engaged in a practice activity, review field issues and concerns with the student and field supervisor, or suggest another format. The field liaison will arrange meetings as needed.

STUDENT-FIELD INSTRUCTOR SUPERVISORY CONFERENCES

Field instructors and students are expected to conduct regularly scheduled weekly supervision conferences. The content of these conferences will vary depending on stage of the field experience and an on-going assessment of the student's needs. The following guidelines are provided to assist the fieldwork instructor in conducting the weekly supervisory conferences at different stages of the fieldwork experience.

Supervisory Relationship

At the beginning of the field placement, conferences are structured to begin the development of the supervisory relationship and to provide orientation to the placement. The field instructor models empathy and understanding and clarifies roles and expectations. The student begins to understand how professional supervision differs from other types of supervision. The field instructor formulates a beginning assessment of the student during the beginning stage that provides a future basis for assigning a suitable and manageable workload. The field instructor becomes acquainted with the student's abilities, prior experiences, and learning style.

Orientation

The beginning of the field placement experience can set the tone for the months to come and affect the student's ability to respond effectively to subsequent experiences and assignments. Students need a formal, structured, and well-planned orientation both in the Fall and Spring semesters. Some examples of steps to take during orientation are:

- 1 Establish a physical work space for each student
- 2 Specify to the student agency expectations on rules of behavior and appropriate dress.
- 3 Discuss the supervision process and schedule weekly supervision times.
- 4 Develop a list of abbreviations, symbols, and technical terminology unique to the setting.
- 5 Provide a map of the area for home visits.

Goal Setting

Following initial orientation, the field instructor and student develop and complete the *Learning Goals Plan (Form C)*. The student completes a *Skill Self-Report Form (Form B)* to assist in this process. The field instructor assists the student in identifying academic and theoretical learning that can be brought into the placement experience.

Assignments

Once orientation has occurred and learning goals have been identified, the field instructor begins assigning actual "cases" or learning "work" assignments. A student's first few cases are often very task-oriented. Beginning students must be clear about their role in order to feel more comfortable in

working with a client. If possible, the presenting problem of the first few cases should be a tangible matter that can be resolved rather quickly. If the presenting problem is concrete and can be resolved through contacts with community resources or by playing an advocacy role, the student can experience tangible success. This gradually eases the student into the social work role, builds self-confidence, and eventually prepares the student for more difficult challenges.

Students may share in the responsibility of a complex case with a staff member. Working on cases is a way to learn policies, procedures, and forms. Keep in mind that the student is not being trained to work for the specific field agency alone but is there to learn generic social work skills that could be applied to various settings. Students can have experiences beyond those performed by staff, such as home visits not normally done.

Students need guidance when assigned their first cases. Their anxiety can be decreased considerably if the field instructor helps them deal with their concerns and fears in the supervisory conference. Take time to prepare students before their first client contact or activity and review the experience with them when it is completed.

On-Going Supervision

As the student works with client systems and takes on other tasks and assignments, the supervisory conference is a time to discuss the specific progress that the student is making and help the student deal with concerns and blocks to progress. The use of role playing, case recordings, and taped recordings of interviews are all useful methods in helping the student learn from practice. Reviewing the *Learning Goals Plan (Form C)* and the *Field Practicum Performance Evaluation (Form F)* are additional ways to keep track of what is being accomplished and what needs to be done. Some recommendations for field instructors as they supervise students are:

*Communicate the attitude to the students that they are learners and not workers. Invite them to feel comfortable with this status and to take advantage of educational opportunities.

*Be direct and honest in evaluating the students' work. Help them to view criticism as constructive to their learning.

*Be open with sharing your own learning experiences in the field. This helps students realize that field instructors were beginners once and that they are also still learning.

*Schedule ample time to be available to students and arrange for back-up supervision when you are not available.

Evaluations

Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a final written evaluation at the end of the placement. Ongoing evaluation of the student's progress is a built-in aspect of supervision. Students are also expected to develop the ability to evaluate their own practice throughout the field experience. If there has been continuous sharing throughout the placement, written evaluations will hold no surprises. The student should know what the field instructor is going to say before it is written.

The student can be asked to evaluate him/herself in preparation for the two formal evaluations. This process facilitates thinking about assessment and can be used in part to determine whether the student's self-perceptions are in general agreement with those of the field instructor. Part of the final evaluation discussion might be a review of the kind of reference that might be given for the student if requested.

At mid-term and at the end of the placement, the student evaluates the placement and the field instructor using the *Student Evaluation of Field Agency and Instructor (Form H)*. The purpose is to provide a structured means for the students to reflect on and advocate for his or her learning needs.

Termination

Students may start to experience increased anxiety, along with more pleasant anticipation, during the final weeks of their placement experience. Concerns are often felt about whether they will accomplish everything in the time that is left. Awareness of their own impending life change increases. It is important to respond directly to indicators of denial, avoidance, and anxiety as they arise around termination.

By discussing what is happening in the supervisory relationship and the parallel process that occurs with clients, the student is assisted in developing the ability to deal with the termination phase of practice.

SOCIAL WORK STAFF	
<p>Faculty Richard H. Fulmer, Ph.D. LSW Professor and Field Coordinator Room 230, McComsey Hall 872-3979 E-mail: richard.fulmer@millersville.edu</p>	<p>Kathleen M. Walsh, Ph.D., LSW, ACSW Assistant Professor Room 218 B, McComsey Hall 871-4896 E-mail: kat.walsh@millersville.edu</p>
<p>Ann L. Gantt, MSW, LSW Assistant Professor Room 231, McComsey Hall 872-3385 E-mail: ann.gantt@millersville.edu</p>	<p>Secretary Kathy Kuhns Room 233, McComsey Hall 872-3739 E-mail: kathy.kuhns@millersville.edu</p>
<p>Heather L. Girvin, Ph.D. MSS Assistant Professor Room 229, McComsey Hall 871-2157 E-mail: heather.girvin@millersville.edu</p>	<p>Part-Time Secretary Lisa Stebbins Room 219, McComsey Hall 872-3563 E-mail lisa.stebbins@millersville.edu</p>
<p>Kathryn A. Gregoire, Ph.D., LSW, ACSW Professor and Chairperson Room 232, McComsey Hall 871-2475 E-mail: kathy.gregoire@millersville.edu</p>	
<p>Carol A. Heintzelman, Ph.D., LSW, ACSW Professor Room 227, McComsey Hall 872-3577 E-mail: carol.heintzelman@millersville.edu</p>	
<p>Elizabeth Hoffman, Ph.D., LSW, ACSW Temporary Full Time Assistant Professor Room 228, McComsey Hall 872-3572 E-mail: elizabeth.hoffman@millersville.edu</p>	

“We learn by reflecting on our experiences, not by the experience itself.”

PROCEDURE: Journals are submitted to field liaisons every two weeks and your liaison will give you schedule of the specific dates during the semester when you are to submit them. You are to submit your journals electronically by either email or on blackboard, depending on the preferences of the liaison. Be sure to follow principles of confidentiality in writing your journals. Pages 18 through 22 are given as guidelines as samples. Remember that the placement (and the journal) is graded only as pass/fail and you are to be recording this “learning” for your benefit more than as an assignment.

FORMAT:

First Page: Student Name, Agency, Supervisor Name and contact information, Liaison Name

Second Page: Hours Worked (do not include lunch time)

Week of	Weekly Hours Total	Running Hours Total
Feb. 9	30	90

Third Page: Learning Goals (be sure to highlight new goals as they are added to your list)

TIME LOG

Your first journal of the semester is to include this Time Log. The purpose of this assignment is to help you focus on individual “events” and tasks rather than issues and situations. It is very easy to look back and say “I had a good day” or “a bad day” but this is not conducive to learning. Both considering and evaluating your experience in small pieces is best way to get the most out of this internship opportunity. It also is most meaningful if you keep the log while it is happening rather than at the end of the day when memory and energy are both on the decline.

To do the Time Log, record each daily activity and the time spent on that project. Each activity is then given a rating of the learning value of the activity on a scale of 1 (low) to 10 (high). After reviewing the log in your first journal your liaison will let you know whether you are to continue keeping a time log or can stop.

February 1, 2008 8:30 am - 4:30 pm

Daily Activity	Hours	Rating
Home visit with caseworker	2	8
Read article on family preservation	.5	6
Unit meeting	1	7
Transport client to and from interview	3	2

WEEKLY EVENT ANALYSIS

(Minimum of 4 pages/sections)

A) Describe one event that occurred during the week in detail, including both objective (facts) and subjective (personal reaction) components. (1 page)

Example: (objective) I was accompanying JS, CYA caseworker, and we walked into a dirty house at about 2:00 PM. The mother was lying on the couch and appeared to be asleep. Two infant children were in the room with her, the TV was on turned to an old time movie. The children were on the floor and eating off a plate containing snack food that was covered with ketchup. A cat was licking off the plate as well. Cat litter had been spilled in the corner and was spread around the room. The 5 – 6 year old child who answered the door walked away from us and went to the back room and we could hear him banging around like he was cleaning off the table. He had said nothing to us when he opened the door, just turned around and walked away, leaving the door open.

JS attempted to rouse Ms. _____ but she continued to sleep in spite of repeated proddings and loudly calling her name. Eventually she did stir but seemed to be unaware of where she was or who was with her for several minutes. We just stood in the room and waited quietly for her to get her bearings. One of the babies started to cry and Ms. _____ awoke with a start and yelled at her. The other young child took her sister's hand and pulled her toward the back room, out of sight of their mother. When JS spoke to Ms. _____ about our planned appointment for a home visit she denied knowing about it and wanted us to leave. JS said that we needed to talk to her because she had missed her most recent appointment at the office and had not taken her 2 younger children to the doctor's office as she had agreed. Ms. _____ started to give a long list of excuses why she had not been compliant in the past month and got more and more defensive as she went. JS let her talk for a while and then went back over several of the excuses she had given and got her to talk about each of them in more detail. Alternatives were explained and the need to inform her caseworker was repeated several times. All of this time JS and I were standing in the entrance to the front room of the home, approximately 10 feet from the sofa where Ms. _____ was still reclining. She was now fully awake but had not moved a muscle to change her position or respond to anybody else in the home. JS asked me to go to the kitchen and get 2 chairs so we could sit closer to Ms. _____.

(subjective) I was shocked and sickened to see the conditions of the home. My first reaction was anger and my second was fear of catching something just by being there. One of the babies on the floor appeared to be ill, with bad color and a vacant look in her eyes. The older one was busy with toys and food and appeared not to be interested in us - or who we were. She did watch her mother very closely and appeared to be afraid when their mother yelled at the little one. Ms. _____'s excuses were all plausible at some level but she presented them with such anger and defensiveness that they were hard to believe. It sounded like she thought nothing that ever happened was her fault and everybody was against her. My anger and interest in how JS was handling this situation eventually overcame my fear of catching something and I was able to pay attention to the discussion between them. I felt that JS handled the several excuses really well by focusing on each one at a time and it made the whole situation much more comfortable. I will try to remember that approach. There were many things I felt needed to be done for the children and the home in general and getting Ms. _____ off the sofa and away from the TV seemed to be first priority to me. JS never did get around to talking about those issues and simply made another appointment at the office and discussed the need for Ms. _____ to make it for that appointment. Later in the discussion I went to the back

room with the 2 girls and...

B) Discuss and explain the meaning of both components of the event, after a period of reflection. (1 page)

Example: From reading the records and talking to JS I know that Ms. _____ has a long history of involvement with CYA and voluntarily gave up a 5 year old child for adoption 7 years ago. She has a history of Bi-Polar Disorder and is most frequently depressed. It is pretty obvious that this is a factor in the present situation. The dirty house appears to be a combination of her illness, inadequate support from the landlord (hot water has not worked for more than a week) and a certain level of lack of knowledge about child-care, safe food preparation, etc. She is obviously afraid of losing her children and resents CYA's involvement in her life. She is, however, aware of the risk of non-compliance and responds appropriately when the caseworker is talking directly to her. Her intelligence seems normal, possibly higher. It seems that her situation right now is overwhelming for her and she deals with it by using denial and resignation. Attempts to break the problems down into component parts may be the best way to intervene.

I am very much aware of the source of my anger and frustration on first entering the home. It brought back memories of my best friend's home when I was in junior high school and I know how much she suffered from that situation. She eventually had to go live with an aunt in suburban Philadelphia and we lost contact very soon thereafter. The cat in Ms. _____'s home was even the same color as Monica's and both of them were unhealthy looking too. This was a good opportunity for me to work on professional rather than personal dealings with clients and I tried to remind myself throughout the visit why we were there, what was possible to accomplish, what options existed, and how would I want to be treated if I were in her situation. I was both concerned for and repulsed by the children and I was proud of myself for getting up from beside JS and going to the back room to make an attempt at interacting with the 2 little girls. I know the boy was watching me from the kitchen but I tried not to let him know I was aware of him. When I was with them, how dirty they were was even more obvious and I worked hard at just making eye contact so that I would not stare at their clothes and absolutely filthy bare feet. I was surprised and pleased how able I was to interact with them in a professional and caring way in spite of my stomach churning from the filth.

I have always been someone who wants to take home every homeless puppy or child and just love them to death. To my shock I did not feel this about these children. I am not sure if this is a good or bad thing but I do feel "professional" about it. I will have to work out my thoughts about both their dirtiness and suffering to see if one overrides the other and thus kept me from getting as attached as I normally would. Right now I think that having spent the time with JS and Mrs. _____ before going to the children gave me a perspective on the issues that made it possible to remember my role in relationship to the children and behave in a different way than I normally would.

C) Apply one or more concepts learned in academic courses to the event. Concepts should be carefully explained. Use APA style to cite textbooks. (1 page)

Example: In SOWK 202 we learned about systems thinking and the need to not simply focus on the individual client or situation. I think I was able to do this pretty well (almost without realizing it) by remembering why I was in the situation, and how many things needed to be done so that this mother could improve the lives of her children. Contacting the landlord about hot water would be one example of intervening in the environment rather than directly with the client and there were several similar

things that were talked about in the discussion with Ms. _____. Another class concept that I was aware of from Practice I was eye contact and personal space as we dealt with Ms. _____ and her children. I never talked with JS about why we waited so long to get the chairs so we could sit closer to Ms. _____, but I suspect it involved keeping her comfortable when surprised with our presence and respecting her personal space. I am really glad that I took the mental health course because I was able to see pretty obvious signs of depression and knew about Bi-Polar Disorder when I read about her history in the record.

I also recall from SOWK 102, we read many stories about social workers going into peoples' homes and all the issues that involves. The most powerful one I remember was the rural social worker hired by the school district who had to be in the area for several years before she was known well enough to be allowed into people's homes. This helped me understand that I was both a guest in her home and a professional with responsibilities and a specific purpose for being there. I have accompanied social workers on other home visits as part of earlier volunteer placements but always felt awkward about not fitting in and feeling like an intruder. This one was better and, as I said before, I felt "professional." The other classroom discussion I remember as I think about this home visit is from Child Welfare. The topic was working with parents to help children rather than directly with the children. This was reinforced many times over during this visit and I knew when I went back to visit with the children that I was merely gathering information to use in setting up support systems for the mother, rather than trying to make a big impact on the children. Although I was not necessarily fully aware of this at the time, I can see how this knowledge made it possible for me to interact as well as I did when I was with them.

D) Plan for the next steps based on your analysis. (1 page)

Example: If I was the caseworker for this family I would continue to make home visits whenever possible and, at the same time, require Ms. _____ to come to the office on a regular basis. I would focus on getting her back on medication for her depression and having a very basic, but very specific, plan for something to do each day. Over time I would hope to build up to 2 or 3 specific things she could "contract" to do each day and I would work with her on developing resources to help with getting these things accomplished. As part of the agency support services I would contact my supervisor about possibly arranging other housing through the section 8 vouchers, or at the very least start working on her landlord to improve housing conditions. At some point I would try to have Ms. _____ start again on the parenting classes at either CYA or another agency in town. There are also support groups that may be able to be of benefit to her situation and, together, we could explore the various programs available to her.

As someone with a documented diagnosis of Bi-Polar Disorder, I do not know if she is in the MH/MR system of Lancaster Co, but I would check through the CYA process to investigate other resources that may be available to her because of this diagnosis. She has a HS diploma so basic education does not appear to be an urgent need. It appears that her SSI and Public Assistance checks provide her with minimally adequate money for now, but it does not seem that she knows how to purchase and prepare food and/or clothing in an appropriate manner. A list of small developmental steps necessary to achieve competency in managing a home could be made up and worked on in a variety of ways (with social worker, support groups, formal programs, etc.) to get Ms. _____ functioning up to the level of her potential.

Throughout this whole process I need to keep in mind the children's welfare and be ready to consider them for placement if the situation gets worse instead of better. I am struggling right now with what

could be worse; but I agree with JS on giving Ms. _____ time to get it together before removing the children. This cannot go on indefinitely, however, and our basic job is to protect the children rather than “reform” the mother.

BI-WEEKLY LEARNING SUMMARY (1-2 pages)

1. Describe your progress with your learning goals.

Knowledge Goal #1: Learn how the court process works

I went to court for the first time this week and am learning how the court process works for reviewing children in foster care. Having observed court before helped but I was really, really nervous about being there “officially.” It is completely different when you are involved and there are so many more things to see, hear and do than I thought before. I will be expanding my learning goal in this area to deal with this new information.

Skills Goal #3: Improve my ability to work with other professions and professionals in an advocacy role for my clients.

I am learning about the mental health services in Lancaster so I can access them for CYA clients. I have had conversations both with Ms. _____ in the intake unit of MH/MR and _____ a MU social work student doing her placement in that office. Based on what they have told me I helped client _____ complete 2 different forms and went with her to the first interview out at Francis Ave. I think I did really well at handling things I did not know about and avoided the urge to simplify things that were complicated and needed multiple steps to complete.

2. Conversations with your liaison: describe learning of interest and excitement for you and/or learning that is problematic. Describe your response to your learning. Include any issues, concerns, or questions you may have.

I talked in my last journal about how I wasn't getting to spend much time with clients. It seemed that I mostly was doing paperwork and the two clients I was supposed to see weren't home. My supervisor is now planning more visits and we have had better luck with people being home (made five home visits). I am proud of myself that I let my supervisor know that I wanted more opportunities to go on home visits and I am pleased that she is giving me more responsibility. I believe I am now ready for it.

I was especially pleased this past week to spend a day in court. I was amazed at how many cases the judge reviewed in such a short time.

During our monthly unit meeting we discussed issues of worker safety. I learned strategies to help me be safer on home visits. The discussion makes me more aware of some of the client behaviors I need to pay attention to when I am on the streets or in homes. Because my field instructor is a man I do not feel that he knows just how scary some of the day to day situations can be and I need to talk to somebody else about what “experience” can do in anticipating problems as compared with always being sensitive and “on guard.” I also did not bring up in the meeting the fact that I carry mace in my purse – because my Mom has always made me. Should I??

**FIELD
INSTRUCTION
FORMS**

FALL GOAL PLAN REPORT
(Field Instruction Manual)

Students: please return to Field Coordinator

PLEASE CHECK COMPLETED GOALS

- ___ 1. Obtain information about agency function, structure, funding, policies, procedures, and client population.
- ___ 2. Learn about relevant community resources and the community in which agency is located.
- ___ 3. Meet agency staff and become familiar with the facility.
- ___ 4. Observe supervisor and other staff providing a continuum of services and how they interact together.
- ___ 5. Begin a supervisory relationship, establishing a schedule and meeting format.
- ___ 6. Develop a beginning understanding of the role and responsibilities of the student the agency.
- ___ 7. Develop satisfactory work habits within the agency setting.
- ___ 8. Gain initial exposure to the types of social work practiced in the agency, such as individual, group, and community work.
- ___ 9. Determine the appropriateness of the agency/student match.
- ___ 10. Establish learning goals for Field Instruction I & II.

COMMENTS:

CONFIRMATION OF SPRING PLACEMENT

We are in agreement to continue the field placement in the Spring semester.

Student

Date

Field Instructor

Date

Skill Self Report

Students: Please give completed form to your field instructor when meeting about Learning Goals Plan.

This form is designed to assess your level or perceived ability or skill in relation to different practice tasks or behaviors. Please use the following scale circling that number at the end of each task description that corresponds to the scale value:

- 5 - I would be able to do this task independently
- 4 - I would need minimal guidance with this task
- 3 - I would need moderate guidance with this task
- 2 - I would need extensive guidance with this task
- 1 - I could not perform this task

- | | |
|--|-----------|
| 1. Interview a client for the first time. | 5 4 3 2 1 |
| 2. Interview a client from a different racial or cultural background. | 5 4 3 2 1 |
| 3. Define and/or initially assess a client's presenting problem. | 5 4 3 2 1 |
| 4. Assist a client in the selection of a problem to work on. | 5 4 3 2 1 |
| 5. Develop an intervention plan for a client. | 5 4 3 2 1 |
| 6. Write a contract for the purpose of altering a client's behavior. | 5 4 3 2 1 |
| 7. Implement an intervention plan with a client. | 5 4 3 2 1 |
| 8. Terminate a relationship with a client. | 5 4 3 2 1 |
| 9. Model or demonstrate appropriate/alternative behaviors for a client. | 5 4 3 2 1 |
| 10. Provide a client with feedback or guidance in relation to a specific behavior. | 5 4 3 2 1 |
| 11. Set up a role play for a client. | 5 4 3 2 1 |
| 12. Make a client referral to another agency. | 5 4 3 2 1 |
| 13. Receive a client referral from another agency. | 5 4 3 2 1 |
| 14. Advocate within your agency for a client's rights. | 5 4 3 2 1 |

- | | |
|---|-----------|
| 15. Advocate with another agency for a client's rights. | 5 4 3 2 1 |
| 16. Locate published research relevant to a client's problem. | 5 4 3 2 1 |
| 17. Conduct an interview with a family. | 5 4 3 2 1 |
| 18. Go on a home visit by myself. | 5 4 3 2 1 |
| 19. Lead a small group of clients. | 5 4 3 2 1 |
| 20. Lead a large group of community residents. | 5 4 3 2 1 |
| 21. Evaluate an intervention with a single client. | 5 4 3 2 1 |
| 22. Evaluate an intervention with a group of clients. | 5 4 3 2 1 |
| 23. Evaluate a specific program within an agency. | 5 4 3 2 1 |

Comments:

MILLERSVILLE UNIVERSITY

LEARNING GOALS PLAN

(See Field Instruction Manual, p. 13, for examples)

AGENCY: _____ DATE: _____

Students: Please prepare three copies, typed, for the first liaison agency visit.

KNOWLEDGE GOALS:

STRATEGIES:

SKILLS GOALS:

STRATEGIES:

VALUES GOALS:

STRATEGIES:

Student _____ Date _____

Field Instructor _____ Date _____

Faculty Liaison _____ Date _____

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF SOCIAL WORK

CLARIFICATION OF ROLE EXPECTATIONS
FOR FIELD PRACTICUM PLACEMENT OF SOCIAL WORK STUDENTS

The purpose of this statement is to clarify the reciprocal roles and responsibilities among the Millersville University Department of Social Work, the field instructor, and the student, in order to facilitate the educational experience. This document is reviewed, discussed, and signed by the field liaison, field instructor, and student during the first liaison field visit.

Responsibilities of the Field Coordinator are to:

1. Aim to match the professional interests and goals of the student with those of the agency, in joint planning with the student.
2. Insure the agency the right to screen students referred for placement, and to accept or reject students according to the demands of the agency program and the needs of its clients. Agencies are expected to comply with Equal Employment Opportunity regulations in making decisions regarding students.
3. Provide the field instructor with background information furnished by the student.
4. Provide the field instructor with the field practicum manual, which contains general information about the social work program.
5. Provide an orientation program for new field instructors.
6. Provide an ongoing educational program for field instructors regarding supervision, social work curriculum and current social work educational issues.
7. Provide opportunities for field instructors to evaluate the field practicum and to participate in curriculum development.
8. Be available for telephone consultations as needed.
9. Evaluate the field agency – field instructor – student match during the Practice III placement to determine the appropriateness of the block placement in the following semester by meeting individually with each student and their field instructor when concerns are raised.
10. Withdraw the student from the field placement, at any time during the field practicum, at the agency's or student's request if, following resolution attempts, problems have not been solved to the satisfaction of all parties concerned.

11. Withdraw the student from the agency if careful evaluation indicates that satisfactory learning is not taking place.

Responsibilities of the Field Liaison are to:

1. Discuss the field practicum student evaluations with the student and field instructor prior to submission of the evaluations by the field instructor to the school.
2. Evaluate the performance of the student and submit the Field Instruction I & II grade of Satisfactory/ Unsatisfactory
3. Read and provide feedback on the students' field journals.
4. Visit the traditional (BSW/MSW field instructor) agency a minimum of three times during the block placement.
5. Visit the nontraditional (non-BSW/MSW field instructor) agency a minimum of four times during the block placement.
6. Meet with the students in a group three times during the spring block placement.
7. Meet individually with the student placed in a traditional agency two times during the block placement.
8. Meet individually with the student placed in a nontraditional agency three times during the block placement.
9. Be available for telephone consultation as needed.
10. Evaluate the appropriateness of the field agency - student match and learning experience.
11. Participate in the presentation of field practicum meetings and programs.
12. Work with the field instructor to provide a structured learning experience for the student, assuring maximum possible exposure to principles of generalist practice.

Responsibilities of the Field Instructor are to:

1. Provide the faculty field coordinator with a description of the activities planned for the fall orientation and for the block placement.
2. Prior to the student's arrival, arrange adequate working space and equipment necessary for the student to complete assigned tasks.
3. Arrange for the student's orientation to the agency, clients, social service system, and community.
4. Provide the student one hour of regularly scheduled supervision each week.
5. Be available at other times for consultation with the student as necessary.
6. Suggest reading materials for student which will facilitate a deeper understanding of the agency's programs.
7. Assign the student guided professional direct social work experiences tailored to student's individual needs and abilities and the agency's program. The experiences should stress generalist practice principles and, as such, provide as broad a variety of social work interventions as possible within the framework of agency purposes and structure. Opportunities for contact with diverse populations and oppressed persons should also be emphasized.
8. Submit written evaluations of the student's performance on the forms provided by the social work department. Discuss the evaluation with the student prior to submission and discussion with the field liaison.
9. Take responsibility to communicate promptly with the student and the social work faculty as problems appear in the field practicum. In situations where personal or potential injury occurs, a formal Incident Report (Form I) is to be completed and submitted to the field liaison as soon as possible.
10. Attend field practicum meetings as scheduled.
11. Arrange for reimbursement to the student for expenses incurred in the performance of agency assignments, including student's use of his/her own automobile. Assure that either the agency's or the student's liability insurance explicitly covers students or non-paid personnel when transporting clients in their own automobile.
12. Be responsible for determining any tasks students may not perform at the agency due to either agency or regulatory policies.

Responsibilities of the social work student are to:

1. Arrange a weekly schedule of fieldwork cooperatively with the agency, adjusting the hours to allow for mutual needs. Students are permitted to work day, evening, and weekend hours, but may not receive credit for night work (12 a.m. -6 a.m.). Students must take a minimum of 1/2 hour for lunch and for evening meals unless an exception is granted upon request to the social work department.
2. Students are required to be in placement for 450 hours, a minimum of 32 hours and a maximum of 35 hours per week. Millersville University does not require students to do field work during Spring break or Final Exam week. No more than 32 hours may be credited toward block placement prior to the official beginning of the Millersville University spring semester. In no case may the student end their placement (even if 450 hours have been completed) before the Thursday of the last week of the semester. Exceptions in the scheduling of hours for the block placement can be made only with written permission by the field coordinator, in consultation with the field liaison and field instructor.
3. Most fieldwork positions are not paid positions. Paid field placements are permissible if they meet all of the criteria for fieldwork. Students must be able to fulfill the objectives for fieldwork within the paid placement. Emphasis must be on the fieldwork as learning experience rather than as paid employment. If students wish to receive credit for any hours for which they are financially reimbursed, they must first obtain approval from the Social Work Department. Written requests are required, with explanation of schedule and assignments, and should be submitted to the field coordinator.
4. Take responsibility for reporting to work at the appointed times and notifying the appropriate person at the agency promptly if for any reason the student cannot get to work on time, or will be unable to report to work. A pattern of repeated irresponsible tardiness and/or absence will result in removal from placement.
5. Demonstrate satisfactory work habits in relation to agency assignments.
6. Observe the rules and policies that guide the agency program and operation, including confidentiality of material, promptness, reliable and responsible general conduct and appropriate dress.
7. Read literature assigned by the field instructor for orientation to the agency program or to deepen understanding required for delivering the agency's services.
8. Take responsibility for inquiring and learning from involvement in the actual delivery of services within the assigned setting.

9. Prepare agendas of questions and topics to discuss at regularly scheduled conferences with the field instructor.
10. Accept and use constructively the supervision provided by the field instructor. Other persons may provide supervision in cases of emergency when the field instructor is not available or when the field instructor delegates task supervision to another staff member.
11. Keep a weekly journal to be submitted to the field liaison on a regularly scheduled basis. Any hours not logged in journal will not count toward the 450 hour requirement. See Appendix B of field manual for journal guidelines.
12. Report to the field liaison for conferences as scheduled.
13. Attend field practicum meetings as scheduled. Time spent in field practicum meetings is credited towards field hours.
14. Purchase malpractice insurance if not provided by agency.

Comments and special conditions:

SIGNED:

Faculty Liaison

Date

Agency/Field Instructor

Date

Student Intern, Social Work Department
Millersville University

Date

FIELD INSTRUCTION ADVISORY BOARD
SCHOLARSHIP APPLICATION

Eligibility: Field Instruction I & II Students

Purpose: To provide an opportunity for students to attend social service workshops when money is not available through agency;’,
];;

Pays for: Workshop Registration fee

Maximum: \$50.00

Provided by: Donations from field instructors

Deadline: One week before registration check is needed

Application: Submit to Social Work Department Field Coordinator

Feedback: You may be requested to share information from the conference with others (ex. class presentation)

✂ _____ ✂ _____ ✂ _____

(Please type)

Name _____ **Date** _____

Address _____

Phone Number _____ **Student ID#** M00 _____

Agency Placement _____

Workshop Description (please attach registration form or describe title, presenter(s), sponsor, date, location, cost and any other relevant information)

**SOWK 401 & 402: FIELD INSTRUCTION I & II
MIDTERM AND FINAL PERFORMANCE EVALUATIONS**

Note: Form to be completed by field instructor and student in preparation for liaison midterm and final visits.

Student's Name _____

Mid-Term Evaluation Date: _____ Final Evaluation Date: _____

Agency _____

Department _____

Field Instructor's Name _____

Field Instructor's Position _____

Description of the student's assignments and learning experiences for **midterm** evaluation:

Description of the student's assignments and learning experiences for **final** evaluation:

PERFORMANCE RATING SCALE

Please evaluate the student’s skill level pertaining to each learning objective using the numbers (1-5) and abbreviation (NA) corresponding to the following scale.

- 1 = Poor: Performance well below expectations.
- 2 = Fair: Performance below expectations.
- 3 = Satisfactory: Performance meets expectations.
- 4 = Very Good: Performance exceeds expectations.
- 5 = Outstanding: Performance far exceeds expectations.
- NA=Not Applicable: Student has not had the opportunity to learn this skill.

I. PARTICIPATION IN THE LEARNING/TEACHING PROCESS

	Midterm	Final
1. Participates in identifying clear, specific appropriate learning goals.	_____	_____
2. Consistently and objectively evaluates progress on learning goals.	_____	_____
3. Participates and uses supervisory meetings appropriately.	_____	_____
4. Uses feedback for constructive growth and change.	_____	_____
5. Demonstrates understanding of the role of professional supervision.	_____	_____

Midterm Comments:

Final Comments:

II. INTEGRATION OF THEORY AND PRACTICE

	Midterm	Final
1. Applies classroom learning to client situations.	_____	_____
2. Uses own life experiences appropriately on behalf of clients.	_____	_____
3. Contributes to the learning of others.	_____	_____
4. Applies basic social work concepts and principles to client situations.	_____	_____
5. Applies learning about ethical issues to practice.	_____	_____

Midterm Comments:

Final Comments:

III. SOCIAL CHANGE

1. Analyzes impact of policies on clients.
2. Understands how oppression affects clients and communities.
3. Advocates for client systems.
4. Demonstrates awareness of societal changes needed to enhance clients' quality of life.
5. Demonstrates commitment to promoting just systems.

Midterm	Final
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Midterm Comments:

Final Comments:

IV. PROFESSIONAL RELATIONSHIP SKILLS

1. Analyzes impact of own personal issues, values, and attitudes on clients.
2. Accepts self and others.
3. Analyzes the impact of self on diverse clients.
4. Responds with sensitivity to diverse client systems.
5. Conducts practice without discrimination.
6. Treats others with respect and dignity.
7. Engages clients systems in planned changed processes.
8. Individualizes clients and avoids generalizations and stereotypes.
9. Empathizes with clients while maintaining boundaries.
10. Develops working relationships with agency staff.
11. Develops working relationships with collaterals in the community.
12. Maintains ethical standards in practice.

Midterm	Final
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Midterm Comments:

Final Comments:

V. WORK PERFORMANCE

	Midterm	Final
1. Completes work in a timely manner.	_____	_____
2. Complies with record keeping requirements.	_____	_____
3. Makes productive use of time.	_____	_____
4. Contributes to a positive working environment.	_____	_____
5. Works responsibly and dependably with client systems and others.	_____	_____

Midterm Comments:

Final Comments:

VI. COMMUNICATION SKILLS

	Midterm	Final
1. Expresses self clearly in verbal communication.	_____	_____
2. Expresses self clearly in written communication.	_____	_____
3. Asks questions.	_____	_____
4. Reflects content and feelings.	_____	_____
5. Provides feedback appropriately.	_____	_____
6. Addresses discrepancies in client's behavior.	_____	_____
7. Is purposeful and maintains a clear focus.	_____	_____
8. Expresses differing points of view while respecting others.	_____	_____
9. Demonstrates awareness and understanding of nonverbal behavior.	_____	_____
10. Adapts language to various situations and audiences.	_____	_____
11. Shows congruence in verbal and non-verbal messages.	_____	_____
12. Is aware of own defenses affecting communication.	_____	_____
13. Works to reduce defenses of others in communication.	_____	_____

Midterm Comments:

Final Comments:

VII. PLANNED CHANGE PROCESS

A. DATA COLLECTION SKILLS

	Midterm	Final
1. Shows purposefulness and selectivity in gathering facts.	_____	_____
2. Demonstrates ability to organize facts.	_____	_____
3. Shows ability to record data in a clear and concise manner.	_____	_____
4. Involves client system in process of data collection.	_____	_____
5. Shares client information in a purposeful and ethical manner.	_____	_____

B. ASSESSMENT SKILLS

	Midterm	Final
1. Identifies the major systems involved with problems of clients.	_____	_____
2. Judges the degree of urgency involved in requests for service.	_____	_____
3. Demonstrates understanding of the complexity of behaviors.	_____	_____
4. Analyzes the impact of diversity on client systems.	_____	_____

C. PLANNING SKILLS

	Midterm	Final
1. Makes logical connections between assessments and interventions.	_____	_____
2. Prioritizes problems and concerns.	_____	_____
3. Facilitates identification and exploration of alternative courses of action.	_____	_____
4. Sets goals with client systems with reasonable task and time expectations.	_____	_____
5. Establishes and maintains contracts with clients and service providers.	_____	_____

D. INTERVENTION SKILLS

	Midterm	Final
1. Demonstrates knowledge of agency purpose, policies, and procedures.	_____	_____
2. Makes referrals and connects client systems with needed resources.	_____	_____
3. Understands theoretical bases of interventions.	_____	_____
4. Selects intervention based on client systems needs and available resource.	_____	_____

E. MONITORING SKILLS

	Midterm	Final
1. Works with client systems and others to evaluate movement toward goals.	_____	_____
2. Uses evaluations as a basis for changing goals and/or course of action.	_____	_____
3. Participates in evaluation of own work.	_____	_____

F. TERMINATION SKILLS

	Midterm	Final
1. Understands agency requirements for termination/transfer of assignments.	_____	_____
2. Responds appropriately to the different ways people react to separation.	_____	_____
3. Plans responsibly for own termination process.	_____	_____

Date: _____

MILLERSVILLE UNIVERSITY
MILLERSVILLE, PENNSYLVANIA

Field Instructor Vita
Social Work Department

Name _____

() MSW

Employment Position _____

() Baccalaureate in SW
() Other Baccalaureate

Major responsibilities _____

() Degree _____
Major _____

() Grad. Degree _____
Major _____

Employment Agency/Organization

Type _____

Street Address

Telephone

City, State

Zip

Social Security Number

1st time field supervisor for Millersville University Social Work? _____ Yes _____ No - _____ Within past 5 years
_____ Longer than 5 years

Education

College/University

Major

From-To

Degree

SOCIAL WORK-RELATED EXPERIENCE

Begin with employment immediately prior to present position, and indicate employing organization with address, position title, and brief summary of experience relating to social work. Indicate when you held each position.

OTHER

Include additional information, which you consider important to your performance as a field instructor, such as membership in professional organizations, professional publications or presentations, special workshops/short courses you have given or taken, professional growth and development.

This information may be used by the MU Social Work Department in pursuit of CSWE accreditation and for other professional purposes as required.

Signature

Date

STUDENT EVALUATION OF FIELD AGENCY AND INSTRUCTOR

Student's Name _____

Mid-Term Evaluation Date _____ Final Evaluation Date _____

Agency _____

Department _____

Field Instructor's Name _____

Field Instructor's Position _____

DESCRIPTION OF AGENCY

SUMMARY OF STUDENT EXPERIENCES/ASSIGNMENTS

Mid-Term:

Final:

Part I. AGENCY LEARNING ENVIRONMENT

A. Orientation

1. Evaluate the extent to which the orientation process was helpful, including recommendations for change.

Mid-Term:

Final:

2. Comment on the extent to which you feel a part of the agency staff. Identify factors you believe contribute to the ways in which you feel or do not feel a part of the staff.
Make recommendations for change.

Mid-Term:

Final:

B. Learning Opportunities and Responsibilities

1. Were cases, groups, or projects relevant to your learning needs available for assignment?

Mid-Term: ____Not enough ____Too many ____Just right

Final: ____Not enough ____Too many ____Just right

2. Did the assignment call for a level of skill appropriate to your development?

 ____Yes ____Too high ____Too low

C. Field Supervision

1. Describe the arrangements for your field supervision (individual, group, formal, informal, frequency, duration, topics discussed).

Mid-Term:

Final:

2. Describe the ways in which the conferences are helpful. Recommendation for changes?

Mid-Term:

Final:

Comments:

Mid-Term:

Final:

Part II: EVALUATION OF FIELD INSTRUCTOR

		Very Good		Satisfactory		Somewhat Unsatisfactory		Unsatisfactory	
		Mid-Term	Final	Mid-Term	Final	Mid-Term	Final	Mid-Term	Final
A.	Facilitated the process of integration into the agency system.								
B.	Encouraged and supported attendance at staff meetings, seminars and workshops.								
C.	Encouraged and supported learning about community resources, including visits to other agencies.								
D.	Facilitated my understanding and use of agency policies and procedures.								
E.	Encouraged my critical assessment, appraisal and evaluation of my work with clients.								
F.	Provided clear, understandable feedback on an on-going basis.								
G.	Facilitated learning of specific practice skills.								
H.	Was clear and consistent about the expectations of this placement.								
I.	Was accessible to answer my questions and concerns.								
J.	Assisted me in the process of academic and field experience.								

		Very Good		Satisfactory		Somewhat Unsatisfactory		Unsatisfactory	
		Mid-Term	Final	Mid-Term	Final	Mid-Term	Final	Mid-Term	Final
K.	Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis.								
L.	Encouraged identification with professional values and encouraged professional behavior consistent with those values.								

STUDENT' COMMENTS: Please make any comments or give examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for changes).

Mid-Term:

Final:

FIELD INSTRUCTOR'S COMMENTS:

Mid-Term:

Final:

Signatures:

Mid-Term:

Student

Field Instructor

Faculty Liaison

Final:

Student

Field Instructor

Faculty Liaison

INCIDENT REPORT

Field Instructors: Please report immediately any incidents in which injuries or potential injuries of the student occur (to the field liaison). Give completed Incident Report to the field liaison within 5 working days.

Student _____

Agency _____

Address _____

Field
Instructor _____

Phone # _____

Date of incident: _____

Describe incident:

Describe injury, if any.

Describe treatment of student and/or response of agency to incident, if any.

Steps taken to prevent similar incidents:

Field Instructor Date

Student Date

Field Liaison Date

FALL PLACEMENT EVALUATION FOR STUDENTS IN SOCIAL WORK 403
NOT CONTINUING AT AGENCY IN SPRING SEMESTER

PLEASE RATE STUDENT ON HER/HIS ACHIEVEMENT OF THESE COURSE GOALS
(1 as not achieved - - - - - 5 as completely achieved)

- _____ 1. Obtained information about agency function, structure, funding, policies, procedures, and client population.
- _____ 2. Learned about relevant community resources and the community in which agency is located.
- _____ 3. Met agency staff and became familiar with the facility.
- _____ 4. Observed supervisor and other staff providing a continuum of services and how both staff and services interrelate within the agency's mission.
- _____ 5. Had an appropriate supervisory relationship, maintained a schedule and meeting format.
- _____ 6. Developed a beginning understanding of the role and responsibilities of a student in the agency.
- _____ 7. Demonstrated satisfactory work habits within the agency setting.
- _____ 8. Gained knowledge of the types of social work practiced in the agency, such as individual, group, and community work.

Brief description of assignments performed by student

Number of hours completed _____

Dates _____
from to

Evaluation of student's performance (Please circle one)

Poor Fair Good Very Good

Please comment on work habits, ability to form relationships, communication skills, and any other areas you consider important in a developing social worker. (Use back of sheet if necessary.)

Supervisor's signature Date

Student's Signature Date

Millersville University does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. This includes Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Americans with Disabilities Act of 1990.

Coordinators: Services for Students with Disabilities—Mrs. Sherlynn Bessick, Director, Office of Learning Services, Lyle Hall, 717-872-3178; Title VI and Title IX—Ms. Patricia Hopson-Shelton, Assistant to the President for Social Equity and Diversity, Delaware House, 717-872-3787; ADA Coordinator—Mr. Patrick C. Weidinger, Director of Safety and Environmental Health, Dilworth Building, 717-872-3017.

Policy on Auxiliary Aids Millersville University does not discriminate on the basis of disability status in admission or access to its programs and activities. Individuals are encouraged to make the University aware of any permanent or temporary disability. Arrangements will be made to secure auxiliary aids and services, when necessary, to ensure that such students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under programs and/or activities at Millersville University. This policy extends to full-time, part-time and non-degree students and students enrolled in both credit and noncredit courses.