FIELD INSTRUCTION MANUAL

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

Revised by Prof. Jennifer M. Frank and Dr. Curtis Proctor, in consultation with Drs. Kathleen Walsh and Karen Rice

Revised July 2015
Acknowledgements

The Millersville University School of Social Work Field Instructors Manual has evolved over time and is the result of the efforts and contributions of current and former School of Social Work faculty, field instructors, and students. Primary among the former faculty is Dr. Marion Foster, who founded the Social Work 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.

Earlier versions of this manual were modeled after the Social Work Fieldwork Manual, Department of Social Work, Colleges of St. Catherine and St. Thomas, St. Paul, Minnesota. Also utilized in designing earlier versions of this manual, forms, and the program itself, was the work of Dr. Lawrence Shulman on teaching social work practice, the Social Work Training curriculum developed by Mark Doel and Steven Shardlow at the University of Sheffield in England, and evaluation models used by the University of Maryland, Baltimore Campus. Our debt to these colleagues for their conceptual, practical, and organizational insights is gratefully acknowledged. Subsequent revisions of this manual began in 2010 in order to more accurately reflect CSWE’s EPAS.
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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://millersville.edu/socialwork/ Desire2Learn, or by request from the field liaison or field coordinator.
THE SOCIAL WORK BACCALAUREATE PROGRAM
FIELD INSTRUCTION

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, 2011 for the fourth time, through 2019. Lastly, the Department of Social Work became the School of Social Work within the newly restructured College of Education and Human Services as of July 1, 2015.

Mission

Affirming the mission of Millersville University, a public, liberal arts institution situated in South Central Pennsylvania, the Baccalaureate Social Work Program educates students to be competent, effective social work professionals who embrace core social work values, enhance human and community well-being, and promote social and economic justice through generalist social work practice. The University and the Program provide a learning environment that prepares students to work in an increasingly diverse society and to meet contemporary social, cultural, economic, political, and global challenges.

Competencies & Practice Behaviors

Field Education is the signature pedagogy in social work. It represents the central form of instruction and learning in which students are socialized to perform the role of the practitioner. As a result, students are expected to demonstrate and achieve core competencies. These competencies and accompanying practice behaviors are what guide the students’ learning plans. Below is the list of competencies and practice behaviors.

Competency 1: Identify as a professional social worker and conduct oneself accordingly.
Practice Behaviors:
1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance, and communication
5. Engage in career-long learning
6. Use supervision and consultation

Competency 2: Apply social work ethical principles to guide professional practice.
Practice Behaviors:
1. Recognize and manage personal values in a way that allows professional values to guide practice
2. Make ethical decisions by applying standards of the National Association of Social Work
Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
3. Tolerate ambiguity in resolving ethical conflicts
4. Apply strategies of ethical reasoning to arrive at principled decisions

Competency 3: Apply critical thinking to inform and communicate professional judgments.
Practice Behaviors:
1. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
2. Analyze models of assessment, prevention, intervention, and evaluation
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

Competency 4: Engage diversity and difference in practice.
Practice Behaviors:
1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences
4. View themselves as learners and engage those with whom they work as informants

Competency 5: Advance human rights and social and economic justice.
Practice Behaviors:
1. Understand the forms and mechanisms of oppression and discrimination
2. Advocate for human rights and social and economic justice
3. Engage in practices that advance social and economic justice

Competency 6: Engage in research-informed practice and practice-informed research.
Practice Behaviors
1. Use practice experience to inform scientific inquiry
2. Use research evidence to inform practice

Competency 7: Apply knowledge of human behavior and the social environment.
Practice Behaviors:
1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
2. Critique and apply knowledge to understand person and environment

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services
Practice Behaviors:
1. Analyze formulate and advocate for policies that advance social well-being
2. Collaborate with colleagues and clients for effective policy action
Competency 9: Respond to contexts that shape practice.
Practice Behaviors:
1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Competency 10 (a): Engage with individuals, families, groups, organizations and communities.
Practice Behaviors:
1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
2. Use empathy and other interpersonal skills
3. Develop a mutually agreed on focus of work and desired outcomes

Competency 10 (b): Assess individuals, families, groups, organizations and communities.
Practice Behaviors:
1. Collect, organize, and interpret client data
2. Assess client strengths and limitations
3. Develop mutually agreed-on intervention goals and objectives
4. Select appropriate intervention strategies

Competency 10 (c): Intervene with individuals, families, groups, organizations and communities.
Practice Behaviors:
1. Initiate actions to achieve organizational goals
2. Implement prevention interventions that enhance client capacities
3. Help clients resolve problems
4. Negotiate, mediate, and advocate for clients
5. Facilitate transitions and endings

Competency 10 (d): Evaluate interventions with individuals, families, groups, organizations and communities.
Practice Behaviors:
1. Critically analyze, monitor and evaluate interventions

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.
Staff

Ten full-time faculty, with one full time and one part time secretary, implement the social work program (Appendix A).

SOWK 401-402: FIELD INSTRUCTION I & II

Educational Outcomes

SOWK 401-402: Field Instruction I & II (450 hours) are designed to produce reflective, self-evaluating, knowledgeable, and developing professional social work practitioners with an evidence-based 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 School of Social Work’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 510 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). In order to register for Field Instruction I & II the student must be an accepted social work major, i.e., have passed the Professional Readiness Assessment Process (formerly Screening and Selection), have completed all other required social work courses with grades of C or higher, have malpractice insurance, and completed all background clearances.

Background Clearances

All students entering field are required to complete background checks, including Childline, FBI, and PA State criminal clearance prior to starting field. All three clearances must be current (within the past year) and cannot expire (be more than one year old) prior to the end of the field semester or completion of field hours, whichever is latest. Students must provide the Field Coordinator with copies of certificates/forms. No student is authorized to begin field prior to completion and submission of copies to the School of Social Work of all background clearances. The following clearances are required. Updated instructions can be obtained yearly from the field coordinator.

For submission of clearances, you must provide copies of all four documents (FBI, PA Criminal, Child Abuse, proof of malpractice insurance) and the completed cover form to the School of Social Work, Graduate Assistant or Field Secretary. Only complete submissions will be accepted. Failure to submit these documents may result in a delay of your field placement. Under no circumstances are students permitted into field placement prior to submission of all three clearances and valid insurance.

1. ACT 113 (CHILD ABUSE HISTORY CLEARANCE)
1. Visit: https://epatch.state.pa.us/RecordCheckHome.jsp

You will need to have a credit card available to pay online. At the top of the page, select “Record Check” then “New Record Check”. When completed, click on the “Certification Form” button and print the results page with the state seal watermark. For Reason: Education or Volunteer. Cost is $10.

If you are unable to complete the online transaction for the Criminal Record Check you may fill out a hard copy and mail it to the appropriate address listed on the form. It may take 4-6 weeks to receive your record check. It is highly recommended that you complete this application online as you will receive your results instantly.

2. ACT 34 (CRIMINAL RECORD CHECK)

Visit: https://epatch.state.pa.us/RecordCheckHome.jsp

You will need to have a credit card available to pay online. At the top of the page, select “Record Check” then “New Record Check”. When completed, click on the “Certification Form” button and print the results page with the state seal watermark. For Reason: Education or Volunteer. Cost is $10.

If you are unable to complete the online transaction for the Criminal Record Check you may fill out a hard copy and mail it to the appropriate address listed on the form. It may take 4-6 weeks to receive your record check. It is highly recommended that you complete this application online as you will receive your results instantly.

3a. FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING)—all students going into a non-school setting.


Select the Pennsylvania Department of Public Welfare (DPW) link. Do NOT use PA Dept of Education.

Read all instructions very carefully. All applicants MUST register at this website or by phone at 1-888-439-2486 prior to getting the actual fingerprinting done. Applicants will be required to pay a 1-time fee online with a credit card or at the fingerprinting site by money order or cashiers check. Cost is $27.50.

3b. FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING)—all students going into a school-setting.


You will need to check with your specific site to confirm what type of FBI clearance that you must select. Many schools require that you select Department of Education, which provides the school with online access to your clearance. If you select Department of Education, you should receive an unofficial copy of your clearance in the mail within 2 weeks. If you do not receive this unofficial copy, you must contact the School Services Department right away at (717) 783-3750. Millersville University must have a paper copy. If you do not receive an unofficial copy and do not follow up, you will need to apply and pay again. Cost is $28.75.

4. PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE
Unless the agency where you are doing your practicum has PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE that covers interns, you will have to purchase student professional liability coverage. There are two options available to you regarding professional liability coverage.

**Option #1 NASW Assurance**

In order to purchase insurance through NASW Assurance, you must be a member of NASW; it is a two-step process. As a student, you are able to join NASW at a reduced student rate of $48. As a student member of NASW, you are able to then purchase student liability coverage through their company **NASW Assurance Services**. The cost to purchase liability insurance through NASW Assurance Services, which is only available to members of NASW, is $15 for coverage limits of $1,000,000/$5,000,000.

**Step #1 Join NASW**

Before you can purchase professional liability insurance through NASW Assurance you must first join the National Association of Social Workers. The direct link to the NASW membership application is:

Visit:  [https://www.socialworkers.org/online-join/join.aspx](https://www.socialworkers.org/online-join/join.aspx)

Be sure to join as a **student member**. THE COST OF NASW MEMBERSHIP IS $48.00 and you can pay online by credit card.

**Step #2 Purchasing insurance through NASW Assurance**

Once you are a student member of NASW, you can purchase liability insurance through NASW Assurance. You must have at least a $1,000,000/$3,000,000 level of coverage. Student liability insurance through NASW Assurance offers coverage at the $1,000,000/$5,000,000 level, which exceeds our requirement. This insurance is $15. After you have joined NASW, you can visit the following website to purchase the professional liability coverage through NASW Assurance:

Visit:  [http://naswasi.cphins.com/students](http://naswasi.cphins.com/students)

**Option #2 American Professional Agency Inc.**

The second option for professional liability insurance is through American Professional Agency Inc. This insurance does not require an NASW membership, nor does it offer the other benefits that you would have as a member of NASW. The cost to purchase liability insurance through American Professional Agency Inc. is $35 for coverage limits of $1,000,000/$3,000,000. To purchase insurance through American Professional Agency Inc., visit the following website and apply online:

Visit:  [https://www2.americanprofessional.com/cgibin/STUNEWAD](https://www2.americanprofessional.com/cgibin/STUNEWAD)

**You must purchase the $1,000,000/$3,000,000 level of coverage.** Be sure to include your email address on the form because they will most likely send you the certificate of coverage electronically. **Once you get the certificate of insurance, you must provide a copy to the Field Coordinator for the School of Social Work records before you will be allowed to start your practicum hours.**

**YOU MUST SUBMIT PHOTOCOPIES OF THE CLEARANCES AND PROOF OF INSURANCE TO FIELD COORDINATOR.**
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 no earlier than the week before the semester starts, and no more than 32 hours may be credited toward the 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 last week of classes. Exceptions for hours in the block placement can be made only with permission of field liaison, in consultation with the field coordinator. *Students in the County Internship Program complete a maximum of 29 hours per week, per their policies, but must be sure to schedule and coordinate this appropriately as to complete the required 450 hours in the field semester.

Grades. Field liaisons assign grades of satisfactory or unsatisfactory, for SOWK 401-402: Field Instruction I and II. Grades are based on the assessments by the liaisons of the students’ performance in the field practicum, quality of the field journal, participation in the field seminar, 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 and should not be counted in the hours. 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. Students are also expected to use their liaison as another resource in their learning and professional decision making during the field placement. Emails and phone calls to liaisons are appropriate supplements to the journal and supervision meetings.

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.

Field Education Training/Retreat. A Field Education Retreat and other gatherings for field instructors, students, and liaisons are held at Millersville University during the semester. Time spent by the student at these meetings is credited toward the 450 hour 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 previous semesters including: Social Work Practice III, and Research Methods. 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 Research Methods course introduces students to being an evidence-based practitioner and consumer of research. To foster evidence-based practice, students are enrolled in Social Work Statistics (SOWK 431) while in field and implement their statistics course assignment within their field setting.

During the field placement semester, students are learning in a different modality, and the integration of academic and field learning for students is facilitated by the field instructors and field liaisons. Field journals are tools for students 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. 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.
3. Discuss how the student might "try out" some of the ideas in his or her fieldwork.
4. 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.

Field Seminar. During Field Seminar, students have the opportunity to meet in small groups with their liaison to discuss the specific learning and experiences that they are having in their particular field placements. For Field Seminar, students will work through many of the issues they are facing as beginning social work practitioners. The Field Seminar syllabus will include topics that pertain to their real-world social work experience and integrating these experiences with academic learning. As part of Field Seminar, students are required to write a journal pertaining to their experiences and actively participate in group discussions.

International Field Placements

Millersville University is able to offer international field placements by working collaboratively with the Global Education Department. In international field placements, students will complete field requirements in that country over a 12 week period of time during the fall or spring semester. At this time, we currently offer international field placements in Cape Town, South Africa; London, England; and Dublin, Ireland. See Appendix D for more information.
FIELD EDUCATION POLICIES AND PROCEDURES

Selection of Field Agencies and Instructors

Millersville University School of Social Work is fortunate to be in partnership with a large number of agencies. New potential 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 School of Social Work. 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.

The necessary criteria for field settings and/or field instructors include the following:

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 an MSW or a BSW.

Formal Affiliation Agreements between Millersville University and Agencies

The Field Coordinator asks the administrator/chief executive of each agency that takes a social work student for an internship to sign a formal affiliation agreement. In some situations, the agency and the Pennsylvania State System of Higher Education (PASSHE) legal counsel negotiate the terms of the agreement until resolved. After signature by the agency representative, the Vice-President for Academic Affairs/Provost signs on behalf of Millersville University and then the PASSHE legal counsel approves and signs the form. The Field Coordinator returns the final approved copy to the agency. The term of the affiliation agreement is 5 years, which covers all placements during that time period. Either party may request to renegotiate or terminate the contract prior to the end of the five years. The Field Coordinator is responsible for maintaining the currency of these relationships.

Honoraria for Field Instructors

The School of Social Work 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 can be directed to the field coordinator.

**Field Instruction Advisory Committee**

The Field Instruction Advisory Committee meets as part of the School’s advisory board 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 D)* 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 deemed professionally ready (formerly “accepted” via the screening and selection process) as a social work major. In cases where the student has made the initial contact with a new agency, the field coordinator is responsible for visiting that agency, when appropriate, and approving it as a placement site according to the criteria presented above. Once the student confirms his/her placement with the agency, the student completes the *Field Contact Form* and submits it to the Field Coordinator.

**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 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 *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 School of Social Work faculty and will report on all *Field Instruction I & II* placement changes.
**Problem Resolution Process**

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

If the issue involves poor student performance in the field, as evidenced by behaviors inconsistent with the profession’s values or Code of Ethics, a referral to the Academic and Professional Review Committee will occur. This review will examine the details of the situation and determine suitable next steps, which may include a removal from placement or the program. Decisions of the APRC can be appealed in accordance with the procedures outlined in the BSW Student Handbook. The purpose of any such review is to protect a) the client/public; b) the student; c) the agency; and d) the program by ensuring student readiness and suitability for the field. Concern for the wellbeing of all constituents is the overarching principle of all APRC reviews.

**Incident Reports**

If a student experiences an injury or potential injury (ex. car accident or client assault), the field instructor needs to call or email the field liaison as soon as possible, complete an *Incident Report* (*Form M*) 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 School of Social Work 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**

Students’ issues with a field placement follow the preliminary administrative procedures as outlined in the BSW Handbook.

**FIELD INSTRUCTION RESPONSIBILITIES**

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

**FIELD INSTRUCTION LIAISON AGENCY VISITS**

The field liaison schedules a minimum of two visits at traditional field placements and three 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. Time devoted to these meetings differs, depending on issues brought to the table by each participant. The mid-term is usually the longest and 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 C)*. 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 field liaison with copies kept by the field instructor and student.

The second form is the *Learning Plan Contract (Form B)*. The *Learning Plan Contract (Form B)* is based on the social work practice competencies. In creating the *Learning Plan Contract* students and Field Instructors are to consider the competencies and practice behaviors identified above and, to the greatest extent possible in the context of the agency mission and practice focus, provide the student with an opportunity to work on their professional development as defined by these competencies.

Informed through information provided on the *Skill Self Report (Form A)*, the *Learning Plan Contract (Form B)* sets up activities and assignments that are individualized for each student, feasible in the agency, and attainable within the semester time frame. Activities and assignments will relate to specific practice behaviors which demonstrate the required competencies, including a practice evaluation that is incorporated within the Social Work Statistics course (SOWK 431).

The student and field instructor are jointly responsible for the Learning Contract’s preparation. 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.

During the meeting, the student, field instructor, and the field liaison will confirm, clarify, expand, and/or modify goals and ways of meeting them through discussion, questioning, and feedback. Revision of the Learning Plan Contract may be necessary. If so, the Learning Plan Contract is to be amended and submitted to the field liaison within one week and a copy given to the field instructor.

It is the responsibility of the field liaison to collect all signed forms for each student and submit them to the field coordinator within the required time frame.

**Mid-Term Visit**

The second meeting is held during March for spring placements or October for fall placements. The purpose of this meeting is: 1) to review the midterm evaluation of the student's performance using the *Field Placement Performance Evaluation (Form E)* 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 G)* completed by the student and discussed with the field instructor.

Mid-term is also the time to begin preparing for the end of the placement by explicitly discussing the competencies 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.
Additional Visit

An additional agency visit is required for non-traditional placements and as needed for traditional placements. The field 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 visits as needed. When there is no third meeting, the completed and signed Field Placement Performance Evaluation (Form E) is to be submitted by the student to the field liaison. We ask that the original is returned to the field liaison and the field instructor and student keep copies. It is the responsibility of the field liaison to arrange for the collection of all signed forms for each student and submit them to the field coordinator within the required time frame.

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 the stage of the field experience and an on-going assessment of the student's needs. The following guidelines are provided to assist the Field Instructor in conducting the weekly supervisory conferences at different stages of the field 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. Some examples of steps to take during orientation are:

1. Establish a physical work space for each student
2. Specify to the students’ 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

Learning Plan Contract

Following initial orientation, the field instructor and student develop and complete the Learning Plan Contract (Form B). The student completes a Skill Self-Report Form (Form A) 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. For more information regarding the development of the Learning Plan Contract, see above.

**Assignments**

Once orientation has occurred and The Learning Plan Contract has been created, 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 through advocacy, 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. 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.

Lastly, each student will be constructing a Single Subject/System Research Design evaluation within their Social Work Statistics (SOWK 431) course and implement it within their field placement. Although this evaluation is not an assignment specific to field (the grading of the SSRD is done within the SOWK 431 course), its implementation is demonstrated within the Learning Contract. That is, in order to fulfill the assignment within SOWK 431, students will use information and data from their field and demonstrate how they are meeting the 10 core social work competencies through the implementation of the SSRD.

**Ongoing 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 Plan Contract (Form B)* and the *Field Placement Performance Evaluation (Form E)* are additional ways to keep track of what is being accomplished and what needs to be done.

Some general 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 (online) evaluation at the mid-term and 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 be able to anticipate 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 G)*. The purpose is to provide a structured means for the students to reflect on and advocate for his or her learning needs. These evaluations should be discussed during the mid-term visit with the Field Liaison.

**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. 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.
APPENDIX A

School of Social Work Faculty/Staff

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APPENDIX B
STUDENT JOURNAL REQUIREMENTS

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

Bi-weekly journals are an opportunity for you to reflect on your field experience and to integrate what you are learning in field into what you have learned in the classroom. You should try to incorporate theories, ideas, and techniques you have learned in class into the field journal as appropriate. As part of our continuous effort to improve the program for future classes, and to promote the best practices for field across the social work profession, faculty may also use your journals anonymously in internal assessment research as well as the potential for research publication. Your identifying information will be removed from any journals prior to their use in the research process.

PROCEDURE: Journals are submitted to field liaisons every two weeks. Your field liaison will give you a schedule of the specific dates during the semester when you are to submit them. You are to submit your journals electronically, by uploading them to D2L by the due dates below. Be sure to follow principles of confidentiality in writing your journals.

You will complete 7 biweekly journals. Specific due dates for journals will be provided in your Field Seminar syllabus.

Pages 22 through 27 are provided as the format for your journal is to be set up and the content that it is to include. Pages 28-34 are provided as an example. The journal is an important part of the field education process and the quality of your journal will be considered in assessing your grade.

FORMAT:

Section 1: Cover Page (includes contact information for all parties) (1pg.)

Section 2: Activity Log (until it is no longer required by liaison) (1pg.)

Section 3: Weekly Event Analyses (analyze one event every two weeks) (1-2 pgs.)

Section 4: Biweekly Learning Summary (review progress with Learning Plan Contract/Competencies) (1-2 pgs.)

Section 5: Biweekly Updates and Concerns Form (share highlights/challenges directly with your field liaison)

Journals must be typed using the forms provided and submitted to D2L by the due dates.
BSW Field Journal Section 1

Cover Page: Field Contact Information

Entire Journal to be submitted electronically on D2L by the due date.

Date:

Student Name:

Agency Name:

Agency Address:

Field Instructor’s Name:

Field Instructor’s Phone and Email:

Field Liaison:
BSW Field Journal Section 2

*Activity Log Form*

**Entire Journal to be submitted electronically on D2L by the due date.**

Your first few journals of the semester are to include this Activity Log. This is completely different and separate from your Cumulative Hours Log.

The purpose of this assignment is to help you focus on individual events and tasks rather than issues and situations. Additionally, this chart provides information to you and your field liaison regarding the kinds of activities you are doing during the day at your placement.

Record each daily activity and the time spent on that project. Then, provide a rating to each activity. The activity ratings are based on your perception of their learning value with a scale of 1 (low) to 10 (high). After reviewing the log in your first few journals your liaison will let you know whether you are to continue keeping a time log or can stop.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Total Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours Worked:</strong></td>
<td></td>
</tr>
<tr>
<td>Daily Activity</td>
<td>Hours</td>
</tr>
</tbody>
</table>
BSW Field Journal Section 3
Event Analysis Form

Entire Journal to be submitted electronically on D2L by the due date.

Analyze one event each two week period using the DAC model (description/assessment/contract). The DAC model provides a framework for gathering information, applying understanding to what is occurring, and determining appropriate next steps.

Please use this form for your single event analysis. You will analyze one event every two weeks. This analysis should be 1-2 pages.

Description/Data: Describe one event that occurred during the biweekly period in detail, including both objective (facts) and subjective (personal reaction) components.

Assessment/Understanding: Apply one or more concepts learned in academic courses to the event. Concepts should be carefully explained; Use APA style to cite textbooks and other materials.

Contract/Plan: Develop a plan for possible next steps with this client or for your learning in this area based on your analysis.
BSW Field Journal Section 4  
*Biweekly Learning Summary Form*

Entire Journal to be submitted electronically on D2L by the due date.

Describe your progress with your Learning Plan Contract and the CSWE Competencies. Select 2 competencies that you have touched on during this two week period. Explain activities which helped you to demonstrate the associated practice behaviors. **This summary should be 1-2 pages.**

You must cover **ALL 10 competencies over the course of the semester. For each journal, select 2 competencies to address. Be sure to select different competencies with each journal so that you have covered all 10; some competencies will be addressed twice.**

COMPETENCY ____:

COMPETENCY ____:
BSW Field Journal Section 5

Biweekly Updates and Concerns Form

**Entire Journal to be submitted electronically on D2L by the due date.**

Please use this section of the journal to share information directly with your liaison about your placement. Please include updates regarding your experiences (highlights/challenges) as well as any concerns that you are having in your placement.
Example Journal  
BSW Field Journal Section 1  
EXAMPLE  
Cover Page: Field Contact Information  

Entire Journal to be submitted electronically on D2L by the due date.

Date: February 17, 2011  
Student Name: Sally Student  
Agency Name: Agency XYZ  
Agency Address: 555 Somewhere Street, Lancaster, PA 17602  
Field Instructor’s Name: Izzy Instructor  
Field Instructor’s Phone and Email: 717-555-5555  
Field Liaison: Prof. Smith
Entire Journal to be submitted electronically on D2L by the due date.

Your first few journals of the semester are to include this Activity Log. This is completely separate from your Hours Log (above).

The purpose of this assignment is to help you focus on individual events and tasks rather than issues and situations. Additionally, this chart provides information to you and your field liaison regarding the kinds of activities you are doing during the day at your placement.

Record each daily activity and the time spent on that project. Then, provide a rating to each activity. The activity ratings are based on your perception of their learning value with a scale of 1 (low) to 10 (high). After reviewing the log in your first few journals your liaison will let you know whether you are to continue keeping a time log or can stop.

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</tr>
<tr>
<td>Daily Activity</td>
<td>Hours</td>
</tr>
<tr>
<td>Home visit with caseworker</td>
<td>2</td>
</tr>
<tr>
<td>Read article on family preservation</td>
<td>1</td>
</tr>
<tr>
<td>Unit meeting</td>
<td>1</td>
</tr>
<tr>
<td>Transport client to and from interview</td>
<td>3</td>
</tr>
<tr>
<td>Lunch</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Field Hours (do not count lunch)</strong></td>
<td><strong>7.0</strong></td>
</tr>
</tbody>
</table>
BSW Field Journal Section 3
EXAMPLE
Event Analysis

Entire Journal to be submitted electronically on D2L by the due date.

The following is a sample event analysis. The intent of including this is simply to guide you; your analysis does not need to look exactly like this. **This analysis should be 1-2 pages.**

**Description (Example)**

**(Objective)** I was accompanying JS, CYA caseworker, and we conducted a home visit 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 and the TV was on. 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. JS attempted to rouse Ms. ______ but she continued to sleep in spite of calling her name. 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 two younger children to the doctor’s office as she had agreed. Ms. _______________ started to give several excuses as to why she had not been compliant in the past month.

**(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 the 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. 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 the mother and worker.

**Assessment (Example)**

In SOWK 102, we learned about the concept of systems. Systems, a way of understanding the relationships between entities (individuals, groups, families), helped me to understand this situation (DuBois & Miley, 2011). I tried to focus on 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. There were several ways that an intervention could occur, both at the individual level and in the context of the environment. For example, I could intervene at the individual level through the use of active listening skills or I could intervene at the environmental level through contacting the landlord regarding the lack of hot water. I was able to see signs of depression and discovered the mother’s history of Bi-Polar Disorder as I read about her history in the case record. I was able to recall some of the common symptoms of depression such as loss of appetite, issues related to sleep, and low energy (Sands, 2001).

I also recall from SOWK 102 that we read many stories about social workers conducting home visits and all the issues this involved such as cultural competence, empowerment, and focusing on strengths (DuBois & Miley, 2011; Grobman, 2005). 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.

\textit{Contract/Plan (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 two or three 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 arranging other housing through the Section 8 vouchers, or at the very least start working with her landlord to improve housing conditions. At some point I would try to have Ms. \____________ again start 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 and, together, we could explore the various programs available to her.
BSW Field Journal Section 4
EXAMPLE
Biweekly Learning Summary

Entire Journal to be submitted electronically on D2L by the due date.

Describe your progress with your Learning Plan Contract and the CSWE Competencies. Select 2 competencies that you have touched on during this two week period. Explain activities which helped you to demonstrate the associated practice behaviors. **This summary should be 1-2 pages.**

You must cover ALL 10 competencies over the course of the semester. For each journal, select 2 competencies to address. Be sure to select different competencies with each journal so that you have covered all 10; some competencies will be addressed twice.

.................................................................................................................................

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

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.” I was able to have a long discussion with the agency attorney and believe that I was able to make him see the progress Mrs. ______ was making on her reunification plan. The original plan had been to temporarily place her child in foster care, but I used my knowledge of the law (from last week’s training) instead of a personal appeal about the child to get a change in what was proposed to the judge.

COMPETENCY 4: *Engage diversity and difference in practice.*

I am learning about the mental health services in Lancaster so I can access them for CYA clients. I have two clients with long term mental health issues and although I have always been deathly afraid of MH, I have worked very hard to identify similarities in the interventions appropriate to practice in MH and Child Welfare. The differences are clear but approaching them from a “what do I do” perspective has made it possible for me to overcome my fears.
My experience at Agency XYZ is going well. I am excited that I have been feeling like part of the team. I have had the opportunity to observe several caseworkers on home visits and in a classroom setting. Next week, I will be conducting an interview by myself. I have been gathering information about clothing banks in the area that may be useful to the clients in the agency. I have been busy and involved and am learning so many things. I have been meeting with my supervisor weekly to discuss concerns and challenges and I do feel supported. My only concern at this time is that the desk space that they provided me is in the office of another caseworker. On several occasions, I have had to exit the office so that she could hold a meeting with a client. I am wondering if maybe there is any way to make other desk arrangements, because I feel like I am bothering her and in the way.
APPENDIX C
BSW Field Cumulative Hours Log

This form is to be used to track all of the hours that you work in your placement. Include the specific hours you worked during that two week period, as well as your cumulative hours at the bottom. Use duplicate pages of this form as necessary. **This form must be signed by your field instructor every two weeks. Include supervision hours. Do not count lunch.**

**Student Name:**

**Dates Covered:**

**Agency Name:**

**Field Instructor:**

**Task Supervisor (if applicable):**

**Field Liaison:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Hrs.</th>
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</table>

**TOTALS:**

**CUMULATIVE TOTAL:**

**HOURS REMAINING:** 450

**Student Signature:**

**Date:**

**Field Instructor Signature:**

**Date:**

**Task Supervisor (if applicable):**

**Date:**
BSW Field Cumulative Hours Log

EXAMPLE

This form is to be used to track all of the hours that you work in your placement. Include the specific hours you worked during that two week period, as well as your cumulative hours at the bottom. Use duplicate pages of this form as necessary. **This form must be signed by your field instructor every two weeks. Include supervision hours. Do not count lunch.**

It is preferable that you scan this form once it is signed and submit it to D2L. If you are unable to scan a signed version of this form, it is to be submitted it to your field liaison every two weeks during Field Seminar.

**Student Name:** Jennifer Frank  
**Dates Covered:** 2/3/11—2/16/11  
**Agency Name:** Agency XYZ  
**Field Instructor:** Henrietta Storm  
**Task Supervisor:** Jane Smith  
**Field Liaison:** Prof. Roth

<table>
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<td>2/8/11</td>
<td>8:30</td>
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<td>2/15/11</td>
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<tr>
<td>2/16/11</td>
<td>8:30</td>
<td>5:00</td>
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</tbody>
</table>

**TOTALS:**  
**64.0 hours**

**CUMULATIVE TOTAL:**  
160

**HOURS REMAINING:**  
290

Student Signature:  
Date:

Field Instructor Signature:  
Date:

Task Supervisor (if applicable):  
Date:
APPENDIX D
International Placements Requirements and Process

INTERNATIONAL SOCIAL WORK FIELD PLACEMENT PROCESS:
An International Social Work Field Placement requires a high level of personal maturity because the application and paperwork pre-departure process is often time intensive and requires that you are diligent with your time and efforts. You must be prepared to take personal responsibility for completing the process between the School of Social Work and the Office of Global Education as well as for following through on tasks necessary to obtain a placement. Applying for an international placement does not guarantee that you will receive a placement.

REQUIREMENTS:
1. Obtain acceptance letter for Screening and Selection from the School of Social Work.
2. Maintain a minimum of a 3.0 GPA at the time of submitting the BSW International Field Placement Request Form and maintain that GPA through semester prior to departure. (See International Field Coordinator with any questions/concerns.)

CONSIDERING IF AN INTERNATIONAL PLACEMENT IS RIGHT FOR YOU:
1. If you are generally interested in completing your social work placement abroad and you are in need of additional details to decide if an international placement is right for you contact the following individuals to arrange an Initial Interest Meeting.
   - The School of Social Work - Dr. Karen Rice, BSW International Field Coordinator at Karen.Rice@millersville.edu
     - Dr. Rice will cover the academic details regarding your senior placement and what it means to conduct your placement internationally.
   - The Office of Global Education - Olivia Peters, Program Coordinator at Olivia.Peters@millersville.edu Cumberland House
     - Olivia will cover details such as costs/financial aid, accommodations, what the placement provider offers, and the overall study abroad process.

UPON RECEIVING ACCEPTANCE AFTER SOCIAL WORK SCREENING & SELECTION:
1. Schedule an interview with the Social Work International Field Coordinator.
2. Complete the International Social Work Field Placement Application and paperwork. Documents can be found by following the link contained in your Screening and Selection acceptance letter. See the International Social Work Field Placement Application Checklist for all the items you need to submit.
3. Submit your application and paperwork to the International Field Coordinator at least 1 week prior to interview as well as the specific documents to Global Education.

AFTER SUBMITTING AN APPLICATION & CONDUCTING YOUR INTERVIEW:
1. The School of Social Work and the Office of Global Education will collaborate regarding your application.
2. The Office of Global Education will contact you via email regarding the status of your International Social Work Field Placement acceptance.
3. The Office of Global Education will work with you regarding the pre-departure process whereby additional forms will be required to be completed by a pre-determined deadline. Process. Failure to complete these forms will jeopardize your participation in the International Social Work Field Placement program.
4. Participation in a mandatory pre-departure orientation is required. The orientation date and time will be included in your acceptance letter.
FIELD
INSTRUCTION
FORMS
FORM A

SKILL SELF REPORT

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

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:
Beginning in 2010, to achieve and maintain accreditation, Baccalaureate Social Work programs are required to address specific competencies in their curriculum. Each course and each assignment is to be related to one or more of these competencies, and the field component is expected to address all of them.

In planning learning assignments throughout the semester, students and field instructors are to consider the below listed competencies and, to the greatest extent possible in the context of the agency mission and practice focus, provide the student with an opportunity to work on their professional development as defined by these competencies. General examples are given in each block to help in the creation of specific, meaningful plans.

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

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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</thead>
<tbody>
<tr>
<td>Advocate for client access to the services of social work</td>
<td>e.g. become involved in eligibility decision making process</td>
<td></td>
</tr>
<tr>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td>e.g. maintain journal to reflect upon behaviors and experiences and make any necessary adjustments accordingly</td>
<td></td>
</tr>
<tr>
<td>Attend to professional roles and boundaries</td>
<td>e.g. adhere to agency policies</td>
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<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>e.g. represent agency to outside constituency through attending community meetings</td>
<td></td>
</tr>
<tr>
<td>Engage in career-long learning</td>
<td>e.g. attend staff meetings and any applicable trainings/conferences, as well as review of literature</td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation</td>
<td>e.g. bring written concerns to supervisory sessions</td>
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**Student Progress on this Competency:**
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**Learning Plan Contract Updates:**
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COMPETENCY 2: Apply social work ethical principles to guide professional practice.

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>e.g. maintain journal to reflect upon behaviors and experiences and make any necessary adjustments accordingly</td>
<td></td>
</tr>
<tr>
<td>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles</td>
<td>e.g. discuss ethical dilemmas with field instructor and apply decision making model to resolve dilemma</td>
<td></td>
</tr>
<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
<td>e.g. involve self in situation where agency and client interests differ</td>
<td></td>
</tr>
<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>e.g. practice making informed ethical decisions with help of field instructor, using relevant case examples.</td>
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Student Progress on this Competency:

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

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<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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<tbody>
<tr>
<td>Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>e.g. compare and evaluate multiple sources of knowledge pertaining to practice such as through trainings/conferences, supervision, empirical literature and utilize it to guide practice</td>
<td></td>
</tr>
<tr>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
<td>e.g. search literature to compare the various interventions used by the agency</td>
<td></td>
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<tr>
<td></td>
<td>e.g. analyze results of single system designs that monitor client progress</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
<td>e.g. practice professional writing through proper client documentation</td>
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<td></td>
<td>e.g. present findings from literature search to committee members</td>
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**Student Progress on this Competency:**
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**COMPETENCY 4: Engage diversity and difference in practice.**

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<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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<tbody>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create/enhance privilege and power</td>
<td>e.g. discuss with experienced colleagues the cultural aspects of clients’ situations</td>
<td></td>
</tr>
<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>e.g. maintain journal to reflect upon behaviors and experiences and make any necessary adjustments accordingly</td>
<td></td>
</tr>
<tr>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>e.g. discuss with FI how clients’ life experiences impact/influence current situation</td>
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<td></td>
<td>e.g. identify events and situations of influence</td>
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<tr>
<td>View themselves as learners and engage those with whom they work as informants</td>
<td>e.g. discuss with experienced colleagues the process of learning to see the “big” picture</td>
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**Student Progress on this Competency:**

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

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<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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</thead>
<tbody>
<tr>
<td>Understand the forms and mechanisms of oppression and</td>
<td>e.g. identify and address barriers to success faced by clients</td>
<td></td>
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<tr>
<td>discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate for human rights and social and economic justice</td>
<td>e.g. participate in specific efforts of agency regarding social change;</td>
<td></td>
</tr>
<tr>
<td>Engage in practices that advance social and economic justice</td>
<td>e.g. advocate on behalf of clients to ensure equal opportunity/access to resources</td>
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<td></td>
<td>e.g. employ services as an advocate on behalf of a specific client</td>
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**Student Progress on this Competency:**
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## COMPETENCY 6: Engage in research-informed practice and practice-informed research.

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<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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<tbody>
<tr>
<td>Use practice experience to inform scientific inquiry</td>
<td>e.g. recognize social problems as a basis for research questions</td>
<td></td>
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<tr>
<td></td>
<td>e.g. use a single subject design to understand a pattern of behavior or service use per the assignment from SOWK 431</td>
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<td></td>
<td>e.g. ask questions of FI and colleagues about theoretical base of treatment decisions</td>
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<tr>
<td>Use research evidence to inform practice</td>
<td>e.g. apply relevant class/research materials to planning meetings</td>
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<tr>
<td></td>
<td>e.g. demonstrate service effectiveness by documenting client outcomes</td>
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### Student Progress on this Competency:

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

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<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>e.g. identify and employ a useful framework (i.e. strengths perspective) in conducting a client assessment</td>
<td></td>
</tr>
<tr>
<td>Critique and apply knowledge to understand person and environment</td>
<td>e.g. recognize the various systems involved in a client’s situation and the decision making processes</td>
<td></td>
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**Student Progress on this Competency:**

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

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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<tbody>
<tr>
<td>Analyze formulate and advocate for policies that advance social well-being</td>
<td>e.g. diagram barriers to success faced by clients in an effort to develop new policies</td>
<td></td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action</td>
<td>e.g. discuss with administrators and colleagues ways agency is involved in social change</td>
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Student Progress on this Competency:

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<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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<tbody>
<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations,</td>
<td>e.g. explore best practices and learn about emerging practices through training and</td>
<td></td>
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<tr>
<td>scientific and technological developments, and emerging societal trends to provide</td>
<td>collaboration</td>
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<tr>
<td>relevant services</td>
<td>e.g. modify interventions based upon evaluation of client through single system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>designs</td>
<td></td>
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<tr>
<td>Provide leadership in promoting sustainable changes in service delivery and</td>
<td>e.g. present program materials alongside field instructor at a community meeting of</td>
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<tr>
<td>practice to improve the quality of social services</td>
<td>other agencies</td>
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**Student Progress on this Competency:**
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**COMPETENCY 10 a-d: (a) Engage with individuals, families, groups, organizations and communities.**

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<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
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</thead>
<tbody>
<tr>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>e.g. seek out opportunities to deal with client systems other than primary entities served by agency</td>
<td></td>
</tr>
<tr>
<td>Use empathy and other interpersonal skills</td>
<td>e.g. utilize active listening skills in work with individual clients</td>
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<tr>
<td>Develop a mutually agreed on focus of work and desired outcomes</td>
<td>e.g. create a goal plan with a client and associated action steps</td>
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<td>e.g. work collaboratively with a task group on a new project</td>
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**Student Progress on this Competency:**

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COMPETENCY 10 a-d: (b) Assess individuals, families, groups, organizations and communities.

<table>
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<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, organize, and interpret client data</td>
<td>e.g. work with FI and colleagues on developing a range of assessment skills and tools beyond just those currently used, including the Single System Design Project (SOWK 431)</td>
<td></td>
</tr>
<tr>
<td>Assess client strengths and limitations</td>
<td>e.g. conduct a needs assessment for a new client</td>
<td></td>
</tr>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives</td>
<td>e.g. create and begin to implement an intervention plan with a client</td>
<td></td>
</tr>
<tr>
<td>Select appropriate intervention strategies</td>
<td>e.g. work with FI and colleagues in resolving disagreements on intervention plans</td>
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**Student Progress on this Competency:**

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### COMPETENCY 10 a-d: (c) Intervene with individuals, families, groups, organizations and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate actions to achieve organizational goals</td>
<td>e.g. work with FI and colleagues in resolving disagreements on intervention plans</td>
<td></td>
</tr>
<tr>
<td>Implement prevention interventions that enhance client capacities</td>
<td>e.g. work with FI and colleagues to create long term, preventive interventions</td>
<td></td>
</tr>
<tr>
<td>Help clients resolve problems</td>
<td>e.g. remind self and others of clients’ need to participate in intervention and planning and responsibility to correctly follow up</td>
<td></td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate for clients</td>
<td>e.g. advocate on behalf of clients to ensure equal opportunity/access to resources</td>
<td></td>
</tr>
<tr>
<td>Facilitate transitions and endings</td>
<td>e.g. prepare clients in advance as near the end of services, as well as for your departure from the agency</td>
<td></td>
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### Student Progress on this Competency:

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COMPETENCY 10 a-d:  (d) Evaluate interventions with individuals, families, groups, organizations and communities

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities/Assignments</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyze, monitor and evaluate interventions</td>
<td>e.g. seek out and suggest ways for agency to evaluate its effectiveness as part of practice</td>
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<tr>
<td></td>
<td>e.g. review current client outcomes to understand trends</td>
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Student Progress on this Competency:
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SIGNED:
______________________________________________________  _____________
Faculty Liaison                                      Date

______________________________________________________  _____________
Agency/Field Instructor       Date

______________________________________________________ ______________
Task Supervisor       Date

______________________________________________________  _____________
Student Intern, School of Social Work     Date
Millersville University
FORM C
CLARIFICATION OF ROLE EXPECTATIONS

The purpose of this statement is to clarify the reciprocal roles and responsibilities among the Millersville University School 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 instructor.

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 to determine the appropriateness of the block placement 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 mid-term field practicum student evaluations with the student and field instructor in person and review the updated learning plan for the remainder of the semester. Discuss the final field practicum student evaluation with the student and field instructor in person if requested and/or the field work is unsatisfactory.

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 two times during the block placement.

5. Visit the nontraditional (non-BSW/MSW field instructor) agency a minimum of three times during the block placement.

6. Meet with the students in a group weekly during the block placement.

7. Meet individually with the student placed in a traditional agency at least two times during the block placement.

8. Meet individually with the student placed in a nontraditional agency at least three times during the block placement.

9. Maintain an office hour in accordance with University policy. 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.

13. Provide ongoing professional development support to the field student.
FORM C

Responsibilities of the **Field Instructor** are to:

1. Provide the field coordinator and field liaison 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 School of Social Work. 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 H*) 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, if available, 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 School of Social Work.

2. 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 University breaks or Final Exam week. No more than 32 hours may be credited toward block placement prior to the official beginning of the Millersville University semester. In no case may the student end their placement (even if 450 hours have been completed) before 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 (*Form J*).

3. Fulfill the objectives for fieldwork within either paid or unpaid field placements. Most fieldwork positions are not paid positions. Paid field placements are permissible if they meet all of the criteria for fieldwork. Emphasis must be on the fieldwork as a 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 School of Social Work. Written requests are required, with explanation of schedule and assignments, and should be submitted to the field coordinator (*Form I*).

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.


10. Prepare agendas of questions and topics to discuss at regularly scheduled conferences with the field instructor.

11. 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.

12. 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.

13. Report to the field liaison for conferences as scheduled.
14. Attend field practicum meetings as scheduled. Time spent in field practicum meetings is credited towards field hours.

15. Purchase malpractice insurance if not provided by agency. Failure to meet this requirement will result in delaying the start of the placement or being removed from placement until documentation of malpractice insurance is received by field coordinator.

16. Obtain all required criminal record clearances. Students are required to obtain clearances and submit copies to the field coordinator prior to the start of their field placement. These clearances include: FBI, PA State, and PA child abuse clearance as well as malpractice insurance. Failure to meet this requirement will result in delaying the start of the placement or being removed from placement until documentation of clearances is received by field coordinator.

Comments and special conditions:

SIGNED:

______________________________________________________  _____________
Faculty Liaison                                      Date

______________________________________________________  _____________
Agency/Field Instructor       Date

______________________________________________________  _____________
Task Supervisor (if applicable)     Date

______________________________________________________ ______________
Student Intern, School of Social Work
Millersville University

Revised 7/2015
FORM D
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:  Two weeks before registration check is needed

Application:  Submit to School of Social Work 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  ____________________________________________

Student Signature:  ____________________________________________

School Chair Signature:  ____________________________________________

Workshop Description (please attach registration form or describe title, presenter(s), sponsor, date, location, cost and any other relevant information)
FORM E
SENIOR FIELD PLACEMENT PERFORMANCE EVALUATION FORM
Social Work 401-402

Name of Student ______________________________________________________________
Field Instructor____________________________________________________________________
Task Supervisor (if applicable) _______________________________________________________
Field Liaison______________________________________________________________________
Agency___________________________________________________________________________

Number of Field Practicum Hours Completed to Date:   Mid-term       Final ______

This evaluation form is for field instructors to provide feedback about Senior Social Work Majors in their field placement. The activities/qualities you are assessing relate to the Social Work Program’s required competencies as reflected in the Senior Learning Contract completed at the beginning of the semester. The evaluation should be a mutual process, with the student actively involved and signing this form at the end. This form is for reference only as the official evaluation is to be done online through the link that will be provided to the field instructor via email.

Rating Scale for Evaluation of Field Placement Performance

INSTRUCTIONS: This evaluation instrument is designed to provide input from the field instructor to the student and faculty liaison about the quality of the student’s performance in the field practicum. The faculty liaison is responsible for assigning the student’s semester grade on the basis of this evaluation and on the student’s participation in the field seminar. The field instructor should review the student’s learning contract before initiating the evaluation. Student performance should be rated on the basis of the established criteria set forth in the Learning Contract. Evaluation of the student for SOWK 401-402 should be reflective of the student’s beginning level of knowledge and skill.

Instructions to Field Instructor: Please select only one score for each performance area.
1 = Unsatisfactory: The student has not yet developed this skill
2 = Needs Improvement: The student is beginning to recognize how it might be applied in a practice situation.
3 = Acceptable - The student demonstrates the skill at the expected level.
4 = Above average - Higher than average skills are applied fairly consistently.
5 = Outstanding - The skill is a fully integrated part of the student’s practice. Advanced skill level observed.
NYC = Not yet completed (only permissible at the mid-term)

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings. Student and agency field instructor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.
Competency 1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

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<th>Mid-Term</th>
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<td></td>
<td>Outstanding</td>
<td>Above Average</td>
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<td>1.1</td>
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<td>1.6</td>
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**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
### Competency 2: Intern applies social work ethical principles to guide his or her professional practice.

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<tbody>
<tr>
<td></td>
<td>Outstanding</td>
<td>Above Average</td>
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<td>5</td>
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</table>

2.1 Recognize and manage personal values in a way that allows professional values to guide practice

2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles

2.3 Tolerates ambiguity in resolving ethical conflicts

2.4 Apply strategies of ethical reasoning to arrive at principled decisions

**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
Competency 3: Intern applies critical thinking to inform and communicate professional judgments.

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<tr>
<td></td>
<td>Outstanding</td>
<td>Above Average</td>
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<tr>
<td>3.1 Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3.2 Analyze models of assessment, prevention, intervention, and evaluation</td>
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<tr>
<td>3.3 Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues</td>
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**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
## Competency 4: Intern engages diversity and difference in practice.

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<td>Outstanding</td>
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<td>Above Average</td>
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<td>Acceptable</td>
<td>Acceptable</td>
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<tr>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
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<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
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4.1 Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

4.3 Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences

4.4 Views herself or himself as a learner and engages those he or she works with as informants

### MID-TERM COMMENTS:

### FINAL COMMENTS:
Competency 5: Intern advances human rights and social economic justice.

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<tbody>
<tr>
<td></td>
<td>Outstanding</td>
<td>Above Average</td>
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<tr>
<td>5.1 Understands the forms and mechanisms of oppression and discrimination</td>
<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5.2 Advocates for human rights and social and economic justice</td>
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<tr>
<td>5.3 Engages in practices that advance social and economic justice</td>
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MID-TERM COMMENTS:


FINAL COMMENTS:
Competency 6: Intern engages in research-informed practice and practice-informed research.

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<td>Outstanding</td>
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<td>5 4 3 2 1</td>
<td>5 4 3 2 1</td>
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6.1 Use practice experience to inform scientific inquiry
6.2 Use research evidence to inform practice

**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
Competency 7: Intern applies knowledge of human behavior and the social environment.

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<td>Outstanding</td>
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<td>Acceptable</td>
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7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

7.2 Critique and apply knowledge to understand person and environment

**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

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<td>Outstanding</td>
<td>Above Average</td>
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<tr>
<td>8.1 Analyze policies that advance social well-being</td>
<td>5</td>
<td>4</td>
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<tr>
<td>8.1 Formulate policies that advance social well-being</td>
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<tr>
<td>8.1 Advocate for policies that advance social well-being</td>
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<tr>
<td>8.2 Collaborate with colleagues and clients for effective policy action</td>
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**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
Competency 9: Intern responds to contexts that shape practice.

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<td>Outstanding</td>
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<td>Needs Improvement</td>
<td>Unsatisfactory</td>
<td>Outstanding</td>
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9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

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<td></td>
<td>Outstanding</td>
<td>Above Average</td>
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<tr>
<td>10.1(a) Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.</td>
<td>5</td>
<td>4</td>
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<tr>
<td>10.2(a) Use empathy and other interpersonal skills</td>
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<tr>
<td>10.3(a) Develop a mutually agreed on focus of work and desired outcomes</td>
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<tr>
<td>10.1(b) Collect client data</td>
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<tr>
<td>10.1(b) Organize client data</td>
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<tr>
<td>10.1(b) Interpret client data</td>
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<tr>
<td>10.2(b) Assess client strengths and limitations</td>
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<tr>
<td>10.3(b) Develop mutually agreed-on intervention goals and objectives</td>
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<tr>
<td>10.4(b) Select appropriate intervention strategies</td>
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<tr>
<td>10.1(c) Initiate actions to achieve organizational goal</td>
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<tr>
<td>10.2(c) Implement prevention interventions that enhance client capacities</td>
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<td>10.3(c) Help clients resolve problems</td>
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<td>10.4(c) Negotiate, mediate, and advocate for clients</td>
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<td>10.5(c) Facilitate transitions and endings</td>
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<tr>
<td>10.1(d) Critically analyze interventions</td>
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<td>10.1(d) Critically monitor interventions</td>
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<tr>
<td>10.1(d) Critically evaluate interventions</td>
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**MID-TERM COMMENTS:**

**FINAL COMMENTS:**
MID-TERM EVALUATION

The following parties have participated in this evaluation:

Intern: ___________________________ Date: ______________
Field Instructor: _______________________ Date: __________
Task Supervisor (if applicable): ________________ Date: __________
Faculty Liaison: ________________________ Date: __________

FINAL EVALUATION

The following parties have participated in this evaluation:

Intern: ___________________________ Date: ______________
Field Instructor: _______________________ Date: __________
Task Supervisor (if applicable): ________________ Date: __________
Faculty Liaison: ________________________ Date: __________
FORM F
FIELD INSTRUCTOR INFORMATION FORM

Contact Information

Full Name: ________________________________________________________ Date: __________________

Last First M.I.

Agency: ________________________________________ Department/Unit/Program: ____________________

Title/Position: ______________________________________________________________________________

Mailing Address:
___________________________________________________________________________________

Street Address       Department/Floor/Suite
___________________________________________________________________________________

City         State   ZIP Code

Is the physical address different from the mailing address?  ___ YES     ___ NO

If so, please provide:
__________________________________________________________________________

Street Address       City         State   ZIP Code

Work Phone: ___________________________ Email Address: _____________________________

Cell Phone (optional): ____________________ Fax: ____________________________

Education and Credentials

Bachelor Institution: ________________________________________________________________

Field of Study: _______________________ Degree Acquired: _____________ Date Received: _____________

CSWE Accredited?  YES NO

Masters Institution: ________________________________________________________________

Field of Study: _______________________ Degree Acquired: _____________ Date Received: _____________

CSWE Accredited?  YES NO

Ph.D./Advanced Degree Institution: _________________________________________________________

Field of Study: _______________________ Degree Acquired: _____________ Date Received: _____________

Other Degrees and/or Certifications: _________________________________________________________

Professional Credentials (check all that apply):

___ ACSW Date: _____________  ___ LCSW Date: _____________

___ LSW Date: _____________  ___ Other (please specify): _____________ Date: __________

Professional Memberships: ________________________________________________________________

71
Field Instruction Information

How many years of social services experience do you have? ___________________

Have you previously been a field instructor for undergraduate social work students? ___ YES ___ NO
    Approximately how many have you supervised? _____________________
    For which institution(s)? ________________________________

Have you previously been a field instructor for graduate social work students? ___ YES ___ NO
    Approximately how many have you supervised? _____________________
    For which institution(s)? ________________________________

Have you previously been a supervisor for students obtaining other degrees? ___ YES ___ NO
    Please describe:

Is this your first time supervising a Millersville University social work student? ___ YES ___ NO

Please indicate which students you are interesting in supervising (check all that apply):
    ___ BSW students (1 semester; 450 hours total)
    ___ MSW students (2 semesters; 400 or 500 hours total)

Please list any training and/or teaching experience:

How do you best describe your area of expertise (both skills and field of practice)?

How do you hope to benefit by supervising a social work student? Why are you interested in being a field instructor?
I certify that my answers are true and complete to the best of my knowledge. I understand that, as a field instructor, I will need to provide regular supervision and complete required trainings (please see program field manual for details).

______________________________________________  ______________________
Signature        Date

Please return to the appropriate campus via mail, fax, or email (contact us for email information):
Millersville University
School of Social Work
Field Coordinator
P. O. Box 1002
Millersville, PA  17551
Phone: (717) 872-3739
Fax: (717) 872-3959

Date Approved: ____________  Initials: _______
FORM G
STUDENT EVALUATION OF FIELD AGENCY

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:
FORM G

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 supervisory conferences are helpful. Do you have any recommendations for changes?
   Mid-Term: 
   Final: 
FORM G

Comments:

Mid-Term:

Final:
## FORM H
### STUDENT EVALUATION OF FIELD INSTRUCTOR

Student's Name ____________________________________________________________

Mid-Term Evaluation Date ___________ Final Evaluation Date ___________

Agency ___________________________________________________________________

Department __________________________________________________________________

Field Instructor's Name ______________________________________________________

Field Instructor's Position ____________________________________________________

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

<table>
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<th>Very Good</th>
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<th>Satisfactory</th>
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<th>Somewhat Unsatisfactory</th>
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<th>Unsatisfactory</th>
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<td>Mid-Term</td>
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**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'S 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

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Student

Faculty Liaison

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Student

Faculty Liaison
FORM I

REQUIREMENTS FOR PLACEMENT AT PLACE OF EMPLOYMENT

It is the policy of the MU School of Social Work to allow students already employed in the social service field to do their senior field placement hours at their employing agency. We do, however, require that your internship activities consist of assignments other than the tasks for which you are already being paid.

The student is expected to have increasingly complex and varied assignments in the agency, consistent with the student’s interests and the agency’s ability to provide such experiences. The learning plan to be submitted should include a description of the increasing responsibilities given the student in each of three segments of the placement. The document should also indicate how the 32 hours per week of placement assignments are going to be coordinated with work hours. The number of weekly hours may have to be extended to accommodate requirements of both the job and the internship. The need for and purpose of extended hours will be determined on an individual basis in consultation with either the field coordinator or the field liaison.

Before a student will be permitted to do the senior field placement at their place of employment a proposal must be made to the school. This proposal must include the semester long plan for learning new skills and gaining new knowledge about the clientele, policies and the agency environment. It must be submitted to the field coordinator for approval. This plan must be developed and co-signed by the student, the immediate supervisor, and an authorized member of the agency administration to be sure that there is administrative approval and support for this experience. THIS DOCUMENT MUST BE SUBMITTED TO THE FIELD COORDINATOR BEFORE THE END OF THE SEMESTER PRECEEDING THE PLACEMENT.

The work-based placement proposal will be reviewed by the Field Coordinator, in consultation with the BSW program coordinator, and a determination will be made. A written notification of approval will be sent to the student, supervisor and the administrative signee.

A form for use in submitting the work-based placement proposal is given below:
FORM 1

WORK-BASED PLACEMENT PROPOSAL
(Use additional pages if necessary)

STUDENT _______________________

AGENCY _______________________

FIELD INSTRUCTOR _______________________

JOB TITLE OF STUDENT _______________________

NORMAL WORK HOURS OF STUDENT _______________________

JOB DESCRIPTION OF STUDENT’S PAID POSITION

ADDITIONAL ASSIGNMENTS PLANNED FOR FIRST SIX WEEKS OF SEMESTER

ADDITIONAL ASSIGNMENTS PLANNED FOR SECOND SIX WEEKS OF SEMESTER
FORM I

ADDITIONAL ASSIGNMENTS PLANNED FOR LAST FIVE WEEKS OF SEMESTER

EXPLANATION OF HOW WORK AND PLACEMENT HOURS WILL BE COUNTED
(Include list of weekly hours showing when combined and separate placement hours will occur)

SIGNED:

STUDENT _______________________________DATE __________

AGENCY ADMINISTRATOR _____________________________DATE __________

TASK SUPERVISOR (if applicable) ___________________________DATE __________

FIELD INSTRUCTOR _________________________________DATE __________

FIELD COORDINATOR ________________________________DATE __________

BSW PROGRAM COORDINATOR __________________________DATE __________
FORM J
REQUEST FOR MODIFIED SENIOR FIELD PLACEMENT SCHEDULE

Agency: ______________________________________________________________________

Student: ________________________________

Start Date: ___________________________ End Date: ___________________________

The specific reasons that I am making this request:

My plan for completing the hours are as follows, please include a specific weekly schedule:

Thank you for your attention to this request.

Recommended: ____________________________ Field Instructor

Recommended: ____________________________ Agency Administrator

Recommended: ____________________________ Field Liaison

Approved: ________________________________ MU Field Coordinator

Students are to write their own request for doing less than 32 hours per week (using the model above) and submit it to the field coordinator for approval. THIS MUST BE DONE BEFORE THE PLACEMENT BEGINS AND THE FIELD INSTRUCTOR, AGENCY ADMINISTRATION AND FIELD LIAISON MUST AGREE WITH THE PLAN BEFORE THE FIELD COORDINATOR WILL APPROVE THE REQUEST. (If some weeks are to be different than others the details of a semester long schedule is required.)
Student Name:

Student Phone Numbers (cell, agency office, work, home etc.):

Student e-mail address:

Agency Name:

Agency Supervisor’s Name (i.e. Field Instructor):

Agency Supervisor’s e-mail address:

Agency Address:

Agency Phone Number:

Agency Fax Number:

Agency Web Site (if applicable):

I acknowledge that my confirmed placement is completely separate from my employment. Further, I confirm that I have discussed the scheduling of this field placement with my field instructor and employer and both are aware of the other’s work/placement requirements, with the understanding that I must create a schedule in which the hours do not conflict.

Signed: _________________________________________________________

Date: _________________________
**Agency Information**

| Agency Name: | ____________________________________________________________________________ |
| Mailing Address: | ____________________________________________________________________________ |

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<th>Street Address</th>
<th>Department/Floor/Suite</th>
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<th>City</th>
<th>State</th>
<th>ZIP Code</th>
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<tr>
<th>Is the physical address different from the mailing address?</th>
<th>___ YES   ___ NO</th>
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<tr>
<td>If so, please provide:</td>
<td>____________________________________________________________________</td>
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<th>Street Address</th>
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<tr>
<th>Phone:</th>
<th>Fax:</th>
<th>Website:</th>
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| Standard Setting or Licensing Body for Agency, if applicable: | ____________________________________________________________________ |

| Does the agency have current approval/license from this body? | ___ YES   ___ NO |

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<th>Hours of Operation:</th>
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<td>Saturday</td>
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<td>Sunday</td>
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**Agency Personnel**

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<tr>
<th>Agency Administrator:</th>
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<tr>
<th>Title:</th>
<th>Phone:</th>
<th>Email:</th>
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| Agency Contact Person for Field Placements: | ____________________________________________________________________ |

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<th>Title:</th>
<th>Phone:</th>
<th>Email:</th>
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</table>

| Does the agency employ staff with Bachelors-level social work degrees (BSW, BASW)? | ___ YES   ___ NO |

| Does the agency employ staff with Masters-level social work degrees (MSW)? | ___ YES   ___ NO |
Student Information

Please indicate which students you would be willing to host (check all that apply):
___ BSW students (1 semester; 450 hours total)
___ MSW students (2 semesters; 400 or 500 hours total)

Please indicate any requirements for placement at your agency (check all that apply):
___ Child Abuse History Clearance
___ Medical Clearance
___ Other (please specify):
___ Criminal Record Check
___ Tuberculosis Test
___ Drug Test
___ FBI Background Check

Is a car a necessity?  ___ YES   ___ NO
Is there mileage reimbursement?  ___ YES   ___ NO
Does your agency offer or require evening and/or weekend hours for student placements?  ___ YES   ___ NO
If so, please explain:

Agency Description

How would you describe the type of agency (check all that apply)
___ Addictions
___ Aging/Geriatric Services
___ Chemical Dependency
___ Child Welfare
___ Community Health
___ Correctional/Criminal Justice
___ Other (please specify): 
___ Education/School
___ Health Care
___ Housing
___ Mental Health/Behavioral Health
___ Occupational/Industrial
___ Physical Disabilities
___ Public Welfare
___ Victim Services
___ Youth Services

Where are your agency’s services provided? (check all that apply)
___ Agency-Based
___ Community-Based
___ Day Treatment
___ Home-Based
___ Other (Please specify):
___ Inpatient
___ Outpatient
___ Residential

What types of services does your agency provide? (check all that apply)
___ Individual
___ Family
___ Group
___ Advocacy
___ Biopsychosocial Assessment
___ Case Advocacy
___ Case Management
___ Cause
___ Other (please specify): 
___ Clinical Diagnosis
___ Clinical Therapy
___ Committee Participation
___ Community Organization
___ Court Liaison
___ Education
___ Grant Writing
___ Home Visiting
___ Information and Referral
___ Interdisciplinary Collaboration
___ Program Development
___ Research
___ Social Action
___ Treatment Planning
___ Work with Coalitions

Agency Population Served

Please describe the client/consumer population(s) served by the agency (age, gender, socioeconomic status, race, religion, ethnicity, sexual orientation, language, culture, etc):

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Additional Information Related to Field Placement

**Student Roles and Expectations**
Describe in detail the professional roles and practice activities that you propose to provide and expect from the student. Please indicate any differences for BSW and MSW students. (You may attached a “job description” if you have one available.)

**Resources**
Describe your intent and ability to provide resources for the student (office space, telephone, computer, agency orientation, email account, supplies, practice space, access to agency database, etc.):

**Liability**
Describe any liability issues which are of concern to you and/or which a student should be made aware of prior to placement:

**Limitations**
Describe any limitations that would be placed upon a student’s learning activities for whatever reason:
Thank you for taking the time and effort to complete this request for information. It will be used in determining the appropriateness of your agency for a learning experience for our students. It will also be used by our students as an introduction to your agency when making a choice for their field placements. We recommend that you interview students prior to offering a field placement.

Please submit any other documents, brochures, or handouts that would be helpful in understanding your agency.

If there are any significant changes in this information after submission of this form, please update us as soon as possible. Please complete the information below to indicate that the form is accurate.

______________________________________________  ______________________
Name          Date

______________________________________________
Title

Please return to the appropriate campus via mail, fax, or email (contact us for email information):

Millersville University
School of Social Work
Field Coordinator
P. O. Box 1002
Millersville, PA 17551
Phone: (717) 872-3385
Fax: (717) 872-3959

For Field Use Only:

Date Received: _____________  Initials: ______

Date of Site Visit: ___________  Initials: ______

Notes:
FORM M
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
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, the Civil Rights Act of 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Coordinators: Services for Students with Physical Disabilities–Ms. Rita Miller, Associate Director, Housing & Residential Programs, Lyle Hall, 717-872-3162; Services for Students with Learning Disabilities–Mrs. Sherlynn Bessick, Director of Learning Services, Lyle Hall 717-872-3178; Title VI and Title IX–Mr. Hiram Martinez, Assistant to the President for Social Equity, Delaware House, 717-872-3787; ADA Coordinator–Mr. Louis DeSol, Associate Vice President for Human Resources, 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.