

FIELD INSTRUCTION MANUAL

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

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

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Forms are provided at Field Instruction Orientation and by Field Liaisons at the first Spring/Fall Semester visit. Additional forms may also be obtained on the School of Social Work. Home Page, <http://millersville.edu/socialwork/> Desire2Learn, or by request from the field liaison or field coordinator

THE SCHOOL OF 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.

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 & Performance Indicators

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 at the micro, mezzo, and macro levels of practice. Thus, students are expected to demonstrate and achieve core competencies that identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence as the generalist level of practice. These competencies and accompanying performance indicators are what guide the students' learning plans. Below is the list of competencies and performance indicators.

Competency 1: Demonstrate Ethical and Professional Behavior

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

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

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

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

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies impact the delivery of and access to social services;
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and

communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

1. select and use appropriate methods for evaluation of outcomes;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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, skills, and cognitive and affective behavior 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

Twelve full-time, tenure-track faculty, with two full time secretaries and one temporary faculty-coordinating field. (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). 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 upload clearances and proof of insurance into the d2l field. **No student is authorized to begin field prior to completion and submission of all background clearances.** The following clearances are required. Updated instructions can be obtained yearly from the field coordinator. **You must upload of the clearances and proof of insurance into the d2l field shell**

1. CHILD ABUSE HISTORY CLEARANCE

Child Abuse History Clearance Online: <https://www.compass.state.pa.us/cwis/public/home>

Complete the CHILD ABUSE HISTORY CLEARANCE FORM online.

As of December 31, 2014, this process can be completed online immediately. Cost is \$8 (may be waived for volunteers purposes). If you have questions, please visit:

<https://www.compass.state.pa.us/CWIS/Public/FAQ>

On this form the appropriate box to check for Purpose of Clearance is “Volunteer”.

2. ACT 34 (CRIMINAL RECORD CHECK)

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

At the top of the page, select “New Record Check” (VOLUNTEERS ONLY). When completed, click on the “Certification Form” button and print the results page with the state seal watermark. Because you will be doing community service-learning and volunteer service during your education, you may select the “Volunteer” option. The cost for this is free. If you know where you will be doing community service-learning/volunteer work already, please list the name of this organization. If not, you may list Millersville University, School of Social Work. 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.

3. FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING)

Option 1: For students going into a non-school setting: (Human Services)

PA DHS Volunteer: Visit: <https://uenroll.identogo.com>

If you do not plan on doing your internship in a school setting, please select this options and use the **Service Code: IKG6ZJ**. **Read all instructions very carefully and select the most convenient option/location for you to complete your request.**

Option 2: For students going into a school-setting: (Education)

PA PDE Volunteer: Visit: <https://uenroll.identogo.com>

If you know that you will be interning within a school setting, please select this options and use the **Service Code: 1KG6Y3**. Many school require that you select this option, which provides the school with online

access to your clearance. **Read all of the instructions very carefully and select the most convenient option/location for you to complete your request. If you select this option, you should receive an unofficial copy of your clearances in the mail within two weeks.**

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

To purchase insurance through NASW Assurance, you must be a member of NASW; it is a two-step process. As a student, you can join NASW at a reduced student rate of \$48. As a student member of NASW, you can 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/join>

Be sure to join as a **student member**. THE COST OF NASW MEMBERSHIP IS \$57.00 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://www.naswassurance.org/malpractice/student-liability-individuals/>

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: <http://www.americanprofessional.com/>

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 Department records before you will be allowed to start your practicum hours.**

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 Fall/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 fall/spring semester. Student must submit a **Senior Modification Form to the Field Coordinator**. After Senior Modification is approved. The Field Liaison will be notified of the students request to begin their field placement the week before the semester starts to provide oversight and support to students while in their field placements settings. Students must maintain collaborative contact with their field liaison face to face or through email. Student will submit a reflective paper of their learning experience to their field liaison by uploading it into D2L.

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 **as scheduled in the syllabus**. 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.

Process Recording. Each student will submit two process recordings. The time spent writing the process recording is in addition to the 450 hours in the field placement and should not be counted in the hours. Student should submit their process recording to their field liaison as scheduled in the syllabus. Students are expected to review and discuss their process recordings with their field instructor and then submit them to their liaisons via D2L.

A process recording is a written recording of your interaction with clients and other professionals. It gives you an opportunity to reflect on your thoughts, responses as well as reactions. As social work practitioners, we use self-reflection as a way to improve our interactions with clients and other professionals.

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.

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, task supervisors, and field liaisons. Field journals and process recording 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.
5. **Assist the student with linking concepts of field and the Evaluation Project (SOWK 431: *Social Work Statistics*).**

Field Seminar. During Field Seminar, students can meet in small groups with their liaison to discuss the specific learning and experiences that they are having in their 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. Further, students are required to submit process recordings to assess their interactions with clients and other professionals.

FIELD EDUCATION POLICIES AND PROCEDURES

Selection of Field Agencies and Instructors

Millersville University Social Work department is fortunate to be in partnership with many 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 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, across all levels of social work practice (micro, mezzo, macro).
4. Agency ability and commitment to provide a soundly structured educational learning experience for students (supervisory time, physical space, time, and workload commensurate with student's abilities and experience).
5. Potential field instructor(s) with a BSW or a MSW.

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.

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. **Placements are not guaranteed.**

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 per the criteria presented above. Once the student confirms his/her placement with the agency, the student completes the ***Field Contact Form K*** and submits it to the Field Coordinator.

International Field Placements

Millersville University is able to offer international field placements by working collaboratively with the Office of Global Education and Partnerships. In international field placements, students will complete field requirements in that country over a 12-week period during the spring or fall semester. We currently offer international field placements in Cape Town, South Africa, Dublin, Ireland, and London, England. Students must apply and be approved by the School of Social Work as well as the Office of Global Education and Partnerships in order to study abroad. The application to begin the process can be obtained on the School of Social Work’s webpage.

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 or task supervisor (if applicable) 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 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 (Professionalism Policy)

If there are unresolved concerns in field instruction, including but not limited to the student’s academic performance, professional behavior, professional performance, disposition, professional ethics, and MU policies and laws, the Field Liaison will follow the Professionalism Policy (See *Social Work Student Handbook*

(on-line)), and, as applicable, immediately notify the School of Social Work Department Chairperson, for additional information.

Safety

Students should receive a full orientation to agency safety policies and procedures. This training should be provided by the field agency itself, since each agency may differ in terms of its needs and challenges regarding worker safety in their organization. **Students who do not receive safety orientation and training should take the initiative to inquire about this topic with the Field Instructor.** Training may involve information about precautions related to fire and building safety, infection control, home-based services, and working with agitated or violent clients and consumers. **It is not acceptable for social work students to refuse field placements or related field assignments because the neighborhoods where the agencies or clients reside are considered blighted or have elevated crime rates.** In such circumstances, it is especially important that students learn the agency policies and procedures designed to keep staff safe. Students may not transport clients in their own vehicles. Students may transport clients in agency owned vehicles, with the agency's permission.

If a student experiences an injury or potential injury (e.g., 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 and Students' Appeal and Grievance Procedures

The School of Social Work faculty may require a student to discontinue the Social Work program at the end of any semester if academic and professional performance in the classroom and/or field instruction is not satisfactory. For details on Academic and Professionalism policies, as well as the appeals and grievance procedures, refer to the Social Work Student Handbook.

Program Advisory Board Committee

The Field Instruction Advisory Committee meets as part of the department advisory board committee. The field coordinator serves as a non-voting member. All field instructors are welcome to attend the meetings and activities. The purpose of this committee is to advise on internal operations of field, to discuss the educational outcomes of field education, and expansion of community partners.

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.

Honoraria for Field Instructors

The School of Social Work provides honoraria 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 RESPONSIBILITIES

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

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. Placements are not guaranteed.
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 and task supervisor with background information furnished by the student.
4. Provide the field instructor and task supervisor with the field practicum manual, which contains general information about the social work program.
5. Provide an orientation program for new field instructor and task supervisor.
6. Provide an ongoing educational program for field instructors and task supervisors regarding supervision, social work curriculum and current social work educational issues.
7. Provide opportunities for field instructors and task supervisors 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 – task supervisor (when applicable)-- student match to determine the appropriateness of the block placement by meeting individually with each student and their field instructor and task supervisor 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 and task supervisor 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 and task supervisor 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 and task supervisor 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.

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. If student has Task Supervisor, consult with task supervisor to ensure student has adequate working space and equipment to complete tasks.
3. Arrange, or work with **Task Supervisor**, for the student's orientation to the agency, clients, social service system, and community.
4. Provide student with an orientation to the organizations safety policies.
5. Provide the student one hour of regularly scheduled supervision each week.
6. Be available at other times for consultation with the student and Task Supervisor (if applicable) as necessary.
7. Suggest reading materials for student which will facilitate a deeper understanding of the agency's programs.
8. 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 at the micro, mezzo, and macro levels 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.
9. Submit written evaluations of the student's performance on the forms provided by the School of Social Work. Discuss the evaluation with the student and Task Supervisor (if applicable) prior to submission and discussion with the field liaison.
10. 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.
11. Attend field practicum meetings as scheduled.
12. 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.

13. Be responsible for determining any tasks students may not perform at the agency due to either agency or regulatory policies.

Responsibility of the **Task Supervisor** are where applicable:

1. Orient student to organizational policies (e.g. Safety).
2. Assign day to day task, projects, or experience.
3. Provide day to day guidance and supervision.
4. Provide weekly supervision on organizational learning.
5. Work in collaboration with the Field Instructor to ensure that the student's learning goals and objectives are accomplished.
6. Provide constructive feedback on specific tasks and projects assigned.
7. Keeps the field instructor informed of students' progress and observed professional behaviors.
8. Attend scheduled meetings with field instructor, student, liaison, as scheduled, to discuss student learning experience.

Responsibilities of the **Student** are:

1. **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 field coordinator receives documentation of malpractice insurance.
2. 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 field coordinator receives documentation of clearances.
3. 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**).
4. Students are responsible for obtaining signatures from all stakeholders on the Field Contact Information Contact Form (Form K) which confirms your placement.

5. 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 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**).
6. Complete the Learning Contract within the first two-weeks of the semester.
7. Arrange a weekly schedule of fieldwork cooperatively with the agency, adjusting the hours to allow for mutual needs. Students are permitted to work day, evening, and weekend hours, but may not receive credit for night work (12 a.m.- 6 a.m.). Students must take a minimum of **1/2 hour for lunch and for evening meals** unless an exception is granted upon request to the social work department.
8. 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.
9. Alert Field Instructor, Task Supervisor, and Field Liaison if their safety is compromised.
10. Demonstrate satisfactory work habits in relation to agency assignments.
11. Adhere to NASW Code of Ethics and CSWE Competencies that guide our professional performance, behaviors, dispositions, and ethics while performing our role as a social worker.
12. **Observe the rules and policies that guide the agency program and operation, including safety, use of technology, confidentiality of material, promptness, reliable and responsible general conduct and appropriate dress.**
13. Read literature assigned by the field instructor for orientation to the agency program or to deepen understanding required for delivering the agency's services.
14. Take responsibility for inquiring and learning from involvement in the actual delivery of services within the assigned setting.
15. **Prepare agendas of questions and topics to discuss at regularly scheduled conferences with the field instructor and task supervisor.**
16. Accept and use constructively the supervision provided by the field instructor. Other persons may provide supervision in cases of emergency when the field instructor/task supervisor is not available or when the field instructor/task supervisor delegates task supervision to another staff member.

17. **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.
18. Report to the field liaison for conference as scheduled.
19. Attend field practicum meeting as scheduled. Time spent in field practicum meeting is credited towards required field hours.

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, task supervisor (if applicable), 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, the student, and the task supervisor, where applicable, in order to facilitate the educational experience. The signed original contract are uploaded into D2L with copies kept by the field instructor, task supervisor (if applicable), 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, Field Instructors, and Task Supervisors are to consider the competencies and practice indicators 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 indicators, which demonstrate the required competencies.

The student, field instructor, task supervisor are jointly responsible for its 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, task supervisor, 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 and task supervisor.

It is the responsibility of the student to obtain signatures and submit them into D2L 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 task supervisor and discussed with the student
- 2) to review the midterm evaluation of the field agency and instructor using the *Student Evaluation of Field Agency and Instructor (Forms G and H)* 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 uploaded into D2L within the required timeframe. We ask that the field instructor, task supervisor and student keep copies. It is the responsibility of the student to obtain signatures and upload signed forms into D2L 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. When appropriate and where applicable, the field instructor may include the task supervisor in these meetings, but at a minimum, the field instructor should maintain regular contact with the task supervisor as feedback from those discussions may guide the weekly supervisory conferences with the student.

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, task supervisor 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/task supervisor 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/task supervisor 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 an **evaluation project** their within their Social Work Statistics (SOWK 431) course and implement it within their field placement. Although this project is not an assignment

specific to field (the grading of it is don't within the SOWK 431 course), its implementation is demonstrated within the Learning Contract. This 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 9 core social work competencies through the implementation of the ***Evaluation Project***.

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, process 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/task supervisor. 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 (Forms G and H)*. 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.

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

1 - 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

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

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.

6. Write a contract for altering a client's behavior.

5 4 3 2 1

7. Implement an intervention plan with a client.

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

5 4 3 2 1

10. Provide a client with feedback or guidance in relation to a specific behavior.

5 4 3 2 1

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 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.

21. Evaluate an intervention with a single client.

22. Evaluate an intervention with a group of clients.

23. Evaluate a specific program within an agency.

Comments:

Millersville University

BSW LEARNING PLAN CONTRACT

Student:		Date:	
Faculty Liaison:			
Agency:			
Field Instructor:			
Task Supervisor (if applicable):			

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.

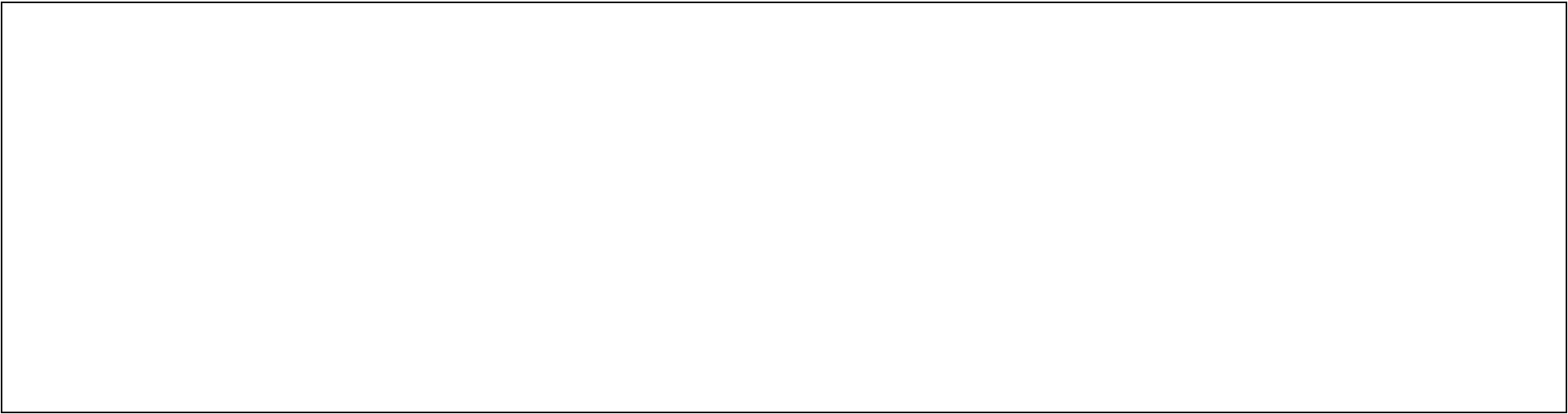
In planning learning assignments throughout the semester, students and field instructors are to consider the below listed competencies and, to the greatest extent possible in the context of the agency mission and practice focus, provide the student with an opportunity to work on their professional development as defined by these interrelated competencies - specifically, the students' ability to display competence behaviors that are comprised of knowledge, values, skills and cognitive and effective process on a micro, mezzo, macro level at within their placement settings. General examples are given in each block to help in the creation of specific, meaningful plans.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR						
Performance Indicators	Activities/Assignments Optional	Assignments Tailored to placement setting	Measurement		Target Date	
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Student will become involved in eligibility decision-making process with individual, families, organization and communities.			Observation		Mid-Term
				Documentation		Final
				Assignment		Ongoing
				Discussion		
				Journal		
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Student will maintain journal to reflect upon behaviors and experiences and make any necessary adjustments accordingly			Observation		Mid-Term
				Documentation		Final
				Assignment		Ongoing
				Discussion		
				Journal		
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Student will review and adhere to agency policies.			Observation		Mid-Term
				Documentation		Final
				Assignment		Ongoing
				Discussion		
				Journal		
Use technology ethically and appropriately to facilitate practice outcomes.	Student will demonstrate effective use of technology to facilitate practice outcomes ethically, appropriately and in accordance to agency policy in their day to day task and assignments.			Observation		Mid-Term
				Documentation		Final
				Assignment		Ongoing
				Discussion		
				Journal		

Use supervision and consultation to guide professional judgment and behavior.	Student will use weekly one-hour supervision to guide their professional judgment and behavior through their course of their internship experience.			Observation	<table border="1"> <tr> <td></td> <td>Mid-Term</td> </tr> <tr> <td></td> <td>Final</td> </tr> <tr> <td></td> <td>Ongoing</td> </tr> </table>		Mid-Term		Final		Ongoing
				Mid-Term							
				Final							
				Ongoing							
				Documentation							
	Assignment										
	Discussion										
	Journal										
COMMENTS:											

COMPETENCY 2. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Performance Indicators	Activities/Assignments Optional	Activities/Assignments (tailored to practice setting)	Measurement		Target Date	
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Students applies and communicates effectively their understanding of importance of diversity and difference in shaping life experience in practice when engaged at Micro, Mezzo, and Macro levels of practice.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Presents themselves as learners and engage clients and constituencies as experts of their own experiences.	Student observes and reviews learning with Field Supervisor/Task Supervisors and applies learning during engagement with clients and constituents.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Student will maintain a journal reflecting self-awareness and self-regulation to manage influence of personal bias and values in working with diverse clients and constituencies.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
COMMENTS:						



COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Performance Indicators	Activities/Assignments Optional	Activities/Assignments (tailored to practice setting)	Measurement	Target Date
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<p><u>Student applies</u> understanding of social justice to advocate for human rights at the:</p> <ul style="list-style-type: none"> • individual level of practice. • systems level of practice. <p><u>Student applies</u> understanding of economic justice to advocate for human rights at the:</p> <ul style="list-style-type: none"> • individual level of practice. • system of practice. <p><u>Students applies</u> understanding of environmental justice to advocate for human rights at the:</p> <ul style="list-style-type: none"> • individual level of practice. • systems level of practice. 			
			Observation	
			Documentation	Mid-Term
			Assignment	Final
			Discussion	Ongoing
			Journal	

Engage in practices that advance social, economic, and environmental justice.	Student engages in practice that advances: <ul style="list-style-type: none">• Social justice.• Economic justice• Environmental justice			
				Mid-Term
				Final
				Ongoing
COMMENTS				

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE						
Performance Indicators	Activities/Assignments Optional	Activities/Assignments (tailored to practice setting)	Measurement		Target Date	
Use practice experience and theory to inform scientific inquiry and research;	Student will maintain a journal to reflect how scientific inquiry and research inform their practice. Student will discuss connections between theory and practice with Field Instructor.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	Student will utilize their evaluation project to apply critical thinking skills when analyzing qualitative and quantitative research. Student will discuss data collected with field instructor.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Use and translate research evidence to inform and improve practice, policy, and service delivery.	Student will use their evaluation project design to inform to improve practice, policy and services delivery. Student will discuss with Field instructor findings and its application to improving practice,			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		

	policy and service delivery.			
COMMENTS:				

COMPENTENCY 5: ENGAGE IN POLICY PRACTICE					
Performance Indicators	Activities/Assignments Optional	Activities/Assignments (tailored to practice setting)	Measurement		Target Date
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Students will identify social policy as it impacts well-being, service delivery and access to social services at the: <ul style="list-style-type: none"> Local level State level Federal level 			Observation	
				Documentation	Mid-Term
				Assignment	Final
				Discussion	Ongoing
				Journal	
Assess how social welfare and economic policies impact the delivery of and access to social services.	Student will assess how policies social welfare and economic policies impact delivery of and access to social services.			Observation	
				Documentation	Mid-Term
				Assignment	Final
				Discussion	Ongoing
				Journal	
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Students will demonstrate critical thinking when analyzing policies that advance: <ul style="list-style-type: none"> Human rights and social justice Economic justice Environmental justice Students will demonstrate critical thinking when			Observation	
				Documentation	Mid-Term
				Assignment	Final
				Discussion	Ongoing
				Journal	

	formulizing policies that advance: <ul style="list-style-type: none">• Human rights and social justice• Economic justice• Environmental justice. Student will demonstrate critical thinking when advocate for policies that advance: Human rights and social justice <ul style="list-style-type: none">• Economic justice• Environmental justice			
COMMENTS:				

COMPETENCY 6: ENGAGES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Performance Indicators	Activities/Assignments Optional	Activities/Assignments (tailored to practice setting)	Measurement		Target Date	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Student will maintain a journal reflecting self-awareness and self-regulation to manage influence of personal bias and values in working with diverse clients and constituencies.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Student will journal reflecting on use of empathy, and interpersonal skills when engaging with diverse clients and constituents.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
COMMENTS:						

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Performance Indicators	Activities/Assignments Optional	Activities/Assignments (tailored to practice setting)	Measurement		Target Date	
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Student will demonstrate critical thinking skills with assessing clients and constituent's data. Student will discuss findings with Field Instructor.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Student will maintain a journal reflecting human behavior and the social environment, person-in-environment and theoretical framework. Student will apply knowledge and discuss with field supervisor and its application to clients and constitutions.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Students under the supervision of Field instructor will develop verbal and written agreements on intervention goals which is based on critical assessment of client and constituent needs.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		

	Student will discuss method of engagement and intervention approach with field instructors.					
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Student will select intervention strategies under the supervision of the Field Instructor or Task Supervisor based on assessment, research knowledge and values and preferences.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
COMMENTS:						

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Performance Indicators	Activities/Assignments Optional	Activities/Assignments (tailored to practice setting)	Measurement		Target Date	
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Student collaborates with field instructor on affective application of interventions.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Student will journal and discuss applied knowledge with field instructor and liaison.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Collaborate with other professionals within the practice setting on practice issues. Discuss with Field Instructor.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	Discuss with Field instructor ways to negotiate, mediate, and advocate with and on behalf of diverse clients and constituents.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Facilitate effective transitions and endings that advance mutually agreed-on goals.	Role-play effective transition and endings with field coordinator. Apply knowledge learned			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing

	with clients. Reflect and discuss strategies uses with field instructor.		<table border="1"><tr><td></td><td>Journal</td></tr></table>		Journal	
	Journal					
COMMENTS:						

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES						
Performance Indicators	Activities/Assignments Optional	Additional Activities/Assignments (tailored to practice setting)	Measurement		Target Date	
Select and use appropriate methods for evaluation of outcomes.	Discuss appropriate methods for evaluation with Field Instructor. Discuss outcomes of evaluation with Field Instructor.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Journal regarding observed human behavior. Discuss multidisciplinary theoretical frameworks in the evaluation of outcomes with field instructor.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	Student will discuss their analysis, observation and evaluation interventions as well as program processes and outcome with field instructor.			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing
				Journal		
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Student will discuss evaluation findings with field instructor. Student will apply findings to improve			Observation		
				Documentation		Mid-Term
				Assignment		Final
				Discussion		Ongoing

	practice effectiveness at the micro, mezzo, and macro levels.		Journal	
COMMENTS:				

Signatures:			
Student:		Date:	
Field Instructor		Date:	
Task Supervisor		Date:	
Faculty Liaison:		Date:	

Millersville University

FORM C

Student Name: _____
Agency: _____
Field Instructor: _____
Task Supervisor (if applicable): _____
Field Liaison: _____

Acknowledgment of Roles and Expectations

We acknowledge reviewing and discussing each stakeholder's roles and responsibilities during the student's internship practice experience. With our signature, we affirm the review of the Roles and expectations of each stakeholder.

Signatures:

Date:

Faculty Liaison:		
Field Instructor:		
Task Supervisor (if applicable):		
Student Intern, School of Social Work Millersville University		

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 Social Work Department Field Coordinator**

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

✂ _____ ✂ _____ ✂ _____

(Please type)

Name _____ **Date** _____

Address _____

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

Agency Placement _____

Student Signature: _____

Department 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

Student Name				
Mid-Term Evaluation Date		Final Evaluation Date		
Agency				
Agency Address:				
Field Instructor Name:				
Task Supervisor (If applicable)				
Number of Field Practicum Hours	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.

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 based on 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 based on 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 DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.											
Use reflection and self regulations to manage personal values and maintain professionalism in practice situation											
Demonstrates professional demeanor in behavior											
Demonstrates professional demeanor in appearance											
Demonstrates professional demeanor in oral communication											
Demonstrates professional demeanor in written communication											
Demonstrates professional demeanor in electronic communication											

Uses technology to facilitate practice outcome ethically											
Uses technology to facilitate practice outcomes appropriately .											
Use supervision to guide professional judgment and behavior.											
Uses consultation to guide professional judgment and behavior											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 2: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level .											
Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level .											
Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level .											
Students presents themselves as learners and engage clients and constituencies as experts of their own experiences.											
Student applies self-awareness and self-regulation to manage the influence of personal biases in working with diverse clients and constituencies.											
Student applies self-awareness and self-regulation to manage the influence of personal values in working with diverse clients and constituencies.											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 3: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
<u>Student applies</u> understanding of social justice to advocate for human rights at the: <ul style="list-style-type: none"> individual level of practice. 											
<u>Student applies</u> understanding of social justice to advocate for human rights at the: <ul style="list-style-type: none"> systems level of practice. 											
<u>Student applies</u> understanding of economic justice to advocate for human rights at the: <ul style="list-style-type: none"> individual level of practice. 											
<u>Student applies</u> understanding of economic justice to advocate for human rights at the: <ul style="list-style-type: none"> system of practice. 											
<u>Students applies</u> understanding of environmental justice to advocate for human rights at the: <ul style="list-style-type: none"> individual level of practice. 											
<u>Students applies</u> understanding of environmental justice to advocate for human rights at the: <ul style="list-style-type: none"> systems level of practice. 											
Student engaged in practice that advances: <ul style="list-style-type: none"> Social justice. 											

Student engaged in practice that advances: <ul style="list-style-type: none"> Economic justice 											
Student engaged in practice that advances: <ul style="list-style-type: none"> Environmental justice 											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 4: INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Evaluation Project	5	4	3	2	1		5	4	3	2	1
Use practice experience and theory to inform scientific inquiry and research.											
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.											
Use and translate research evidence to inform and improve practice, policy, and service delivery.											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 5: INTERN ENGAGES IN POLICY PRACTICE.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Student identified social policy as it impacts well-being, service delivery and access to social services at the:											
<ul style="list-style-type: none"> Local level 											
Student identified social policy as it impacts well-being, service delivery and access to social services at the:											
<ul style="list-style-type: none"> State level 											
Student identified social policy as it impacts well-being, service delivery and access to social services at the:											
<ul style="list-style-type: none"> Federal level 											
Student assesses how social welfare policies impact the delivery of and access to social services.											
Student assesses how economic policies impact the delivery and access to social services.											
Student applies critical thinking when analyzing policies that advance:											
<ul style="list-style-type: none"> Human rights and social justice 											
Student applies critical thinking when analyzing policies that advance:											
<ul style="list-style-type: none"> Economic justice 											

Student applies critical thinking when analyzing policies that advance											
<ul style="list-style-type: none"> • Environmental justice 											
Student applies critical thinking when formulating policies that advance:											
<ul style="list-style-type: none"> • Human rights and social justice 											
Students applies critical thinking when formulating policies that advance:											
<ul style="list-style-type: none"> • Economic justice 											
Students will applies critical thinking when formulating policies that advance:											
<ul style="list-style-type: none"> • Environmental justice. 											
Student applies critical thinking when advocating for policies that advance: Human rights and social justice											
<ul style="list-style-type: none"> • Economic justice 											
Student applies critical thinking when advocating for policies that advance: Human rights and social justice											
<ul style="list-style-type: none"> • Environmental justice 											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 6: INTERN ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.											
Use empathy to effectively engage diverse clients and constituencies											
Use reflection to effectively engage diverse clients and constituencies											
Use interpersonal skills to effectively engage diverse clients and constituencies											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 7: INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.											
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths , needs, and challenges within clients and constituencies.											
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of needs, and challenges within clients and constituencies.											
Select appropriate intervention strategies based on the assessment , research knowledge, and values and preferences of clients and constituencies											

Select appropriate intervention strategies based on the research knowledge , and values and preferences of clients and constituencies											
Select appropriate intervention strategies based on the values and preferences of clients and constituencies											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 8: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.											
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.											
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.											
Facilitate effective transitions and endings that advance mutually agreed-on goals.											

MID-TERM COMMENTS:

FINAL COMMENTS:

COMPETENCY 9: INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

	Mid-Term						Final				
	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Select and use appropriate methods for evaluation of outcomes.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.											
Critically analyzes , monitor, and evaluate intervention and program processes											
Critically analyzes , monitor, and evaluate intervention and program outcomes .											
Critically monitors , interventions and program processes											
Critically monitors intervention and outcomes .											
Critically evaluate intervention and program outcomes .											
Apply evaluation findings to improve practice effectiveness at the micro level .											
Apply evaluation findings to improve practice effectiveness at the mezzo levels .											
Apply evaluation findings to improve practice effectiveness at the macro levels .											

MID-TERM COMMENTS:

FINAL COMMENTS:

MID-TERM COMMENTS:

**FINAL COMMENTS:
MID-TERM EVALUATION**

Mid-Term Evaluation

The following parties have participated in this evaluation:

Student		Date	
Field Instructor		Date	
Task Supervisor (if applicable)		Date	
Field Liaison		Date	

Final Evaluation

The following parties have participated in this evaluation:

Student		Date	
Field Instructor		Date	
Task Supervisor (if applicable)		Date	
Field Liaison		Date	

FORM F
FIELD INSTRUCTOR INFORMATION FORM

Millersville University

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: _____

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?

Disclaimer and Signature

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
Department of Social Work
Field Coordinator
P. O. Box 1002
Millersville, PA 17551
Phone: (717) 872-3739
Fax: (717) 872-3959

Date Approved: _____

Initials: _____

Millersville University

FORM G STUDENT EVALUATION OF FIELD AGENCY

Student Name			
Mid-Term Evaluation Date		Final Evaluation Date	
Agency			
Agency Address:			
Field Instructor Name:			
Task Supervisor (If applicable)			

DESCRIPTION OF AGENCY

SUMMARY OF STUDENT EXPERIENCES/ASSIGNMENTS

Mid-Term:

Final:

Part I. AGENCY LEARNING ENVIRONMENT

A. Orientation

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

Mid-Term:

Final:

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

Mid-Term:

Final:

FORM G

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:

Comments:

Mid-Term:

Final:

FORM H

Millersville University

STUDENT EVALUATION OF FIELD INSTRUCTOR

Student Name			
Mid-Term Evaluation Date		Final Evaluation Date	
Agency			
Agency Address:			
Field Instructor Name:			
Task Supervisor (If applicable)			

		Very Good		Satisfactory		Somewhat Unsatisfactory		Unsatisfactory	
		Mid-Term	Final	Mid-Term	Final	Mid-Term	Final	Mid-Term	Final
A.	Facilitated the process of integration into the agency system.								
B.	Encouraged and supported attendance at staff meetings, seminars and workshops.								
C.	Encouraged and supported learning about community resources, including visits to other agencies.								
D.	Facilitated my understanding and use of agency policies and procedures.								
E.	Encouraged my critical assessment, appraisal and evaluation of my work with clients.								
F.	Provided clear, understandable feedback on an on-going basis.								
G.	Facilitated learning of specific practice skills.								

H.	Was clear and consistent about the expectations of this placement.								
I.	Was accessible to answer my questions and concerns.								
J.	Assisted me in the process of academic and field experience.								
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:

Mid-Term Evaluation Signatures

Student		Date	
Field Instructor		Date	
Task Supervisor (if applicable)		Date	
Field Liaison		Date	

Final Evaluation Signature:

Student		Date	
Field Instructor		Date	
Task Supervisor (if applicable)		Date	
Field Liaison		Date	

FORM I

Millersville University

REQUIREMENTS FOR PLACEMENT AT PLACE OF EMPLOYMENT

It is the policy of the MU Social Work Department 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 department. 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 I

Millersville University

WORK-BASED PLACEMENT PROPOSAL

(Use additional pages if necessary)

Student Name:		
Agency Name		
Agency Address		
Field Instructor Name	Telephone number:	
Task Supervisor (if applicable)	Telephone number:	
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

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:

Agency Administrator		Date:	
Field Instructor		Date:	
Task Supervisor (if applicable)		Date:	
Field Coordinator		Date:	
BSW Program Coordinator		Date:	
Student		Date:	

FORM J

Millersville University

REQUEST FOR MODIFIED SENIOR FIELD PLACEMENT SCHEDULE

Agency:		
Field Instructor:		
Task Supervisor:		
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.

Field Instructor	Date:	
Task Supervisor	Date:	
Agency Administrator	Date:	
Field Liaison	Date:	
Field Coordinator	Date:	

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.)

FORM K

Millersville University

**SCHOOL OF SOCIAL WORK
FIELD CONTACT INFORMATION FORM**

Student Information:					
Name:				Telephone number:	
Student Advisor:				Email:	
Placement Information:					
Agency:					
Address:					
City			State		Zip Code
Telephone:					
Fax:					
Agency Website:					
Field Instructor Name:			Task Supervisor Name:		
Telephone number:			Telephone number:		
Email:			Email:		

We acknowledge that the student's placement is:

- ☐ *confirmed;*
- ☐ *separate from his/her employment.*
- ☐ *The student has discussed the scheduling of this field placement with the field instructor, task supervisor, and employer and all parties are aware of the other's work/placement requirements, with the understanding that a schedule must be created of which the hours do not conflict.*

Field Instructor:		Date:	
Task Supervisor		Date:	
Student:		Date:	
Field Coordinator:		Date:	

FORM L
SOCIAL WORK FIELD PLACEMENT AGENCY FORM

Millersville University

Agency Information

Agency Name: _____

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

Department/Floor/Suite

City

State

ZIP Code

Phone: _____ Fax: _____ Website: _____

Standard Setting or Licensing Body for Agency, if applicable:

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

Hours of Operation:

Monday _____

Thursday _____

Saturday _____

Tuesday _____

Friday _____

Sunday _____

Wednesday _____

Agency Personnel

Agency Administrator:

Title: _____

Phone: _____

Email: _____

Agency Contact Person for Field Placements:

Title: _____

Phone: _____

Email: _____

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

☐ Criminal Record Check

☐ FBI Background Check

☐ Medical Clearance

☐ Tuberculosis Test

☐ Drug Test

☐ Other (please specify):

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

☐ Education/School

☐ Chemical Dependency

☐ Health Care

☐ Physical Disabilities

☐ Child Welfare

☐ Housing

☐ Public Welfare

☐ Community Health ☐ Mental Health/Behavioral Health ☐ Victim Services
☐ Correctional/Criminal Justice ☐ Occupational/Industrial ☐ Youth Services
☐ Other (please specify): _____

Where are your agency's services provided? (check all that apply)

☐ Agency-Based ☐ Inpatient _____
☐ Community-Based ☐ Outpatient ☐ Day
 Treatment ☐ Residential
☐ Home-Based
☐ Other (Please specify): _____

What types of services does your agency provide? (check all that apply)

☐ Individual ☐ Clinical Diagnosis ☐ Home Visiting
☐ Family ☐ Clinical Therapy ☐ Information and Referral
☐ Group ☐ Committee Participation ☐ Interdisciplinary Collaboration
☐ Advocacy ☐ Community Organization ☐ Program Development
☐ Biopsychosocial Assessment ☐ Court Liaison ☐ Research
☐ Case Advocacy ☐ Crisis Intervention ☐ Social Action
☐ Case Management ☐ Education ☐ Treatment Planning
☐ Cause ☐ Grant Writing ☐ Work with Coalitions
☐ Other (please specify): _____

_____ 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):

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:

Other

Please include any additional information about your agency and/or areas of concern not addressed above:

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
Department 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

Millersville University

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 Name		Date of report:	
Agency Name			
Address:			
Field Instructor Name		Telephone number:	
Task Supervisor Name (if applicable)		Telephone number:	
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	
Task Supervisor (if applicable)		Date	
Field Liaison		Date	
Student Intern		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, 717-8723017.

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.*

APPENDIX

APPENDIX A

Social Work Faculty

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Assistant Professor
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(717) 871-5927
E-mail: Joyous.Bethel@millersville.edu

Bertha Saldana DeJesus, MSW
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Social Work Staff

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Beth Colvin, MSW/DSW Secretary
Room 301 (right), Stayer Hall
(717) 871-7170
E-mail: Beth.Colvin@millersville.edu

APPENDIX B STUDENT JOURNAL REQUIREMENTS

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

Student 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: Four (4) journals are submitted as scheduled. The 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 four (4) journals. Specific due dates for journals will be provided in your Field Seminar syllabus.

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.)

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

Updates and concerns (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

Field Contact Information

Date:

Student Name:

Agency Name:

Agency Address:

Field Instructor's Name:

Field Instructor's Phone and Email:

Task Supervisor:

Task Supervisor's Phone and Email: Field Liaison:

Activity Log Form

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.

<i>Date:</i>	<i>Total Hours:</i>	
<i>Hours Worked:</i>		
Daily Activity	Hours	Rating

BSW FIELD JOURNAL

Analyze one even 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. 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 (Integration of Theory and Practice)

Contract/Plan: Develop a plan for possible next steps with this client or for your learning in this area based on your analysis.

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 at the micro, mezzo and macro level of practice. This summary should be 1-2 pages.

You must cover ALL 9 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 9 competencies; some competencies will be addressed twice.

Please indicate dates and times that weekly supervision occurred with the Field Instructor (FI) or Task Supervisor (TS)									
FI/TS					FI/TS				
	Date		Time			Date		Time	
	Date		Time			Date		Time	
	Date		Time			Date		Time	
	Date		Time			Date		Time	
	Date		Time			Date		Time	

If you did not receive at least one hour of in-person weekly supervision any week during this period, why not?

Are there any concerns and/or issues that you would like to discuss with your liaison?

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 and task supervisor (if applicable) every two weeks. Include supervision hours. Do not count lunch.**

Student Name:	Dates Covered:
Agency Name:	Field Instructor:
Task Supervisor (if applicable):	Field Liaison:

Date	Start Time	End Time	Total Hrs.
		TOTALS:	
		CUMULATIVE TOTAL:	
		HOURS REMAINING:	450

Student Signature:	Date:
Field Instructor Signature:	Date:
Task Supervisor (if applicable):	Date:

APPENDIX D
BSW Process Recording

Name:		Date:	
Field Instructor:			
Task supervisor (if applicable)			
Field Liaison:			
Client System:			
Present Issue:			
Role /Purpose:			
Pre-engagement:	Describe your cognitive and empathy preparation for meeting with the client?		

Dialogue	Gut-Level Feelings	Skills/Theory	Analysis	Field Instructor Comments
This is where you record discussion	This is where you identify feelings	This is where you label skills you used or theories that guided your efforts	Record what was occurring e.g. client was not making eye contact	

Client Session

Signature:		
Student	Date	
Field Instructor	Date	
Task Supervisor (If applicable)	Date	

APPENDIX E
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 predeparture 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 Department 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 Department 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.)
3. 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.)
4. Complete the Office of Global Education's International Social Work Field Placement application and Pre-Departure Paperwork before deadlines.

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 and Initial Interest Meeting.

- The Department of Social Work - Dr. Karen Rice, BSW International Field Coordinator at Karen.Rice@millersville.edu o 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 o 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:

2. Schedule an interview with the Social Work International Field Coordinator.
3. 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.

4. 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 Department 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. 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.