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Concordia University Wisconsin
Field Education Manual 2017-2018
Master of Social Work Program (MSW)

For I know the plans I have for you, declares the LORD, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

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* Contents of the Field Manual are subject to change.
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MSW Mission

The mission of the Concordia University Wisconsin Master of Social Work (MSW) program is to provide a Christian environment that prepares MSW professionals to assume leadership roles in an increasingly diverse and global society. To educate advanced generalist social workers who embrace Christian values, support resiliency, strengthen individuals, families, and communities, and advocate for social and economic justice.

Advanced Generalist Practice

The CUW MSW program offers an Advanced Generalist concentration. The advanced generalist concentration is a practice oriented concentration that emphasizes the importance of research and evidence based practice in all systemic areas of social work practice. It prepares students for practice in the micro and mezzo systems, with individuals, families, groups, and communities. It prepares students for practice in the larger macro systems; preparing students for work in organizations and politics; representing the community or advocating for social and economic justice. It prepares students for direct practice, and for supervisory and administrative roles. It prepares students for non-discriminatory practice and advocacy at all systemic levels of practice. Our advanced generalist program incorporates a Christian perspective that is integrated across the curriculum and emphasized in the integration of ethical social work practices.

Our view of the advanced generalist concentration is that it is theoretically grounded for practice at all systemic levels. The advanced generalist concentration year builds upon the foundation of generalist practice by increasing the depth and breadth of knowledge at all levels, particularly in the application of theory to practice and the importance of evaluating practice.

The advanced generalist social worker possesses a broad and multi-faceted theoretical understanding of client systems with a focus on the person – situation – environment. Social workers with an advanced generalist degree grasp the social context of practice including the psychological, socio-cultural, and political environments that impact approaches, methods, and means to enhance human well-being and to achieve social justice. They understand the importance of evidence-based practice, evaluating the effectiveness of their own practice, and conducting research that contributes to the knowledge base of the profession. Advanced generalist social workers develop a wide range of skills that enables them to work comprehensively across systems. The advanced generalist knowledge base is particularly useful in rural settings, and for social workers who enter the field as direct service practitioners because of the flexibility provided in the depth and breadth of the curriculum. These practitioners often move into leadership positions and have the advanced training that supports successful practice.
Competencies

The competencies and associated practice behaviors are at the center of social work education. The Council on Social Work Education (CSWE) requires all students graduating from social work programs demonstrate competency in the nine (9) competencies and associated behaviors. Students must demonstrate competency at the generalist and advanced generalist levels of practice. Evaluation of the degree of integration is measured at the student level, then aggregated and reported at the program level.

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 the 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:

- 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-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors

Advanced Generalist Social Workers recognize the importance of life-long learning to enhance and strengthen skills that will provide ethical and responsible social work services in a continuously changing and dynamic social environments. Advanced Generalist Social Workers utilize their professional affiliations to create life-long learning opportunities for themselves and their constituents. They utilize decision-making frameworks and concept maps that provide an organized structure for the selection and application of theories and perspectives. They seek
opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities, and organizations. They strategically use supervision and consultation to address ethics in practice. They appraise the intersection between Christianity and the NASW Code of Ethics and demonstrate the integration of the Code of Ethics with Christian values when interacting with constituents and agency clients.

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, 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:

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

Advanced Behaviors

Advanced Generalist Social Workers seek opportunities to strengthen knowledge and support services to an increasingly diverse and global society. They exercise leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups. They employ/model a conscious use of self, self-regulation, self-monitoring, and self-correction in practice situations.

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

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

**Advanced Behaviors**

Advanced Generalists Social Workers incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice. They engage in community collaborations that foster social and economic justice and social change. They analyze the consequences of social and economic injustice for constituent groups. They take action to promote humane and responsive social institutions, social policies, programs, and practice.

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

- 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, and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Advanced Behaviors**

Advanced Generalist Social Workers use evidence-based research findings to inform and improve social work practice. They design, implement, and interpret social work research. They articulate how research findings can improve social service delivery.

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 formulations, analysis, implementation, and evaluation. Social Workers:

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

**Advanced Behaviors**

Advanced Generalist Social Workers apply techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service. They evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients. They articulate the impact of policies on service delivery and conduct assessments and evaluations on the implementation of policy. They identify gaps in policies at varied levels such as agency policies, public policies and regulations. They provide leadership for colleagues, client systems, and agencies for effective policy action.

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 collaborations to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

- 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, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Advanced Behaviors

Advanced Generalist Social Workers use appropriate assessments and intervention strategies that are grounded in human behavior theories and conceptual frameworks. They critique and apply the knowledge base of the profession to help them understand the person in the environment. They engage in relationship building activities in varied client systems and evaluate the clients’ perception of the quality of the relationship. They employ culturally responsive engagement skills.

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 collaborations in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

Advanced Behaviors

Advanced Generalist Social Workers interface with complex problems in systems of all sizes, assessing, intervening, and evaluating at multiple levels of practice. They evaluate the multi-systemic dimensions of client problems. Use client system approaches, they design interventions that affect change at multiple systemic levels of practice. They identify the range of legalities and / or legal risks that may exist for a client or client system that may be considering accessing social services.
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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary inter-professional and inter-organizational collaborations.

- 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; and
- Facilitate effective transitions and endings that advance mutually agreed-on-goals.

Advanced Behaviors

Advanced Generalist Social Workers build culturally competent ways to enhance client choice, client motivation, and client hopefulness during the process of change. They synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.

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:
- 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 analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

*Advanced Behaviors*

Advanced Generalist Social Workers critically analyze multiple client system intervention processes, evaluating for effectiveness and cultural competence. They evaluate the impact of intentional and unintentional practice approaches. They use evidence based research to support methods of intervention in one’s own practice. They review, analyze and evaluate the effectiveness of one’s own practice.

*Signature Pedagogy*

Field education is the *signature pedagogy* of social work education. It is the intersection where students in the field are able to apply and utilize knowledge and theory learned in the classroom. Field education is different from employment because it offers students a laboratory where they can practice under supervision of a social work professional, and without the risk of losing a paid position. In field placements students are expected to practice applying the knowledge base of the profession. During the concentration year students are expected to demonstrate greater depth and breadth in knowledge, understanding, and the application of theory to practice. Students are expected to demonstrate behaviors that highlight the achievement of the nine competencies and practice behaviors.

*Field Placement Policies & Procedures*

The following sections outline the policies and procedures that inform and guide field placements. If you have any questions regarding these sections or anything within this manual, please contact the Field Coordinator.

*Ethics & Student Conduct*

Before proceeding, please review the MSW Student Manual.

*Code of Ethics*

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all MSW students to conduct themselves in accordance with the Code of Ethics at all times. The Code of Ethics can be found at [http://www.socialworkers.org](http://www.socialworkers.org) and students will receive a hard copy with located in the Social Work Student Handbook.

7-10-2017

☐ CUW Student Code of Conduct

☐ Department of Social Work Student Code of Conduct, located in the student handbook and on the website.

**Reasonable Effort for Field Placement**

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee an internship for students. When a student is not accepted for a field placement after reasonable efforts by the school, a formal student review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an internship are considered to be:

- Offering the student three (3) field placement referrals, all of which the student refuses
- Three (3) post-interview rejections of a student by potential field agencies
- A student refuses three (3) offers for a field placement

**Student Review and Termination from Field**

Because the field placement has consequences that also affect the well-being of clients, students who receive a “B-” or lower in their field placement may be terminated from the program. The Field Coordinator has the responsibility for determining the final grade for the field placement. Throughout the field placement process, any concerns about student functioning will be addressed. This is especially the case during the midterm and final evaluation meetings with the student, Field Instructor, and Field Coordinator. If a student receives a “B-” or lower at the midterm or final evaluation, a student review will result.

In the event a student does not complete all of the required placement hours by the end of the semester, a grade of “C” or lower will be entered. Students’ must complete all of the field hours within three weeks of the end of the semester. The student, Field Coordinator, and Field Supervisor will agree on a plan and a date when the missed hours will be completed. Only when the field hours are completed will the grade be changed. If the student does not complete the hours, the grade of “C” or lower will stand and a student review will be initiated by the Field Coordinator. The student review will result in the grade of “C” being lowered and/or the student being terminated from the field placement or the program.

The student review begins with a written notice by the Field Coordinator outlining the concerns regarding the student’s performance in field. The student will then be required to attend a formal student review. During the review meeting, issues associated with field, concerns, and options will be addressed. The student will bring a written plan of corrective action to the meeting. The individuals invited to the student review will include the student, the Field Coordinator, and the Chair of the Department of Social Work. Options as a result of the student review include:

1. Return to placement with a written plan of action in place. If the student does not demonstrate significant improvement, the student may be terminated from the placement and/or the social work program.
2. Dismissal from the current field placement with an opportunity to repeat the field sequence. The field sequence can be repeated only one time in a future semester. Failure to receive a “B” or higher in a second placement will result in dismissal from the social work major.

3. Immediate dismissal from the social work major.

If a student has been terminated from the field placement as a result of conduct, excessive tardiness, absences, unprofessional behavior or any reason beyond expected professional behavior, the student is not guaranteed another field placement.

If the student is given the opportunity for a second field placement, the Department cannot guarantee a placement can be located, and cannot guarantee the placement will be in the same academic year. A student may need to wait until the following academic year to be placed in another agency, due to the date the student review occurs, the nature of the issue that created the termination, and the availability of appropriate field agencies willing to take a student intern. The recommendations of the Chair and Field Coordinator in attendance at the student review may be that the student must wait until the next academic year before a placement will be attempted again; or that the student be given the opportunity to seek counseling or other corrective measures before another field placement can be attempted.

All field placements must be within driving distance of Concordia University-Wisconsin and within the State of Wisconsin. Please note that agencies who accept student interns are volunteers who have agreed to provide students with a valued field experience. They are not required to continue with student interns they feel are not appropriate for their field setting. Agencies have the right to fire interns or terminate the internship for any reason they deem necessary.

**Criminal Background Check/ Drug and Alcohol Screening**

It is the Policy of the School of Health Professions that every student must complete a criminal background check by the agency identified by the University. Students complete the background check after they have been conditionally accepted into the program. The department provides the student with the information for the background check. Students must use the CUW provider for a current background check. Students are responsible for paying for the background check and for providing access to the report to the Department of Social Work.

Students need to be aware that certain convictions may preclude a student from being accepted into a placement, or from obtaining a license after graduation. Depending on the seriousness of the conviction, the student may be prohibited from seeking certification in the State of Wisconsin and other states. Placement agencies have the right to decline a student for acceptance as a student intern. Students who are unable to obtain a placement may not successfully complete the Master of Social Work (MSW) program. In addition to CUW’s background check, students may be subject to a background check and/or a drug and alcohol screening by their field agency.

If a student has concerns related to results of the background check, they should contact the field coordinator. Certain convictions may preclude a student from being accepted into a
placement. Depending on the seriousness of the conviction, licensure in the State of Wisconsin, and other states, may also be prohibited. Students who are unable to obtain a placement will not be able to successfully complete the MSW program. Students may also contact the Social Worker Licensure Board with specific questions. Once the background check is completed, should any new situations occur that would affect the outcome of a background check, students must notify the Field Coordinator immediately. MSW students will be required to provide an updated criminal background check each year prior to beginning a new field placement.

Field Education

Field Instruction.

MSW students complete two years of field education and a field seminar taken concurrently while the student is completing their internship. Field education and Field seminar are offered fall and spring semesters. Students with advanced standing complete field education and field seminar during the concentration year only. Students are placed in an approved agency selected by the student in consultation with the Field Coordinator. Placements are selected based on the students’ future practice interests, experience and skills. Students must be supervised by an MSW with at least two years of practice experience at the graduate level and one year in the agency where the placement is located. Students entering the regular program in the foundation year complete 450 hours of field placement during the first year of the MSW program and 450 hours of field placement during the concentration year. The total number of field internship hours for students in the regular two-year program is 900 hours. The total number of field internship hours for advanced standing students must total a minimum of 900 hours with a minimum of 450 hours during their advanced standing year.

All field placements must be approved by the CUW field Coordinator, and a contract must be in place prior to the student beginning the internship.

Concurrent Model for Field Education

A concurrent model for field education is being used by the program for specific reasons. The concurrent model for field education requires students to complete their internship over a period of four semesters while they are enrolled in classes. This is a traditional academic model specifically designed to give students the opportunity to utilize and integrate into practice knowledge and theory as it is being learned. We believe this contributes to more depth and breadth in knowledge and application.

The philosophy behind this model is for the optimal integration of the knowledge base of the profession. Students are not placed in agencies for the purpose of job training or to assume responsibilities as an employee for assigned work. Students are placed in an internship for educational purposes and to allow them to learn social work practice in an educationally supportive work environment without the pressure of job responsibilities.
Procedure for Field Placement

*Full Time Students.* An application for field placement will accompany the letter informing the student that she/he has been accepted to the MSW program and a date will be provided when the application should be returned. The application should be accompanied by a current resume. Once the application has been submitted, the student will be given an appointment to meet with the field coordinator to discuss internship possibilities. The student may be asked to revise their resume. A sample resume and a guide is provided in the field manual appendix. The field coordinator will make the necessary contacts and notify the student when she/he can make an appointment for an interview.

*Part Time Students.* Part time students will begin working with the field coordinator in the fall semester of their first year as an MSW student. Group meetings will be held to discuss the development of a resume and the process for completing the field education application. Students will be given a due date for the field education application and resume. Once these documents have been submitted the field coordinator will meet with the student to discuss potential field sites. The field coordinator will contact the student when an agency willing to accept an MSW student has been located. The student will be given the name and phone number of a contact person to set up an interview for an appointment.

Part time students begin their first field placement in the fall semester of their second year. Under no circumstances will a student be allowed to begin a field placement before they have completed and passed the necessary course work to support entering the field. The second year placement for part time students will begin in the fall semester of the fourth (4th) year of study. Advanced Standing Students begin their internship in the fall of the second year of study.

All field placements are taken concurrently with courses, and taken in the sequence outlined in the plan of study for full time, part time, and advanced standing students.

Field Placement Sites

The Department of Social Work has developed field placement sites to meet the learning needs and interests of the MSW students. These agencies and organizations have agreed to interview students for possible field placements. Field placement sites are available within driving distance of the university campus. We are able to work with and develop contracts with agencies in communities in Wisconsin, where students are residing and with agencies that will assist the student in pursuing a practice interest. All supervision of MSW students must be conducted by persons with an MSW degree with a minimum of two years of practice experience and one year at the agency where the supervision will occur.

Field Education Hour Requirements

Field agencies are an integral part of the MSW student’s education. Field education is considered the signature pedagogy of social work. It provides the student with supervised professional practice, making it a valuable cornerstone in social work education. Field education allows students to develop practice skills and apply social work theory to real life practice.
situations. Augmented by professional supervision in the field and academic mentoring through field education seminar classes, MSW students develop useful skills and establish a professional identities. Over the course of two semesters in the first year field placement, students complete a minimum of 450 clock hours as student interns. During the concentration year (2nd year) students complete a minimum of 450 clock hours. The total number of hours required for MSW students in the regular 2 year program is 900 hours. Advanced standing students are required to complete 500 clock hours of field education. Students entering the regular program in the foundation year complete 450 hours of field placement during the first year of the MSW program and 450 hours of field placement during the concentration year. The total number of field internship hours for advanced standing students must total a minimum of 900 hours with a minimum of 450 hours during their advanced standing year. Internships are completed across two semesters, fall and spring.\(^1\) Students are expected to make up missed field days within two weeks.

**Selection of Field Placement Agencies**

The criteria listed below are consistent with guidelines from the Council on Social Work Education (CSWE) and with the mission of Concordia University Wisconsin’s MSW program. The MSW program seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the social work program. In addition, community agencies and organizations are selected based on their ability to provide learning opportunities in which students gain practice experience through guided instruction and supervision in activities and settings that reflect the learning needs for foundation and advanced level students.

The following criteria are used to assess an organization’s capacity to provide appropriate field placements:

1. Commitment to actively participate as a community partner with Concordia University Wisconsin in providing generalist learning experiences for students giving them the opportunity to practice social work activities with supervision.
2. The agency’s mission, purpose and practices are compatible with the NASW Code of Ethics.
3. The agency adheres to a non-discrimination policy with respect to race, age, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability.
4. Willingness to assign activities to students that meet the behaviors associated with the nine (9) competencies at the generalist level of education.
5. The agency has a social work focus.
6. Provides an on-site MSW Field Instructor who has a minimum of two (2) years of post MSW experience in a social work position. There may be exceptional situations when an on-site MSW Field Instructor is not available, but unique learning opportunities are available within an agency. In those situations, the CUW Field Coordinator will work

\(^1\) There may be some variation when internships begin and end for the accelerated students due to the accelerated formats for the beginning and ending of semesters. However, the accelerated students will complete two (2) 16 week semesters, altering the accelerated semester format.
with the agency to locate an off-site supervisor to provide the necessary supervision. The decisions will be made on a case-by-case basis. In situations where the supervisor does not meet the two-year practice requirement and off-site supervisor is unavailable, the Field Coordinator will supplement the supervision of the student as needed through more frequent contact with the student and the supervisor. Consultation with the MSW Advisory Committee may occur in order to determine if any other supervision resources are available for the placement.

7. The agency allows time for the Field Instructor to provide the student with a minimum of one hour per week of individual supervision, to read and evaluate the student’s progress, and to participate in the university’s sponsored orientation and trainings.

8. The field agency completes and renews the necessary paperwork and documentation required of all field agencies.

9. The willingness and time to devote to students. Students are placed in one agency internship for two consecutive semesters during the academic year, fall and spring semesters. Only in extenuating circumstances will a student leave a placement before the internship is complete.

10. The ability to serve in a teaching, mentoring and modeling role with students, organize learning tasks, and assist in the development and evaluation of the student /agency learning contract.

11. As available, provides opportunities for students to learn about and practice with persons from marginalized populations including, for example: Native Americans, persons of color, people with disabilities, LGBTQ persons, older adults, persons living in poverty, abused or neglected children, persons diagnosed with a mental illness, persons who are homeless, victims of domestic violence, survivors of human trafficking, and other underserved populations.

12. Provides the necessary structure and supports to enhance student learning such as administrative support and assistance, i.e., a desk, a phone, private space to see clients, etc.

13. Be free of any NASW sanctions and any licensing sanctions if applicable.

Field Agency’s Policy of Non-discrimination

In accordance with the Council on Social Work Education standards, each field agency is required to have a policy of non-discrimination that corresponds to the NASW Code of Ethics. In addition to the Concordia University Wisconsin policy, the Department of Social Work seeks affiliations with public and non-profit field agencies whose programs are consistent with the mission of CUW Department of Social Work. All field agencies are required to provide the Department of Social Work with their policy on non-discrimination.

Process for Selection of Field Agencies

The potential field agency’s capability to provide the necessary learning experiences and supervision is assessed and approved by the Field Coordinator. The process is as follows:
1. Potential field placement agencies can be identified by community members, social work faculty, students, and members of the MSW Advisory Board.
2. Identified agencies are sent information about the MSW program along with criteria for selection of field placement sites.
3. Potential field placement sites meet with the Field Coordinator to further discuss the placement opportunity and agency requirements.
4. An important determination is the agency’s ability to provide the necessary learning experiences, time, and resources to meet the educational needs of students. A determination is made concerning the appropriateness of the learning experiences and availability of qualified Field Instructors.
5. If this determination is mutually acceptable to the agency and the Field Coordinator, two University contracts for field placement are provided and signed by the agency and University leadership. When all required signatures are received, the agency and the University each receive a copy of the contract with original signatures.
6. Field Instructor Credential forms will be completed and provided to the Department of Social Work.
7. Students will interview with the agency. It is the agency’s decision to accept a student intern. If the agency agrees to accept the student and the student accepts the placement, the Field Coordinator will call the agency to confirm and a confirmation letter will be sent to the student with a copy to the agency.

**Field Placement in a Student’s Place of Employment**

Field instruction is an integral and core component of the MSW program’s educational curriculum. The Department of Social Work strives to maintain the academic integrity of all components of the MSW program.

The field program recognizes the difference in roles between employee and student. A student is placed in a field agency as a part of the academic process of learning to apply theory to practice, and to learn to understand the practice of social work in the community. Students receive structured supervision and do not have decision making authority.

Under no circumstances can a student use their paid position as an employee of an agency as their internship position. The Department of Social Work recognizes that some agencies have multiple programs that would offer employees, who are also MSW students, opportunities to complete an internship in programs where they are not employed. The student may request placement in the agency where she/he is employed when:

1. It can be documented that the student’s place of employment can provide a set of learning experiences that are different from their employment activities.
2. Those learning activities support foundation or concentration year learning competencies established for the advanced generalist social work practice.
3. The student would have a field supervisor different from the person who supervises his/her employment position.
4. The field site meets all of the other criteria for selection of a field agency.

When the above conditions can be met, the student may complete the Application for Internship at Place of Employment form. In this application the student outlines the usual salaried duties (formal job description), the new duties proposed for their field placement activities, the name of their employment supervisor, and the name of the proposed internship field instructor. The Field Coordinator, or faculty liaison, may request that all field internship participants meet and review the proposed plan to ensure that all criteria in this section will be met by the proposed plan. Not all employment situations will be approved for field placement, and decisions will be made on a case-by-case basis by the Field Coordinator and in consultation with the MSW Program Director, according to the following criteria:

1. The employer is in agreement and provides for a different set of tasks and learning opportunities separate from the student’s regular assigned duties within the agency. Preferably, a student would complete their internship in an entirely different department or unit from the one in which they are employed.
2. The proposed agency must meet all other criteria for selection as a field agency as do other placement agencies.
3. The proposed field instructor cannot be the current supervisor of the student.
4. If approved, students are allowed to complete one (1) internship at their place of employment and one (1) internship is to be completed in an agency where the student is not employed. An exception can be requested if an agency is large enough to offer many programs and have the ability to offer the student an additional experience that is different from any experience the student has previously obtained.
5. Field education must be educationally focused to meet the learning needs of the student and not agency focused.

(This policy applies to salaried employment and not to stipends provided through grants or contracts obtained by the Department of Social Work or provided directly by organizations accepting students for field placements.)

Please note that students take a risk when they decide to complete a placement at their place of employment. If the student chooses to leave the place of employment or is terminated from their place of employment, the internship could also be at risk of termination. In these cases, the student will work with the Field Coordinator to develop another field placement. Sometimes alternate placements may be difficult to obtain, depending on when the change in placement occurs. A student may not be able to secure another placement in a timely manner, and the student’s graduation date may be impacted as a result.

Selection of Field Instructors and Task Supervisors
Field Instructors

The significance of the field experience as preparation for professional social work practice requires those responsible for supervising the student to have appropriate social work qualifications. To meet the challenges of educating social work students, the Field Instructor should have earned an MSW from a CSWE accredited social work program. If the Field Instructor does not have an MSW, other arrangements may be established to provide a social work supervision.

The MSW Field Instructor contracts with the University and student to teach and monitor learning processes and practice in the field agency and in the community. It is essential that the supervisor have the approval of the field agency, and the Department of Social Work, to serve in this capacity. As field supervisors are selected, it is important for them to have the following qualities:

- An interest, willingness and availability to work with students
- Ability to organize learning tasks and serve in a teaching role in advanced generalist social work practice
- Holds an MSW from a CSWE accredited program
- Has a minimum of two years of post MSW social work practice experience and one year of experience in the agency
- Has experience and expertise in the type of social work practice(s) in which supervision is needed
- If possible, has at least one year of supervision, field instruction, or task supervision experience
- Supportive of the Department of Social Work MSW program
- Has the capacity to stimulate and support students in the learning process
- Free of any NASW sanctions and social work licensing standards violations

Task Supervisor

In some situations a task supervisor may be assigned to work alongside an MSW Field Instructor to provide support and task supervision for the MSW student. This may occur when the task supervisor has expertise in a certain area related to the student’s learning goals, but they may not have the degree or qualifications to provide sole field instruction. In other instances, a task supervisor may work in coordination with an off-site Field Instructor (see policy on the selection of an off-site Field Instructors). If there is an off-site Field Instructor, the task supervisor serves as the day-to-day supervisor, mentor and teacher. The Field Instructor and the task supervisor should meet a minimum of two times each month. The student is primarily responsible to the Field Instructor for completion of the Learning Contract. It is important for the Task Supervisor and the Field Instructor to work together closely to ensure that learning objectives are being monitored and satisfactorily achieved. Criteria for selection of task supervisors include:

- An interest and willingness to work with the student and Field Instructor in developing learning activities and monitoring student progress toward these goals
- Experience and expertise in areas of practice designated within the learning contract
- Skill in teaching
- Ability to conceptualize and apply concepts consistent with the theoretical framework

Field Instructors and task supervisors must have a completed Field Instructor Information form on file with the CUW Department of Social Work to provide documentation of their credentials.

**Off Site Supervisor**

To ensure guided field instruction and supervision is aligned with social work values, ethics, skills, and knowledge, it is required that field instructors hold an MSW degree from a CSWE accredited program. In those cases, when a potential field placement agency does not have an MSW on staff to provide field instruction, it may be possible for a student to receive field supervision from an off-site MSW. These decisions will be made on a case-by-case basis according to the following criteria:

1. The field placement agency does not have an MSW on staff available to provide field instruction, but has a placement opportunity that would provide learning activities that meet all other MSW program requirements.
2. The off-site MSW field instructor is affiliated with the agency in some way, such as serving on the board, committee or advisory group, or has a good working knowledge of the proposed placement agency.
3. The off-site supervisor is available and willing to provide a minimum of one hour of individual supervision per week.
4. The agency is in agreement and actively supports use of an off-site MSW field instructor.
5. The field agency designates an on-site task supervisor who will coordinate assigned learning activities, monitor the student’s progress, provide mentoring (role modeling), and work closely with the off-site field instructor.
6. A detailed plan is developed between the on-site task supervisor and the off-site MSW field instructor specifying how they will work and communicate together regarding student learning needs. This plan is to be submitted to the CUW Field Coordinator.
7. Both the task supervisor and off-site field instructor participates in all scheduled field visits, conference calls, and site visits with the Field Coordinator.
8. The off-site MSW field instructor assists the student in integrating field experiences to social work theory and practice.

**Supervision**

The student will meet weekly for one (1) hour with the field instructor to evaluate the student’s progress related to the learning contract as well as their adjustment to the field setting. The student is given feedback by their field instructor and other field placement staff that may be working with the student. The student is also responsible for giving feedback about supervision and their field setting. If a Task Supervisor is also working with a student, weekly one (1) hour
meetings with the task supervisor should also be scheduled, and the MSW field instructor would then schedule bi-monthly meetings with the student.

**Orientation and Training for New Field Instructors**

Orientation to the MSW field program is required for all field instructors and identified task supervisors. The preparation of field instructors for the supervision of students will consist of a group training session, conducted by the Department of Social Work. Training will consist of a review of the field manual, the learning contract for students and instruction for completing the evaluation of the student’s performance.

**Stipends**

Concordia University Wisconsin welcomes the ability of some agencies to offer stipends for students placed in a field education setting. A stipend is a fixed/regular payment in the form of an allowance given to a student who is engaged in a non-salaried internship agreement. It should not be confused with payment given to a salaried employee or an employee receiving compensation at an hourly rate.

**Placement Difficulties & Changing Field Placements**

Students are placed in a field agency for two semesters in the foundation year and for two semesters in the concentration year. Students are expected to remain in these placements for the duration of the year. Occasionally a field placement does not meet the needs of the student, the Department of Social Work, or the Field placement agency. Reasons might include changes in agency personnel, instability in an agency due to loss of funding, unavailability of quality learning experiences, lack of required supervision or possible ethics violations on the part of the student or the field agency. Students are encouraged to attempt to resolve problems in their field placements when first identified with the assistance of the field instructor and the Field Coordinator. Many times problems can be resolved in this way. In the event that a problem in the field placement is not able to be resolved, it is possible for a student to change field agencies.

We strongly encourage every effort be made to resolve problematic issues and preserve the field placement. Optimal learning and the integration of knowledge comes from the length and depth of the field experience. Starting over with a new field placement limits the depth of learning.

If a change in placement is necessary, the Field Coordinator will notify the Chair of the Department of Social Work and provide details. If a second disruption in the field placement occurs for a student, the issue will be brought to the attention of the Chair of the Department of Social Work and the Field Coordinator and a student review may be initiated. A determination on whether or not the student should continue in field education will be discussed and decided upon at either level of these administrative processes. Students should also understand that if
they are deemed to not be appropriate for Field Education, they will be dismissed from the program.

Placement Difficulties

A student experiencing a problem with the field placement agency that is interfering with the ability to achieve the competencies and associated behaviors should take the following steps:

1. Discuss the problem with your field instructor and attempt to resolve the problem.
2. If you feel that you are unable to discuss the problem with your field instructor, or there are serious and extenuating circumstances that prevent you from discussing the problem with your field instructor (e.g. you believe that you are experiencing harassment or if there is a serious ethics violation on the part of the field instructor), you should discuss the problem with the Field Coordinator.
3. If the problem has the potential to be resolved, the Field Coordinator will arrange a meeting with you and the Field Instructor in an effort to reach a resolution.
4. If these steps fail to resolve the problem, and if you are unable to complete the learning contract in the assigned field placement you will need to complete a Request to Change Field Placement form.
5. Students should not leave or resign from their field placement without first talking with the Field Coordinator and attempting to work out any difficulties that may have arisen.

Request to Change Field Placement

Should the process involving a problem in the field placement result in a change in your field placement you are encouraged to work with your field instructor to make this change with the least disruption of services to clients with whom you are working. If possible you should complete a termination process with your clients.

Early Termination of a Field Placement

A student’s field practicum may be terminated for the following reasons:

- Poor academic performance
- Lack of student’s ability to follow work-related policies
- Lack of necessary knowledge base for entry level practice
- Failure of the student to meet the expectations for ethical practice

Before terminating a field placement, attempts will be made to resolve the problem and provide the student with the necessary supports to continue the internship. If these attempts fail, it may be necessary for a field placement to be terminated early. A plan to resolve these problems would need to be completed before the student could begin another field placement. It is possible that this could delay a student’s completion of the MSW program with their cohort.

Roles and Responsibilities
**Student Responsibilities.**

The student is the central person in the field placement experience and is expected to play an active role in planning and implementing his/her learning experiences in the field practicum. They are expected to actively seek out the types of learning experiences that will help integrate the classroom learning and enable the development and expansion of professional skills. The student is expected to mutually engage in this process with the Field Instructor.

The following specific student responsibilities are important for creating optimal learning conditions in the field placement.

1. **Familiarity with the MSW field manual and student handbook, CSWE competencies, NASW Code of Ethics and theoretical frameworks, the CUW Student Code of Conduct, and the Department of Social Work’s Student Code of Conduct.**

2. **Follows the Department of Social Work’s timelines in completion of all requirements for field instruction including, but not limited to the following:**
   - *Field Placement Application*
   - A professional resume.
   - Pre-placement interview and internship acceptance.
   - Background check and updated report as required.
   - The *Learning Contract* must be completed within the timeframe provided by the Field Coordinator for the academic semester. A hard copy of the signed Learning Contract must be submitted to the Field Coordinator. An updated Learning Contract will be submitted at the beginning of the fall and spring semesters.
   - Midterm placement evaluations completed in the middle of the fall and spring semesters.
   - Final evaluations completed at the end of the fall and spring semesters.
   - If a student leaves a field placement prior to completion, a final evaluation will be required.
   - A signed submission of the student’s hours completed at the end of each semester. Students will not be issued a grade for the semester until they have completed the required number of semester hours in their field placement. The university does not approve of an incomplete, except in extenuating circumstances. As a result, a grade of “C” or lower will be issued until the semester hours are completed and the appropriate paperwork has been submitted. Completion of the hours must occur within 3 weeks of the end of the semester.

3. **Actively participate in the field placement process by identifying his/her learning needs and preferences.**

4. **Schedules interviews with potential placement sites and obtains any additional information that will facilitate the selection process of a field agency.**

5. **Conducts oneself in a manner that demonstrates respect for and accountability to the field placement agency, client systems, the community, and professional student colleagues.**

6. **Abides by field agency policies and procedures.**
7. Adheres to the *NASW Code of Ethics* surrounding confidentiality and privacy laws and guidelines related to client data and information.

8. Adherence to the attendance policies for seminars and placements as established by the program.

9. Prepares for and actively participates in weekly field supervision and self-assessment.

10. Initiates and follows through with all learning activities developed in collaboration with the agency Field Instructor.

11. Completes adequate paperwork/recordings to document the quality and effectiveness of the student’s work as well as progress toward achieving the competency behaviors. This information is shared with the Field Instructor.

12. Meets all obligations to the field placement agency, its clients, and community members and tracks and records practice hours within the field placement agency.

13. Seeks assistance from the agency Field Instructor and the Field Coordinator if problems arise. The student is responsible for taking such action as soon as any concerns arise.

14. Takes responsibility to receive and respond to email at the CUW email address.

15. Takes responsibility for being present at the agency when scheduled and for being on time.

16. Dresses appropriately according to the nature of the field setting.

17. Participate fully in planned activities including conferences, seminars, and work assignments.

18. Calls the agency if unable to report to work. Plans for making up the time must be made with the agency supervisor within two weeks of absence.

19. Adhere to the holiday policy: university holidays and vacations will be observed, however the student needs to discuss holidays and vacation days with the Field Instructor in advance. The student may choose to work during the holidays, university breaks, or on weekends. Liability insurance remains in place when CUW is not in formal session.

20. Provides or makes arrangements for transportation connected to field placements.

21. Asks questions of the Field Instructor in a timely manner when uncertain, confused, or frustrated.

22. Follows confidentiality guidelines established by the agency and adheres to professional ethics as defined in the *NASW Code of Ethics*, the Department of Social Work and CUW.

23. Attends and participates in weekly field seminars scheduled by the Field Coordinator.

24. Actively participates in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.

25. Students are subject to the authority, policies, and regulations of the University. During their field placement, they are also subject to the same applicable rules, regulations and policies as are established for agency employees in matters relating to the welfare of clients.
26. Students are expected to assume new responsibilities and to take appropriate risks that will enhance learning. A successful placement is the result of the student’s demonstration of skills, behavior, knowledge, and initiatives.

27. Students are not employees of the agency. Students have the status of learners, and will not replace agency personnel, nor give service to clients apart from their field placement responsibilities.

Agency Responsibilities

A successful field placement experience is directly correlated with a strong and effective working relationship between the Department of Social Work and the field agency and staff. The success of the partnership is dependent on the commitment of the field agency to provide a quality field experience, the skills of the Field Instructor and task supervisor, and the support from the Department of Social Work. The following outlines the key responsibilities of the field agency, the Field Instructor, and task supervisor.

By agreeing to host a MSW field student, the agency agrees to the following specific responsibilities:

1. Completes the paperwork to document the suitability of the field placement, the Field Instructor’s credentials, and the agency’s policy of non-discrimination.

2. Provides a qualified Field Instructor in accordance with guidelines set forth by the Department of Social Work.

3. Provides the necessary time for the Field Instructor and task supervisor to complete their responsibilities related to the field instruction.

4. Provides the student with the necessary supports to complete their field placement including work space and administrative support.

5. Relates to the student in their student learner role and not as though they were a paid employee.

6. Offers the student opportunities to integrate the nine (9) competencies and associated behaviors through learning activities, and within an organizational structure.

7. Familiarizes the student with the agency’s personal safety policies and protocol. It is assumed that all human service agencies have policies and procedures to ensure the personal safety of staff and clients.

8. Understands that students are not employees of the agency. Recognizes that students have the status of learners and will not utilize the intern to replace agency personnel or expect that they will give service to clients apart from their field placement responsibilities.

Field Instructor & Task Supervisor Responsibilities

Field Instructors are primarily responsible for educating social work students in the context of the field placement. The Department of Social Work looks to Field Instructors to provide a variety of learning experiences for their students. The process of teaching requires
thought, planning, and creativity. Assignments for the student will be influenced by the service demands of the agency. Field Instructors are expected to provide opportunities to help students move toward increasing autonomy as learners, to develop accountability as professional social workers, and to assist students in taking responsibility for their own learning.

The functions and responsibilities of the Field Instructor are as follows:
1. Introduce the student to staff members and provide an orientation to the field setting, familiarizing the student with:
   a. The functions, policies, and goals of the department, agency, and institution.
   b. The relationship of the agency to the community and other agencies.
   c. The agency’s expectations of the student.
2. Develop a learning climate and environment for the student in the agency through a learning/teaching plan or structure.
3. Give assignments consistent with the skills of a generalist social worker and designed to promote the student’s learning and professional development.
4. Provide the student the opportunity to observe other staff members at work in specific situations (i.e., interviewing and other social work tasks).
5. Arrange for the student to attend staff and interdisciplinary meetings when appropriate.
6. Arrange for weekly one (1) hour supervisory conferences with the student to discuss the application of basic social work concepts, values, and skills in field assignments.
7. Give the student an opportunity to work with individuals, families, groups, and in the community.
8. Serve as a professional role model.
9. Provide ongoing supervision and evaluations of the student throughout the placement.
10. Participate in two meetings with the Field Coordinator, scheduled once in the fall and once in the spring. Meetings can be scheduled as in-person meetings or as conference calls.
11. Prepare mid-term and final evaluations of the student’s performance.
12. Recommend a grade for the student’s performance; however, the final grade will be determined by the Field Coordinator.
13. Inform the Field Coordinator of any problems or questions as soon as they become evident.
14. When possible, participate in meetings or seminars offered by Concordia University Wisconsin Department of Social Work.

**Faculty Field Coordinator Responsibilities**

The functions and responsibilities of the Faculty Field Coordinator are as follows:
1. Participate in the process of having students interview for field assignments. The Faculty Field Coordinator facilitates the field experience and provides information to students and agencies in this process.
2. Assure that students assigned to the agency will meet the academic standards of the University.
3. Assume responsibility for the approval of student learning experiences in accordance with the policies of CUW and the agency.
4. Orient students and Field Instructors to the expectations of the University for students in field placements.
5. Monitor the progress of the student in the field placement through assignments, telephone contact with the field supervisor, and individual meetings with the students.
6. Promote three-way open communication between students, Field Instructors and the Field Coordinator related to suggestions for improving aspects of the field experience and dealing with student limitations. Student limitations will be addressed through a joint plan designed to meet this limitation.
7. Intervene when requested or needed to resolve any conflicts related to the field program that may arise between and among students, Field Instructors, community members or faculty.
8. Withdraw any student from the agency for reasons of health and/or performance provided that such request is not based upon unlawful discrimination.
9. Participate in the evaluation of each student at both the mid-semester and the end of each semester during the field placement. Evaluations can be in-person or via telephone.
10. Provide a grade to each student at the end of the semester. The final grade is based upon the Field Instructor’s evaluation, semester assignments, and the meetings held with the student during the placement; however, the determination of the final grade is the responsibility of the Field Coordinator.

**Attending Conferences as Field Time**

While completing the internship, students may have the opportunity to attend professional conferences, seminars, trainings, or other type of professional development activities. If these activities relate to the learning contract and competencies, and support professional growth and development, the student may include the hours spent in these activities toward the internship hours. As soon as possible prior to the activity, the student should consult with their individual Field Instructor and the Field Coordinator for permission. The Department encourages and supports student growth in multiple ways, and supports participation in professional development activities.

**The Learning Contract**

The student learning contract is completed at the beginning of the fall semester and updated at the beginning of the spring semester. Should student goals or expectations need to be modified, an addendum may be written. The contract is due one month after the beginning date of the field experience. The learning contract reflects the Council on Social Work Education’s (CSWE) nine competencies and behaviors. The contract should be developed by the student in consultation with the Field Instructor and CUW Field Coordinator. The student has ultimate responsibility for the contract and its timely completion.
The Learning Contract needs to reflect desirable, achievable goals. Time frames should be noted next to the goals under each Competency. It is helpful to have goals that are concrete and measurable, as this can serve as a benchmark for competency in the field experience. Students are advised to consult the supervisor to incorporate any agency-specific goals. The learning contract must be given directly to the Faculty Field Coordinator. Late submissions will result in a lower grade if the signed learning contract is not received on the designated date identified in the syllabus. This document serves as the basis for discussion at each field conference visit. The learning contract is to be signed by the student, Field Instructor, and Faculty Field Coordinator.

The on-site visits by the Faculty Field Coordinator will take place 2-3 times during the course of the field placement. Visits are a combination of in-person visits and conference calls, depending on the needs of the student and the agency. Recently recruited agencies may need more in-person contact until they develop a routine in working with students.

The purpose of the site visit/conference calls are to confirm, clarify, or modify goals and ways of meeting the goals. This is done through sharing, questioning, and feedback. The Learning Contract is a working document that is the basis for the conference and one method used to evaluate the student’s progress in the field experience. Prior to the site visit, the evaluation should be completed so a dialogue can take place regarding the student’s field performance. The Faculty Field Coordinator is responsible for setting up a date and time that is agreeable to all participants involved with the site visit.

**Student Evaluation**

Performance evaluation is an ongoing process that starts with the student’s first day of field placement and culminates in a final written assessment at the conclusion of the semester. Evaluation provides students with a regular and predictable time when issues are discussed, performance is assessed, and goals are reviewed and defined. It occurs in both verbal and written formats.

Ongoing evaluation will take place during weekly one (1) hour scheduled supervision sessions between the student and Field Instructor. The evaluation is the Field Instructor’s assessment of the student’s progress as well as the identification of where further improvement is needed. A student will be evaluated on the basis of personal and professional growth observed by the Field Instructor.

The required written evaluations occur twice each semester, at mid-term and at the completion of each semester. These evaluations are completed by the Field Instructor in collaboration with the student. Field Instructors and students need to respond to all sections of the evaluation, unless the section does not apply to the student’s current placement activities. The section should be marked “NA.” However, there should be a discussion to determine if there are ways that the student will have this experience at a future date. The student’s section needs to reflect specific learning processes that support the CSWE standards. Evaluations will not be accepted which have not been fully completed. Semester evaluations must be accompanied by
the Verification of Hours form with hour worked and the Field Instructor’s signature next to all entries.

Students and Field Instructors are required to sign the evaluation to indicate the evaluation has been read and discussed. If the student is not in agreement with the evaluation, a statement indicating “non-agreement” should be made by the student on the evaluation form.

The Faculty Field Coordinator reviews all field materials and confers with the student and Field Instructor on the required documents. The Field Coordinator assigns the grade the student is to receive from the field experience. A student who receives a “B-” or lower in the field experience will automatically be subject to a student review. The purpose of this meeting is to assist the student in identifying methods that can result in a successful field experience. A student will need to bring a formal written statement of concrete solutions they feel will assist them in having a successful field experience.

Because the field placement has consequences that also affect the well-being of clients being served, students who receive a “B-” or lower in their field placement or field seminar may be terminated from the program. The Field Coordinator has the responsibility of determining the final grade for the field placement. Therefore, throughout the field placement process, any concerns about student functioning should be addressed. This is especially the case during the midterm and final evaluation meetings with the student, Field Instructor and Field Coordinator. If a student receives a “B-” or lower at the midterm or final evaluation, a student review will be conducted. This review begins with a written notice by the Faculty Field Coordinator outlining the concerns regarding the student’s performance in the field experience. The student will then be required to attend a formal student review. During the review meeting, concerns associated with the field experience, and/or possible options will be addressed. The student will bring a written plan of corrective action. The meeting will consist of the student, the Faculty Field Coordinator, and the Chair of the Department of Social Work. If the student does not demonstrate significant improvement, the student may be terminated from the placement and/or the Social Work program.

Options as a result of the student review include:

1. Return to placement with a written plan of action in place.
2. Dismissal from the current field placement with an opportunity to repeat the field sequence one additional time in a future semester. Failure to receive a “B” or higher in a second placement will result in dismissal from the social work program. Students who must repeat a field sequence may be required to participate for two semesters due to field site commitment.
3. Immediate dismissal from the social work program.

Students need to be mindful of the gift they receive from an agency and field supervisor who agree to provide them with an internship. The agency and supervisor are not paid for the time, experience, or supervision they provide. They are not obligated to take interns and are not obligated to continue providing the internship experience for students who are disruptive to their agency, difficult to supervise, or who conduct themselves in unprofessional ways.
Safety Issues

Guidelines for Risk Prevention and Management Strategies for Social Work Interns

With increasing concerns about violence in American society, safety issues and the potential for violence affect both social workers and the clients they serve.

Students will need to work with their agency in identifying policy and procedures related to field safety. Every agency will be somewhat different and the student needs to become familiar with the specific agency policy. Most agency policies will:

- Provide guidelines and resources to increase safety awareness among social work students.
- Help students to be better prepared to handle potentially dangerous situations.
- Stimulate discussion among students, faculty, and Field Instructors about the presence of violence in social work settings.
- Provide strategies and/or training that can be utilized to reduce the risk of violence.
- Provide general guidelines for risk reduction and dealing with potentially violent or dangerous situations.
- Suggest general risk reduction guidelines for social work students.

Agency policy and safety risk factors will be discussed in field experience seminar class.

It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where he/she feels at risk or unsafe, the student needs to notify the Field Instructor as soon as possible, if not immediately. In addition, the student needs to contact either the Social Work Chair or the Faculty Field Coordinator immediately.

The goals of risk prevention and management strategies should be to:

- Protect the student, staff, and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally, rather than in actions.

Each field situation is unique. Appreciate realistic limitations. Keep your work area as safe as possible. When needed, alert available staff members that assistance may be required before entering a potential crisis situation. Always let your Field Instructor know when you leave the agency to make a home visit or off site meeting, and at what time they can expect you to return.

General Personal Risk Reduction Guidelines for Social Work Students:

Social work students find themselves in a variety of situations in various locations during their field placements. The following guidelines may help you reduce your personal risk to unwanted situations.

Awareness – You must be aware of where you are and what is going on around you.

Body Language – Walk confidently and be alert; keep your head up; stand straight.

Environment – Be aware and think. Don’t walk alone in an unfamiliar area, if possible.
Vehicle Safety – Park your car in the agency lot or designated “safe” parking area. Lock your car. Do not park in alleys or side streets; use main streets. Be particularly aware of your parking situations while on field visits or in unfamiliar neighborhoods.

Cell Phone – Always carry the agency issued phone and/or your personal cell phone in your front pocket, not buried in a purse or bag. Make sure it is fully charged and do not hesitate to use it in an emergency.

On-Line Resources

Students are encouraged to visit the following websites, as well as search the internet for additional material that may be helpful.

NASW – Social Work Safety
www.socialworkers.org/pressroom/events/safety1006/default.asp

NASW – Code of Ethics
http://www.socialworkers.org/pubs/code/default.asp

CSWE – 2015 Educational Policy

Insurance

Automobile Insurance.

If an automobile is needed to perform field placement responsibilities, the student’s personal automobile insurance carrier is the primary coverage in the event the student has an accident. Students should consult with the insurance agency to determine if the agency covers job related accidents or injuries.

Personal Health Insurance

Immunizations

Students are expected to be current on all immunizations. Please have a copy of your immunization records available. Students are required to have a flu shot, unless they are medically prohibited this immunization. Please provide documentation if you are not able to comply with this request. Some field placements may require a copy of your compliance with immunizations and/or require a health exam. It is the responsibility of the student to provide the field agency with the medical records requested.

If you do not have a copy of your immunization records you might try contacting your physician, or the high school where you last attended. Often schools keep copies of these records and may be able to provide them for you.

Overall Internship Experience

Student Evaluation of the Field Placement Experience

Student evaluation of the field placement experience is an integral part of the evaluation process. A student’s perception of their field placement and their learning experiences are an important component in maintaining a high quality internship program. Students should provide feedback to their Field Instructor and the Field Coordinator throughout the internship in field supervision meetings, in the integrated field seminar and during the scheduled on-site visits and
conference calls. Additionally, students complete an evaluation of their field placement. In this questionnaire, students have the opportunity to provide feedback about their field experience according to a number of criteria. Forms will be distributed to the student by the Field Coordinator. Feedback will not be shared with the agency. However students are encouraged to provide feedback to their Field Instructor during their field placement experience. Any problems or concerns about the field placement should be shared with the Field Instructor. The student should also discuss the experience during field seminar classes.

**Field Instructor Evaluation of Internship Experience**

The Field Instructor evaluation of the field placement experience is an integral part of the evaluation process of the field program. This evaluation tool is designed to gather feedback concerning the MSW field placement experience from the perspective of the field instructor, with input from the task supervisor, if applicable. The feedback will be used to assess and improve upon the MSW field program. Field instructors are also encouraged to share their feedback with their student. These evaluation forms are returned to the Field Coordinator.
Appendices

Appendix A – Field Instructor Information Form

Appendix B – Field Student Application

Appendix C – Student Learning Contract – First Year and Second Year Graduate Students.

Appendix D – Field Evaluation Forms

Appendix E – Verification of Field Hours

Appendix F – Student Evaluation of Field Placement

Appendix G – Internships, Department of Labor Regulations, and Social Work Field Education

Appendix H – Field Coordinator Letter

Appendix I – Immunization Health Forms

Appendix J – Resume Sample
Appendix A – Field Instructor Information Form

DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTOR INFORMATION

The Council on Social Work Education (CSWE) requires our program keep documentation on field instructors. This form will only need to be completed once and kept on file electronically.

Name (Print) ________________________________________________

Agency/Organization: __________________________________________

Agency Address:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Agency Phone Number: __________________________________________

Agency Email Address: __________________________________________

How long have you been in your current positions? ______________________

How long have you been in the field of social work? ______________________

Education:

Baccalaureate Degree: □ BSW □ Other ____________________________

Field: ____________________________________________________________

Year of Graduation: __________

Master’s Degree: (if applicable) □ MSW □ Other: __________________

Field: ____________________________________________________________

Year of Graduation: __________

Doctoral Degree: (if applicable)

Field: ____________________________________________________________

Year of Graduation: __________
Professional Licensing:

License & Number: _________________________________ Year Obtained: ______________

State held: ________________________________

Area(s) of Specialization:
______________________________________________________________________________
______________________________________________________________________________

Supervision:

How many BSW/MSW students have you supervised? ________________________________

Theoretical Perspective(s) used:
______________________________________________________________________________
______________________________________________________________________________

Activities Used in Supervision: (i.e. individual, group, case study, joint sessions, etc.)
______________________________________________________________________________
______________________________________________________________________________

Please attach a copy of your professional résumé and/or copy of your school diploma of your highest social work degree.

____________________________________  ______________________________
Signature                          Date
Appendix B – Field Student Application

Application for Field Placement
MSW Program

First Name ______________________ M.I. ___ Last Name _____________________________
Email _____________________________ Preferred Phone ____________________________
Home Address __________________________________________________________________
Current Address _______________________________________________________________
Expected Date of Graduation _____________________
Geographic Areas where you would like to do your field placement? ________________
______________________________________________________________________________

Describe previously completed internships:
BSW__________________________________________________________
BA/BS________________________________________________________
MS/MA________________________________________________________

Please list the names of two agencies where you are interested in completing a field placement.
1. __________________________________________________________________________
2. __________________________________________________________________________

What type of setting would you like for field experiences?

Population of Interest: (Rank 1, 2, and 3)
___ Children
___ Youth
___ Adults
___ Families
___ Older Adults
___ Persons with Disabilities
___ Other Populations (mental health, LGBTQ, ethnic, homelessness, health care, etc.)

Fields of Practice: (Rank 1, 2, and 3)
___ Advocacy/social justice
___ Family preservation/child welfare
___ Addiction
___ Mental Health
___ Homelessness/low income
___ Medical Social Work
___ Social Work Administration
___ Community Action
___ Political Advocate
___ Disability
___ School Social Work
___ Older Adult Settings
Briefly explain why you selected these areas:

What are your career goals?

Do you drive? ___ Yes ___ No Do you have access to a car? ___ Yes ___ No

Can you provide proof of car insurance? ___ Yes ___ No

*Please note, during your field placement, you may be asked to transport clients in your personal car. CUW field students are **NOT** allowed to transport clients. It is essential that you follow this policy to protect both you and CUW from liability.

Please identify any languages that you speak fluently/sign (other than English):

Do you hold any licenses? ___ Yes ___ No

If yes, please list:

<table>
<thead>
<tr>
<th>Title of License</th>
<th>License State</th>
<th>License Number</th>
</tr>
</thead>
</table>

Are there any special needs or desires that you want considered in community and host agency selection: ___ Yes ___ No If yes, please explain:

List the order of preference of all cities, towns and geographic areas that can be considered in selecting your placement?

1.
2.
3.

If there is a site not on the placement list that interests you, please provide the name, address and phone number of the agency:
If there is additional information you would like to provide about yourself that might impact selection of a field placement site, please do so here:

Are there any concerns about field placement that you would like the department to be aware of prior to making your placement? ___ Yes ___ No  If yes, please explain:

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee an internship for students. Should a student not be accepted for a field placement after reasonable efforts by the school, a Formal Student Review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an internship are considered to be:

- Offering the student three (3) field placement referrals, all of which the student refuses
- Three (3) post-interview rejections of a student by potential field agencies.
- A student refuses three (3) offers for field placement

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all MSW students to conduct themselves in accordance with the Code of Ethics at all times.

I understand I am expected to demonstrate professional conduct according to the NASW Code of Ethics in my social work field placement. I understand a violation of the NASW Code of Ethics may prevent me from completing my Field Education or MSW program.

Further, I agree to abide by the policies and procedures set forth in the Field Manual and agree to represent myself, the Social Work program and Concordia University Wisconsin in a professional, ethical and respectful manner.

Signature ________________________________________________ Date _________________
Print Name ________________________________________________

☐ Please submit completed and signed form to the Field Coordinator
☐ Students should not contact Field Agencies until after a meeting with the Field Coordinator
Appendix C – Student Learning Contracts

CONCORDIA UNIVERSITY WISCONSIN
DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) – GENERALIST YEAR
FIELD STUDENT LEARNING CONTRACT

Academic Year: _______________________________ Date: ____________________

Student: _______________________________ Student ID: ____________________

Placement Site: _______________________________

Field Instructor: _____________________ Title/Position: ____________________

Field Liaison: ____________________

THE LEARNING CONTRACT

The Learning Contract is an agreement between the student, field instructor, and faculty liaison. Its purpose is to establish a baseline learning agreement that will guide the student’s social work field experience. Working from the nine Core Competencies, the student, field instructor, and faculty liaison will design practice foundation goals towards which the student will work.

STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. To complete the 225 hours a semester, a target of 18 hours per week will typically meet the requirement for the semester.

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<tr>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

Total Weekly Hours ______

Field Instructors and students are expected to schedule a one hour meeting weekly to discuss the learning experience and development of competencies.

The student, agency field instructor, and faculty liaison will each receive copies of this completed contract.

EVALUATION
The evaluation of a student's field performance is an ongoing process and occurs in both on-going verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort. Students will also be asked to complete a self-evaluation form prior to the formal evaluation review with you and the faculty liaison. The final grade for field placement is assigned by the faculty liaison.

Please refer to the Field Manual for complete descriptions of the nine competencies.

COMPETENCY #1

Demonstrate Ethical and Professional Behavior
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 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.</td>
<td>• Uses NASW code of Ethics when discussing decision-making</td>
<td>Weekly supervision sessions, Journal Reflection paper-IPE (Fall), Completion of RFL--supervision process (Fall)</td>
</tr>
<tr>
<td>B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>• Describes own thoughts and emotions when describing responses to client</td>
<td></td>
</tr>
<tr>
<td>C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>• Student is punctual; attends during scheduled hours; communicates with supervisor about absences • Student contributes to case notes according to agency expectations • Student adheres to agency dress code</td>
<td></td>
</tr>
<tr>
<td>D. Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>• Student follows agency guidelines for computer usage</td>
<td></td>
</tr>
<tr>
<td>E. Use supervision and consultation to guide professional judgement and behavior</td>
<td>• Meets weekly for 1 hour with supervisor or designee • Student is prepared to describe cases and pose questions</td>
<td></td>
</tr>
</tbody>
</table>

COMPETENCY #2

Engage Diversity and Difference in Practice
Students will demonstrate the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
</table>
A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

- Student uses an eco-map to understand cases and verbalizes contributing factors of each level to client situation
- Verbalizes own biases/discomfort
- Assign diverse population

B. Present themselves as learners and engage clients and constituencies as experts of their own experiences

- Students gather abundant information from client and client support system to explain client situation
- Develops a "step-wise" plan for self-regulation

C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents

- Recognizes and verbalizes own biases
- Verbalizes ignorance/discomfort with diverse populations
- Journal Paper--self-strengths & vulnerabilities (Fall)

COMPETENCY #3

Advance Human Rights and Social, Economic, and Environmental Justice
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
</table>
| A. Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels | - Student identifies ecosystem factors contributing to injustice  
- Recommends changes to micro, macro, mezzo levels | Completes Eco-map for clients (ongoing) |
| B. Engage in practices that advance social, economic, and environmental justice | - Student makes referrals for appropriate services to promote justice  
- Recommends changes in policies and service delivery to promote justice | |

COMPETENCY #4

Engage in Practice-Informed Research and Research-Informed Practice
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
</table>
| A. Use practice experience and theory to inform scientific inquiry and research | - Student will verbalize observations of client behavior  
- Identify client behavior patterns | Presents 3 research articles in supervision--(Fall/Spring) |
| B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | - Student uses linear thinking and circular thinking to describe effect of intervention on client  
- Student presents research articles to inform practice with clients | Incorporates evidence-based research in Spring intervention RFL |
| C. Use and translate research evidence to inform and improve practice, policy, and service delivery | - Student will select interventions from research articles appropriate to client populations | |
**COMPETENCY #5**

**Engage in Policy Practice**

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify social policy at the local, state and federal levels that impacts well-being, service delivery, and access to social services</td>
<td>Student describes placement agency local, state and federal mandates</td>
<td>Read agency policy manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify agency service providers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completes Agency Organizational Analysis paper (Fall)</td>
</tr>
<tr>
<td>B. Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>Student identifies service providers for agency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student describes barriers and catalysts of service delivery to agency clients</td>
<td></td>
</tr>
<tr>
<td>C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>Recommends changes in policies to better serve client population</td>
<td>Completes Agency Service Delivery Program Proposal paper (Spring)</td>
</tr>
</tbody>
</table>

**COMPETENCY #6**

**Engage with Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Student uses specific engagement techniques with clients and support system</td>
<td>Describes engagement techniques during supervision</td>
</tr>
<tr>
<td></td>
<td>Student identifies theories to justify use of engagement techniques</td>
<td>Changes engagement techniques as necessary</td>
</tr>
<tr>
<td></td>
<td>Student documents in client chart engagement approaches and activities used</td>
<td>Documents in chart engagement approaches and activities used</td>
</tr>
<tr>
<td></td>
<td>Recommends changes in policies to better serve client population</td>
<td>Completes RFL--engagement process (Fall)</td>
</tr>
<tr>
<td>B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Student uses and identifies empathic responses with clients and support system</td>
<td>Reviews RFL with supervisor</td>
</tr>
</tbody>
</table>
## COMPETENCY #7

**Assess Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>• Uses biopsychosocial-spiritual approach for assessment</td>
<td>Completes biopsychosocial-spiritual assessment and genogram for each client</td>
</tr>
<tr>
<td>B. 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</td>
<td>•</td>
<td>Completes agency assessment forms within required time-frame</td>
</tr>
<tr>
<td>C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>• Student develops treatment plan with client to include support system</td>
<td>Completes RFL--assessment/intervention process (Spring)</td>
</tr>
<tr>
<td>D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>•</td>
<td>Reviews RFL with supervisor</td>
</tr>
</tbody>
</table>

## COMPETENCY #8

**Intervene with Individuals, Families, Groups, Organizations and Communities**

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>• Student will use client pattern of behavior and research to justify selected interventions</td>
<td>Completes treatment plan/service contract (Spring)</td>
</tr>
<tr>
<td>B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>•</td>
<td>Completes RFL (Spring)</td>
</tr>
<tr>
<td>C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>• Student will seek out colleagues to assist with implementation of treatment plan</td>
<td>Reviews RFL with supervisor</td>
</tr>
<tr>
<td>D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>•</td>
<td>Journal Reflection paper (Spring)</td>
</tr>
<tr>
<td>E. Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
COMPETENCY #9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Select and use appropriate methods for evaluation of outcomes</td>
<td>Student will utilize placement agency outcome evaluation techniques</td>
<td>Weekly supervision sessions</td>
</tr>
<tr>
<td>B. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>Recognize situations that require leadership to improve the quality and continuity of needed social services</td>
<td>Presents a case(s) at agency staffing (Spring)</td>
</tr>
<tr>
<td>C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>Student will describe current case status using linear and circular thinking</td>
<td>Case Final presentation &amp; paper (Spring)</td>
</tr>
<tr>
<td>D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and, macro levels</td>
<td>Student will make recommended changes on all levels to help achieve outcomes</td>
<td>Poster Presentation (Spring)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completes RFL--termination process (Spring)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reviews RFL with supervisor</td>
</tr>
</tbody>
</table>

Signatures

Student’s signature: ___________________________________________ Date: ____________

Field Instructor’s signature: ___________________________________ Date: ____________

Faculty Liaison’s signature: ________________________________ Date: ____________

Rev. March 2016
CONCORDIA UNIVERSITY WISCONSIN
DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) – ADVANCED GENERALIST YEAR
FIELD STUDENT LEARNING CONTRACT

Academic Year: _______________________________ Date: _______________________________

Student: _______________________________ Student ID: _______________________________

Placement Site: _______________________________________________________________

Field Instructor: _______________________________ Title/Position: _______________________________

Field Liaison: _______________________________

THE LEARNING CONTRACT

The Learning Contract is an agreement between the student, field instructor, and faculty liaison. Its purpose is to establish a baseline learning agreement that will guide the student’s social work field experience. Working from the nine Core Competencies, the student, field instructor, and faculty liaison will design practice foundation goals towards which the student will work.

STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. To complete the 225 hours a semester, a target of 18 hours per week will typically meet the requirement for the semester.

<table>
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<th>Monday</th>
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</tr>
</tbody>
</table>

Total Weekly Hours ______

Field Instructors and students are expected to schedule a one hour meeting weekly to discuss the learning experience and development of competencies.

The student, agency field instructor, and faculty liaison will each receive copies of this completed contract.

7-10-2017
EVALUATION

The evaluation of a student's field performance is an ongoing process and occurs in both ongoing verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort. Students will also be asked to complete a self-evaluation form prior to the formal evaluation review with you and the faculty liaison. The final grade for field placement is assigned by the faculty liaison.

Please refer to the Field Manual for complete descriptions of the nine competencies.

COMPETENCY #1

Demonstrate Ethical and Professional Behavior
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Utilizes professional affiliations to create opportunities for life-long learning</td>
<td>• Randomly seeks consultation from colleagues</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• Shares innovative professional techniques with colleagues</td>
<td>✓</td>
</tr>
<tr>
<td>B. Uses decision-making frameworks and concept maps to provide an organized structure for the selection and application of theories for intervention</td>
<td>• Verbalizes reasoning for selected interventions</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• Completes eco-maps and genograms for assigned cases</td>
<td></td>
</tr>
<tr>
<td>C. Seeks opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities and organizations</td>
<td>• Participates in weekly 1 hour supervision</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• Participates in multi-disciplinary meetings</td>
<td></td>
</tr>
<tr>
<td>D. Strategically uses supervision and consultation to address ethics in practice.</td>
<td>• Presents case information to support questions during supervision</td>
<td>✓</td>
</tr>
<tr>
<td>E. Appraises the intersection between Christianity and the NASW Code of Ethics</td>
<td>• Verbalizes similarities between professional ethics and Christian values</td>
<td>✓</td>
</tr>
<tr>
<td>F. Demonstrates the integration of Christian values with the NASW Code of Ethics when interacting with constituents and agency clients.</td>
<td>• Verbalizes dilemmas during supervision</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Ethical Dilemma presentations (Seminar 3 &amp; 4)</td>
<td>✓</td>
</tr>
</tbody>
</table>

COMPETENCY #2

Engage Diversity and Difference in Practice
Students will demonstrate the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
A. Seeks opportunities to strengthen knowledge and support services to an increasingly diverse and global society

- Pursues knowledge/information about unknown culture
- Assign culturally-unfamiliar cases
- Develop professional inter-agency alliances with diverse organizations
- Completes self-reflection reports (Seminar)
- Participates in a diverse cultural event

B. Exercises leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups

- Initiates contact/meeting with community service providers for particular population being served
- Verbalizes self-growth and self-improvement areas
- Verbalizes and demonstrates management of biases when working with a diverse population

C. Employs (models) conscious use of self, self-reflection, self-monitoring, and self-correction in practice situations

- Verbalizes past and current injustices toward client and constituents
- Verbalizes understanding of historical forces contributing to current social injustices
- Identifies client outcomes of social programs
- Participates in a community activist event which serves agency client population

### COMPETENCY #3

Advance Human Rights and Social, Economic, and Environmental Justice

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
</table>
| A. Incorporates an understanding of regional and global interconnections of oppression and applies this understanding to social work practice | - Verbalizes past and current injustices toward client and constituents  
- Verbalizes understanding of historical forces contributing to current social injustices | Writes an article for placement agency publication describing a plan to promote social justice to client population  
Reflection paper (Seminar 3 & 4) |
| B. Engages in community collaborations that foster social and economic justice and social change | - Engages with community leaders | |
| C. Analyzes the consequences of social and economic injustice for constituent groups | - Identifies client outcomes of social programs | |
| D. Takes action to promote humane and responsive social institutions, social policies, programs, and practice | - | |

### COMPETENCY #4

Engage in Practice-Informed Research and Research-Informed Practice

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses evidence-based research findings to inform and improve practice</td>
<td>- Verbalizes rational for client interventions using evidence-based research</td>
<td>Identifies research topic appropriate for placement agency client population</td>
</tr>
<tr>
<td>B. Designs, implements, and interprets social work research</td>
<td>- Uses linear and circular thinking when applying research findings to explain client behavior</td>
<td>Designs research instrument</td>
</tr>
</tbody>
</table>
C. Articulates how research findings can improve social service delivery

- Verbalizes impact of research on micro, mezzo, macro levels
- Implements research study
- Completes research study and compiles information into research paper (Seminar 4)
- Presents research findings to placement agency designees

COMPETENCY #5

Engage in Policy Practice
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Applies techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service</td>
<td>• Collaborates with client, colleagues, and agencies to revise an ineffective policy</td>
<td>Leads a group of system-delivery professionals in writing a policy-change proposal</td>
</tr>
<tr>
<td>B. Evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients</td>
<td>•</td>
<td>Develops a revised policy plan to create an effective service delivery between systems</td>
</tr>
<tr>
<td>C. Articulates the impact of policies on service delivery and conducts assessments and evaluations of the implementation of policy</td>
<td>• Identifies in Needs Assessment barriers to client well-being created by policies • Identifies in Strengths Assessment benefits to client well-being created by policies</td>
<td>Completes a system-delivery policy change proposal paper (Seminar 4)</td>
</tr>
<tr>
<td>D. Identifies gaps in policies at varied levels, e.g. agency policies, public policies, and regulations</td>
<td>• Articulates each system’s responsibility in the revised system-delivery plan</td>
<td>Participates in a government meeting which addresses service delivery to client and constituent population</td>
</tr>
<tr>
<td>E. Provides leadership with colleagues, client systems, and agencies for effective policy action</td>
<td>•</td>
<td>Presents revised system-delivery policy plan to agency designees (Semester 4)</td>
</tr>
</tbody>
</table>

COMPETENCY #6

Engage with Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses appropriate assessment and intervention strategies grounded in human behavior theories and conceptual frameworks</td>
<td>• Uses a variety of engagement skills relative to client need</td>
<td>Utilizes case consultation weekly</td>
</tr>
</tbody>
</table>
### COMPETENCY #7

Assess Individuals, Families, Groups, Organizations, and Communities

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Assesses, intervenes, and evaluates complex problems with systems of all sizes and types</td>
<td>• Uses linear and circular thinking to explain client behavior</td>
<td>Completes eco-map and genogram for assigned cases</td>
</tr>
<tr>
<td><strong>B.</strong> Evaluates the multi-system dimensions of client problems, and designs, with client system approaches, interventions that affect change at multiple systemic levels</td>
<td>• Identifies micro, mezzo, macro levels of contributing factors to client situation • Uses a strength-based approach</td>
<td>Videotape of assessment client session and completes RFL (Semester 3)</td>
</tr>
<tr>
<td><strong>C.</strong> Identifies the range of legalities and /or legal risks that may exist for a client or client system that may be considering accessing social services</td>
<td>•</td>
<td>Accurately and thoroughly completes agency assessment forms within required time-frame</td>
</tr>
</tbody>
</table>

### COMPETENCY #8

Intervene with Individuals, Families, Groups, Organizations and Communities

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Builds culturally competent ways to enhance client choice, client motivation, and client hopefulness in change process</td>
<td>• Involves client in treatment planning • Uses motivational interviewing techniques</td>
<td>Develops treatment plan or service contract which becomes part of agency chart</td>
</tr>
</tbody>
</table>
B. synthesizes and applies a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice

- builds on client strengths
- integrates services to help meet treatment goals
- updates treatment plan relative to client change in needs
- videotape of session of treatment planning/session and RFL (Semester 4)

**COMPETENCY #9**

Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>CSWE BEHAVIORS</th>
<th>Student Behaviors</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Critically analyze multiple client system intervention processes for effectiveness and cultural competence</td>
<td>• Describes rationale behind selected micro, mezzo, and macro levels</td>
<td>Evaluates practice outcomes of cases during weekly supervision</td>
</tr>
<tr>
<td>F. Evaluates the impact of intentional and unintentional practice approaches</td>
<td>• Identifies positive and negative impact of selected interventions</td>
<td>Produces relevant research studies for interventions</td>
</tr>
<tr>
<td>G. Uses evidence based research to support methods of intervention in one’s own practice</td>
<td>• Refers to research articles and own observations to justify selected interventions</td>
<td>Completes Case Review paper (Semester 3 &amp; 4)</td>
</tr>
<tr>
<td>H. Reviews, analyzes and evaluates the effectiveness of one’s own practice</td>
<td>• Uses linear and non-linear thinking to describe rational of own practice</td>
<td></td>
</tr>
</tbody>
</table>

**Signatures**

Student’s signature: ___________________________ Date: _____________

Field Instructor’s signature: ___________________________ Date: _____________

Faculty Liaison’s signature: ___________________________ Date: _____________
Appendix D – Field Instructor Evaluation of Student Form

CONCORDIA UNIVERSITY WISCONSIN
DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) FIELD EVALUATION
GENERALIST YEAR

Please check one for each grouping:

☐ Fall ______
☐ Spring ______

☐ Mid-term Evaluation
☐ Final Evaluation

Date: ____________________

Student: ____________________________________ Student ID: _________________

Placement Site: __________________________________________________________

Field Instructor: _______________________ Field Liaison: ______________________

Cumulative Hours: _______ Total Clients: _______ Total Points: ___________

(Student needs to complete 450 hours total)

Please refer to the Learning Agreement and use the following criteria to rate the student.

You will find bulleted qualifiers under each of the behaviors. Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student. Keep in mind that the rating should reflect the student’s progress at this point in the overall internship. If the student’s internship experience does not include tasks or activities related to the competency, mark N/A. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the field office.

Rating Scale Criteria

<table>
<thead>
<tr>
<th></th>
<th>Incomplete – Demonstrates no competency in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning – Demonstrates minimal competency, little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.</td>
</tr>
<tr>
<td>2</td>
<td>Developing – Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.</td>
</tr>
</tbody>
</table>

7-10-2017
<table>
<thead>
<tr>
<th>4</th>
<th>Accomplished – Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Exemplary – Demonstrates the competency to begin independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning</td>
</tr>
<tr>
<td>0</td>
<td>N/A – Does not relate to the student’s internship experience or not sufficient experience to evaluate skill level.</td>
</tr>
</tbody>
</table>

## COMPETENCY #1

**Demonstrate Ethical and Professional Behavior**

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>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.</th>
<th>Incomplete 1</th>
<th>Beginning 2</th>
<th>Developing 3</th>
<th>Accomplished 4</th>
<th>Exemplary 5</th>
<th>N/A 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Uses NASW code of Ethics when discussing decision-making)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Describes own thoughts and emotions when describing responses to client)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student is punctual; attends during scheduled hours; communicates with supervisor about absences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Student contributes to case notes according to agency expectations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Student adheres to agency dress code)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use technology ethically and appropriately to facilitate practice outcomes</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student follows agency guidelines for computer usage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use supervision and consultation to guide professional judgement and behavior</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Meets weekly for 1 hour with supervisor or designee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Student is prepared to describe cases and pose questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXAMPLES:**
COMPETENCY #2
Engage Diversity and Difference in Practice
Student demonstrates the following behaviors:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
  - (Student uses an eco-map to understand cases and verbalizes contributing factors of each level to client situation)

- Present themselves as learners and engage clients and constituencies as experts of their own experiences
  - (Students gather abundant information from client and client support system to explain client situation)

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents
  - (Recognizes and verbalizes own biases)
  - (Verbalizes ignorance/discomfort with diverse populations)

EXAMPLES:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Incomplete</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENCY #3</td>
<td>Incomplete</td>
<td>Beginning</td>
<td>Developing</td>
<td>Accomplished</td>
<td>Exemplary</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Advance Human Rights and Social, Economic, and Environmental Justice
Student demonstrates the following behaviors:

- Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels
  - (Student identifies eco-system factors contributing to injustice)
  - (Recommends changes to micro, macro, mezzo levels)

- Engage in practices that advance social, economic, and environmental justice
  - (Student makes referrals for appropriate services to promote justice)
  - (Recommends changes in policies and service delivery to promote justice)

EXAMPLES:

COMPETENCY #4
Engage in Practice-Informed Research and Research-Informed Practice
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>• Use practice experience and theory to inform scientific inquiry and research</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student will verbalize observations of client behavior)</td>
</tr>
<tr>
<td>(Identify client behavior patterns)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student uses linear thinking and circular thinking to describe effect of intervention on client)</td>
</tr>
<tr>
<td>(Student presents research articles to inform practice with clients)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Use and translate research evidence to inform and improve practice, policy, and service delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student will select interventions from research articles appropriate to client populations)</td>
</tr>
</tbody>
</table>

**EXAMPLES:**

**COMPETENCY #5**

Engage in Policy Practice

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>• Identify social policy at the local, state and federal levels that impacts well-being, service delivery, and access to social services</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student describes placement agency local, state and federal mandates)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Assess how social welfare and economic policies impact the delivery of and access to social services</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student identifies service providers for agency)</td>
</tr>
<tr>
<td>(Student describes barriers and catalysts of service delivery to agency clients)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Recommends changes in policies to better serve client population)</td>
</tr>
</tbody>
</table>

**EXAMPLES:**

**COMPETENCY #6**

Engage with Individuals, Families, Groups, Organizations, and Communities

Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>• Apply knowledge of human behavior and the social environment, person-in-</th>
</tr>
</thead>
</table>

**Miscellaneous Notes:**
environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

- (Student uses specific engagement techniques with clients and support system)
- (Student identifies theories to justify use of engagement techniques)
- (Student documents in client chart engagement approaches and activities used)

- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
  - (Student uses and identifies empathic responses with clients and support system)

EXAMPLES:

COMPETENCY #7
Assess Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
  - (Uses biopsychosocial-spiritual approach for assessment)
  - (Uses Genogram)

- 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
  - (Student develops treatment plan with client to include support system)

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

EXAMPLES:
COMPETENCY #8
Intervene with Individuals, Families, Groups, Organizations and Communities
Student demonstrates the following behaviors:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
  - (Student will use client pattern of behavior and research to justify selected interventions)

- 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
  - (Student will seek out colleagues to assist with implementation of treatment plan)

- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

- Facilitate effective transitions and endings that advance mutually agreed-on goals

EXAMPLES:

COMPETENCY #9
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

- Select and use appropriate methods for evaluation of outcomes
  - (Student will utilize placement agency outcome evaluation techniques)

- Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes
  - (Recognize situations that require leadership to improve the quality and continuity of needed social services)

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
  - (Student will describe current case status using linear and circular thinking)

- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and, macro levels
  - (Student will make recommended changes on all levels to help achieve outcomes)

EXAMPLES:
ADDITIONAL COMMENTS

1. Identify the student’s strengths

2. Identify the area(s) where the student needs improvement.

3. What is the plan to address the area(s) needed for improvement?

4. Summarize the student’s performance, overall, as it relates to these competencies.

__________________________________________  ________________
SUPERVISOR’S SIGNATURE                  DATE

__________________________________________  ________________
STUDENT’S SIGNATURE                    DATE

Please make sure that the:
- Supervisor keeps a copy
- Student keeps a copy
- Student submits original with Verification of Hours to the Field Coordinator, (Sara Koeferl, Room HS 110) in person.
- Student should keep a copy of the evaluation signed by supervisor and the Verification of Hours
CONCORDIA UNIVERSITY WISCONSIN
DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) FIELD EVALUATION
ADVANCED GENERALIST YEAR

Please check one for each grouping:

☐ Fall ______
☐ Spring ______

☐ Mid-term Evaluation
☐ Final Evaluation

Date: ____________________

Student: ___________________________ Student ID: ______________________

Placement Site: _________________________________________________________

Field Instructor: _______________________ Field Liaison: ____________________

Cumulative Hours: _______ Total Clients: _______ Total Points: _________
(Student needs to complete 450 hours total)

Please refer to the Learning Agreement and use the following criteria to rate the student.

You will find bulleted qualifiers under each of the behaviors. Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student. Keep in mind that the rating should reflect the student’s progress at this point in the overall internship. If the student’s internship experience does not include tasks or activities related to the competency, mark N/A. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the field office.

Rating Scale Criteria

| 1 | Incomplete – Demonstrates no competency in this area |
| 2 | Beginning – Demonstrates minimal competency, little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning. |
| 3 | Developing – Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning. |
| 4 | Accomplished – Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning. |
Exemplary – Demonstrates the competency to begin independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning.

N/A – Does not relate to the student’s internship experience or not sufficient experience to evaluate skill level.

COMPETENCY #1
Demonstrate Ethical and Professional Behavior
Student demonstrates the following behaviors:

- Utilizes professional affiliations to create opportunities for life-long learning
  (Shares professional information with colleagues)
- Uses decision-making frameworks and concept maps to provide an organized structure for the selection and application of theories for intervention
  (Uses critical thinking, genograms, eco-maps)
- Seeks opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities and organizations
  (Attends and contributes case information during multi-disciplinary meetings)
- Strategically uses supervision and consultation to address ethics in practice
  (Presents ethical dilemmas during supervision/consultation)
- Appraises the intersection between Christianity and the NASW Code of Ethics
- Demonstrates the integration of Christian values with the NASW Code of Ethics when interacting with constituents and agency clients.

EXAMPLES:

COMPETENCY #2
Engage Diversity and Difference in Practice
Student demonstrates the following behaviors:

- Seeks opportunities to strengthen knowledge and support services to an increasingly diverse and global society
  (Initiates learning experiences with unfamiliar cultures)
- Exercises leadership in the development of necessary alliances to advocate effectively for
change with underserved, at-risk populations and other groups
- (Initiates participation in community awareness efforts)
- (Establishes a task force to advocate for change)
- Employs (models) conscious use of self, self-reflection, self-monitoring, and self-correction in practice situations
- (verbalizes and demonstrates management of own biases when serving diverse populations)

**EXAMPLES:**

### COMPETENCY #3
Advance Human Rights and Social, Economic, and Environmental Justice
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Incomplete</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporates an understanding of regional and global interconnections of oppression and applies this understanding to social work practice</td>
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<tr>
<td>(Student identifies eco-system factors contributing to injustice)</td>
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<td>Engages in community collaborations that foster social and economic justice and social change.</td>
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<tr>
<td>(Student makes referrals for appropriate services to promote justice)</td>
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<tr>
<td>(Participates in a community activist event)</td>
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<tr>
<td>Analyzes the consequences of social and economic injustice for constituent groups</td>
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<tr>
<td>(identifies client outcomes of injustice)</td>
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<tr>
<td>Takes action to promote humane and responsive social institutions, social policies, programs, and practice.</td>
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**EXAMPLES:**

### COMPETENCY #4
Engage in Practice-Informed Research and Research-Informed Practice
Student demonstrates the following behaviors:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Incomplete</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Uses evidence-based research findings to inform and improve practice</td>
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<tr>
<td>(Student will verbalize observations of client behavior and refer to formal research to discuss client behavior)</td>
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</table>
- Designs, implements, and interprets social work research
- Articulates how research findings can improve social service delivery.

EXAMPLES:

COMPETENCY #5
Engage in Policy Practice
Student demonstrates the following behaviors:

- Applies techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social well-being through effective service
- (Demonstrates alliances with various systems to produce necessary client outcomes)

- Evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients.
- (Student creatively problem-solves barriers to resource delivery)

- Articulates impact of policies on service delivery and conducts assessments and evaluations of the implementation of policy

- Identifies gaps in policies at various levels, e.g. agency policies, public policies, and regulations

- Provides leadership with colleagues, client systems, and agencies for effective policy action
- (collaborates with client, colleagues, and agencies to develop a policy revision plan)

EXAMPLES:

COMPETENCY #6
Engage with Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

- Uses appropriate assessment and intervention strategies grounded in human behavior theories and conceptual frameworks
- (Student documents in client chart engagement approaches and activities used)
- Critique and apply knowledge to understand the person in the environment
  - (Student identifies theories to justify use of engagement techniques)

- Engages in relationship building activities in varied client systems and evaluates the clients’ perception of the quality of the relationship.
  - (Student uses specific engagement techniques with clients and support system and articulates impact on client)

- Employs culturally responsive engagement skills.

**EXAMPLES:**

**COMPETENCY #7**
Assess Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

- Assesses, intervenes, and evaluates complex problems with systems of all sizes and types
  - (Uses biopsychosocial-spiritual approach for assessment)
  - (Uses Genogram and eco-map for cases)

- Evaluates the multi-system dimensions of client problems, and designs, with client system approaches, interventions that affect change at multiple systemic levels.
  - (Uses a need-based and strength-based assessment on the micro, macro and mezzo levels and addresses these in a treatment plan/service contract)

- Identifies the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services
  - (Articulates client barriers to safety/change)

**EXAMPLES:**

**COMPETENCY #8**
Intervene with Individuals, Families, Groups, Organizations and Communities
Student demonstrates the following behaviors:

- Builds culturally competent ways to enhance client choice, client motivation, and client hopefulness in change process

**Incomplete** 1 | **Beginning** 2 | **Developing** 3 | **Accomplished** 4 | **Exemplary** 5 | **N/A** 0
- Synthesizes and applies a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice

**EXAMPLES:**

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<tr>
<th><strong>COMPETENCY #9</strong></th>
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<tbody>
<tr>
<td><strong>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></td>
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<tr>
<td>Student demonstrates the following behaviors:</td>
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<tr>
<td>- Critically analyze multiple client system intervention processes for effectiveness and cultural competence</td>
<td>Incomplete 1</td>
<td>Beginning 2</td>
<td>Developing 3</td>
<td>Accomplished 4</td>
<td>Exemplary 5</td>
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<td>- (student uses linear and non-linear reviews of client progress toward outcomes indicated on treatment plan/service contract)</td>
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<td>- Evaluates the impact of intentional and unintentional practice approaches</td>
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<td>- Uses evidence-based research to support methods of intervention in one’s own practice</td>
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<td>- (Student refers to current research and micro, mezzo, macro level observations)</td>
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<tr>
<td>- Reviews, analyzes and evaluates the effectiveness of one’s own practice</td>
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<td>- (Student will make recommended practice changes on the micro, mezzo, and macro levels to help achieve outcomes)</td>
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**EXAMPLES:**
ADDITIONAL COMMENTS

5. Identify the student’s strengths

6. Identify the area(s) where the student needs improvement.

7. What is the plan to address the area(s) needed for improvement?

8. Summarize the student’s performance, overall, as it relates to these competencies.

SUPERVISOR’S SIGNATURE ___________________________ DATE ____________

STUDENT’S SIGNATURE ___________________________ DATE ____________

Please make sure that the:
- Supervisor keeps a copy
- Student keeps a copy
- Student submits original with Verification of Hours to the Field Coordinator, (Sara Koeferl, Room HS 110) in person.
- Student should keep a copy of the evaluation signed by supervisor and the Verification of Hours

7-10-2017
Appendix E – Verification of Field Hours Form

VERIFICATION OF FIELD HOURS

Student: ___________________________ Date: ____________

Semester: ☐ Fall ☐ Spring Year: ___________

Agency/Institution: ________________________________________

I verify that the above named student has completed the following
Hours, as assigned/requested.

Field Supervisor: ____________________________________________

(Signature)

Date ___________ Print Name _______________________

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<th>Week #1</th>
<th>Late/Sick</th>
<th>Time In:</th>
<th>Time Out:</th>
<th># of Hours For Day:</th>
<th>Total Hours Accumulated:</th>
<th>Supervisor’s Initials/Date:</th>
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<td>Day/Date:</td>
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Requirements for MSW student field placements are: 450 hours annually for First Year Graduate Students – 225 hours per semester.

450 Hours annually for second year Graduate Students – 225 hours per semester. A total of 900 hours over 2 years.

Advanced Standing students must have a minimum of 450 during MSW year, for a total of 900 hours.

Upon Completion Return Form to:
Social Work Department – HS
110 Concordia University Wisconsin
12800 N. Lake Shore Drive
Mequon, WI 53097

7-10-2017
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<td>Week #11</td>
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7-10-2017
**Appendix F – Student Evaluation of Field Placement**

**STUDENT EVALUATION OF FIELD PLACEMENT**  
SOCIAL WORK DEPARTMENT

Date: ______________________________  Student: ______________________________

Agency: __________________________  Field Instructor: __________________________

1. Did your field experience include opportunities to work with:
   - _____ individuals
   - _____ families
   - _____ groups
   - _____ organizations/larger systems (macro), advocacy
   - _____ community resources
   - _____ community groups/agencies

2. Did you receive some type of orientation at your placement?
   - _____ yes  _____ no

3. Did you receive consistent supervision at your placement?
   - _____ yes  _____ no

4. How often did you meet with your field instructor?
   - _____ daily  _____ weekly  _____ every other week

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<th>Week #13</th>
<th>Late/Sick</th>
<th>Time In:</th>
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not consistent, whenever it could fit into the supervisor’s schedule

5. Please rate your field instructor using the following Likert scale:

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<tr>
<th></th>
<th>Very well</th>
<th>Fairly well</th>
<th>In some areas</th>
<th>Somewhat</th>
<th>Not at all</th>
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<td>c.</td>
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6. List what you found most helpful for learning in your field internship and explain how it was helpful. Please give concrete examples.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

7. List what you found least helpful for learning and your perception of why it was not helpful. Please try and offer concrete examples.

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

8. What changes would you recommend related to your field placement?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

9. Would you recommend this agency or organization for future student internships?
   _____ yes, highly recommended
   _____ yes, but with reservations
   _____ no, because: ____________________________

Any additional comments ____________________________

_________________________________________________________________________________________________________

10. Do you have any suggestions as to how the program can make your experience with field better?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Appendix G - Internships, Department of Labor Regulations, and Social Work Field Education

Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight
February 25, 2014

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (http://www.dol.gov/whd/regs/compliance/whdfs71.pdf)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, Harper’s Bazaar, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational.
and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.

- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.