
Revised Summer | 21

UNIVERSITY OF SOUTHERN INDIANA

Master of Social Work

Field Manual

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Thanks go out to the past and present
Directors of Field Education for leaving their signatures
on some part of this field manual.

Their labors are not forgotten.

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I. INTRODUCTION

Purpose of the MSW Field Manual

This manual serves as a guide to agencies, faculty, and students engaged in the field program at the University of Southern Indiana (USI). The table of contents provides a method for easy reference in regard to specific areas of interest in the field education program. The appendices provide copies of forms utilized in implementing the policies and procedures governing field education. While it is anticipated that the educational objectives, policies, and procedures will be most often referenced, the manual also includes the mission statements of the university and MSW program and descriptions of the MSW curriculum to clarify the larger context within which field education occurs.

The MSW Field Manual is available to students, field instructors, and faculty through the USI Social Work Website¹. Printed copies of the manual are available upon request to our field education supervisors.

It is important to note that the field education program design, its policies, and procedures reflect consultation and input from faculty, students, and field instructors. We are always interested in your comments and recommendations in regard to the design, implementation, and maintenance of the field education program.

History of the University of Southern Indiana

Originally founded in 1965 as the Evansville campus of Indiana State University, the University of Southern Indiana was made a separate state university by an act of 1985 Indiana General Assembly. The Governor appointed a board of trustees and the establishment of the University of Southern Indiana became official on July 1, 1985.

USI is a broad-based institution offering instruction, research, and service. A liberal arts and science curriculum serve as the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering, government, health professions, education, and related fields. Selected master's degrees and Doctoral degree serve persons in professional and technical studies. As a public institution, USI counsels and assists business and industry as well as social, educational, governmental, and health agencies to higher levels of efficiency and improved services.

University Mission

American education assumes a link between the truth of an idea the good it promotes for individuals and society. An educated person can be expected to not only be knowledgeable and more financially secure, but also a better citizen among whose virtues are tolerance,

¹ The MSW Field Manual can be accessed at: <https://www.usi.edu/liberal-arts/master-of-social-work/student-resources/>

judgement, and belief in freedom for self and others. These values develop in an atmosphere of open inquiry and the pursuit of truth. Therefore, as USI seeks to support education, social and economic growth, and civic and cultural awareness in Southwestern Indiana, it will be devoted primarily to preparing students to live wisely.

Social Work Department MSW History

The Social Work Department at the University of Southern Indiana was established in 1985. The Master of Social Work (MSW) program is accredited by the Council on Social Work Education (CSWE). Interest in creating an MSW program emerged in 1988. The university and the Social Work Department was approached by a group of agency directors across Southern Indiana who were frustrated by the lack of being able to attract and hire MSWs in the region. Additionally, with the only MSW program in Indiana located at the IU School of Social Work in Indianapolis, the distance of four hours driving time made it difficult for agency staff to obtain much needed MSW degrees. Their issues were quite clear:

- A significant lack of MSW candidates across Southern Indiana to adequately fill open professional positions where the MSW is required or preferred
- Problems with retaining MSWs from outside the region that needed to adjust to a rural and/or “Midwest” culture in terms of practice and acculturation
- Lack of access into the only MSW program in Indiana (at that time) because of the large application pool
- Distance and cost factors which made it difficult for agency staff to obtain MSWs
- Lack of easy access and high costs related to MSW programs in surrounding states

The Social Work Department, with support from the university, undertook a series of feasibility studies to confirm and document the need for the MSW program. All data clearly supported the need for the degree, not only in the university service area, but also in the state of Indiana. As a result, the MSW degree was approved by the state of Indiana in 1991. From 1991 to 1994, the USI Social Work Department began active development of the curriculum and degree requirements, including program mission, goals, objectives, and outcomes. During the 1993 Indiana State Legislative Session, USI was given a special increase in funding starting in 1993, with the understanding that a part of the money would go to the development of an MSW program at the University. In 1993, two directors from other MSW programs were hired to assist in the development of the USI MSW degree program.

In the summer of 1994, the department faculty was increased to four members, with a fifth faculty member added in January of 1995. A sixth faculty member was added in August of 1996, dedicated to the MSW program. The first admitting MSW class in the fall of 1994 totaled fifty-seven (57) students. Based on data collected during the MSW program feasibility study, the program was designed to meet the needs of students who were not undergraduate social work majors (non-BSW) and students who graduated from accredited undergraduate social work

programs (advanced standing). In addition, a full- and part-time course of study was provided for both non-BSW and advanced standing students.

The generalist practice model and systems perspective were selected for the MSW program's theoretical underpinnings and a clinical concentration was selected as the focus for advanced study. These decisions were based on the following rationale:

- The approach would provide departmental continuity because the generalist practice model and systems perspective were already the foundation for the USI accredited BSW program;
- Data collected from area agencies during the feasibility study documented the need for foundational skills in the generalist problem solving process and clinical skills to practice in area agencies as an effective clinical social worker; and
- The philosophical base and orientation of the MSW faculty fit this approach.

The choice of the initial clinical concentration was relatively easy, considering the long-term needs within the region. After careful consideration of various perspectives, the faculty unanimously selected the systems perspective as the theoretical base for the program. Social work is framed by a person-in-environment perspective. The systems perspective is clearly an orientation to practice that focuses attention on person-in-environment transactions and their potential for either enhancing or diminishing an individual's well-being and capacity to have needs met. Consistent with this theoretical orientation in the foundation year, the clinical social work content in the concentration year focuses upon best practices in work with individuals, families, groups, and organizations. The MSW program received its initial accreditation in July 1998, retroactive to the graduating class of 1995. Since that time, the faculty has continued to review and refine the curriculum, mission, goals, and objectives of the MSW program to meet the social service educational needs of Indiana and the tristate region.

In the fall of 2019, a certificate in Addictions was added. The Online Advanced Studies in Addiction Science (OASAS) was designed for current MSW students and for individuals who hold a graduate degree in Social Work or a related field who worked in the field of addictions.

Social Work Department Mission

The Social Work Department prepares students for competency driven practice focused on evolving issues in the community.

MSW Program Mission

The MSW prepares students with the knowledge, skills, and values for clinical social work practice with diverse populations and emerging social issues.

MSW Program Goal

1. Educate generalist and clinical practice students on the core competencies of social work practice.

Objectives:

- a) Use technology to enhance course delivery and provide students with alternative curriculum options.
 - b) Integrate competency-driven learning throughout the MSW curriculum.
 - c) Use current scholarship and best practices in assignments in the MSW curriculum.
 - d) Use field trips, international programs, speakers, service learning, and forums to enrich student learning about diversity
 - e) Annually update curriculum and course content in response to evaluation feedback, changes in best practices, and community needs.
 - f) Provide continuing education for alumni and the regional social work community
 - g) Use course exercises and assignments to promote student awareness of self as an instrument of change
2. Use research as the foundation for discovering best practices in education and community engagement.

Objectives:

- a) Develop and carry out research focused on social justice in collaboration with the Center for Social Justice.
- b) Conduct regional needs assessment and program evaluation studies.
- c) Engage in and encourage multidisciplinary research with community partners.
- d) Partner with the College of Nursing and Health Profession's Center for Healthy Aging to enhance USI's position in gerontological education and research as well as inter-professional collaboration education and research.
- e) Use exit surveys, alumni survey, student focus groups, and benchmarking rubrics to monitor MSW program processes and outcomes.

3. Model and promote the ethic of service.

Objectives:

- a) Serve on boards, committees, and as members of regional organizations that support and promote the values of professional social work.
- b) Seek and respond to organizational and community service needs in the region.
- c) Sponsor student organizations that recognize academic excellence and promote student service.

II. COUNCIL ON SOCIAL WORK EDUCATION MSW CURRICULUM

The MSW curriculum has been developed based on the guidelines provided in the Council of Social Work Education (CSWE) Curriculum Policy Statement. The learning objectives are framed by the Nine Competencies in the *CSWE Policy and Accreditation Standards, 2015*.²

Graduate Field Placement I – Generalist

Students who enter the graduate program without an undergraduate degree in social work must complete a foundation field practicum.

This MSW I Generalist foundation field placement is designed so that students can demonstrate the Competencies of social work practice at the generalist level. Social work roles typical of generalist practice include case manager, advocate, broker, educator, community organizer, group worker, and individual counselor. Assigned tasks often include preparing psychosocial histories, developing service plans, and implementing broad based interventions congruent with the multi-variant client needs (CSWE Accreditation Standard 2.2.4 – Field Education).

Generalist practice is broadly defined. The parameters for practice are usually determined by the identified client needs, the mission and function of the agency, and level of training and skill of the student. He/She works under supervision and relates to the client and delivers services in ways which convey respect while honoring and promoting the dignity of the clients served. Skills expected include the ability to communicate empathy, genuineness, and a positive regard when listening and interviewing, and the ability to utilize the planned change process and problem-solving strategies in all phases of work with the client: engagement, assessment, intervention, and evaluation. It is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods based on scientific inquiry and best practices. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice (CSWE Accreditation Standard M2.2.2 – Field Education).

Generalist Social Work Competencies & Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulation 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 distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional

² See CSWE website for details: <http://www.cswe.org/Accreditation.aspx>.

judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professionals 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 National Association of Social Workers (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, and;
- Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Differences in Practice

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

Social Workers:

- 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.

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

Social workers understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, healthcare, 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 systems level, and;
- Engage in practices that advance social, economic, and environmental justice.

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

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

Social workers:

- 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.

Competency 5: Engage in Policy Practice

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

Social Workers:

- 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, and;

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

Social workers:

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

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

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

Social workers:

- 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.

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

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

Social Workers:

- 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.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social Workers:

- 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, and;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Graduate Field Placement II – Specialized (Clinical)

Clinical social work practice shares the goal of enhancement and maintenance of psychosocial functioning of individuals, families, and small groups with all social work practice. Clinical social work practice is the professional application of social work theory and methods to the treatment and prevention of psychosocial dysfunction, disability, or impairment, including emotional and mental disorders. It is based on knowledge of one of more theories of human development within a psychosocial context. (CSWE Accreditation Standard M2.2.3- Field Education)

All students complete a clinical field practicum. The MSW II placement provides agency-based opportunities for clinical social work practice. The educational focus in the clinical practicum is in providing students with opportunities to demonstrate the Competencies of social work practice at the clinical level of social work practice. Typically, field agencies offer programs in specialized practice areas defined by a problem, such as substance abuse; or a population, such as children and adolescents at risk; or practice areas defined as health, mental health, or school social work. The agency program may be even more narrowly defined by a highly specialized context, such as the use of a particular intervention model, e. g., the 12 Step Model in chemical dependency programs or a research role. (CSWE Accreditation Standard 2.2.4- Field Education)

The MSW II practicum is grounded in the liberal arts, the generalist foundation, and the values that distinguish social work as a profession. The MSW II practicum is clinical, reflecting the specialized knowledge, skills, and values of an clinical practitioner whose training which is both specialized and rigorous in its demands for practice grounded in sound science, technical skill and the art of therapeutic practice. MSW II field placements provide a mix of generalist and clinical activities, with the emphasis on the student developing therapeutic styles with clients while acquiring expertise within the specialization offered by the field agency. The ratio of generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency. (CSWE Accreditation Standard 2.2.3- Field Education)

An agency-based field instructor has primary, but not total, responsibility for the supervision and assignment of educational field activities for the student in placement. The design of field education in the practicum is also guided by the Competencies of Social Work Practice, the

educational objectives as defined by the Department of Social Work, an individualized student learning plan, consultation by a faculty field liaison/seminar instructor, policies and procedures as outlined in the MSW Field Manual or other relevant University policies. While the field instructor's supervisory role includes evaluation of the student's performance, the educational emphasis is the professional development of the student. (CSWE Accreditation Standard 2.2.10- Field Education)

The MSW II specialized (clinical) field practicum experiences are designed to build upon the generalist practice. The MSW II field practicum is 600 hours fall through spring semesters.

Learning objectives are framed by the competencies in the Council on Social Work Education Educational Policy and Accreditation Standards 2015. (CSWE Accreditation Standard 2.2.3- Field Education)

Clinical Practice Competencies and Behaviors

The MSW II clinical field placement continues and expands the foundation of the generalist education.

Clinical social work builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. It reflects the profession's mission to promote social and economic justice by empowering clients who experience oppression or vulnerability. The practice of clinical social work requires the application of advanced clinical knowledge and clinical skills in multidimensional assessment, diagnosis, and treatment of psychosocial dysfunction, disability, or impairment including emotional, mental, and behavioral disorders, conditions, and addictions. Treatment methods include the provision of individual, family, and group work. Clinical social workers are engaged in crisis intervention, brief and long-term psychotherapy and counseling, client-centered advocacy, consultation, and evaluation. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines. Clinical supervision is an important feature of clinical social work in agencies, organizations, and private practice settings. – CSWE, 2009, pg. 2

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. (See MSW II Student Learning Plan in Appendices J). (CSWE Accreditation Standard M2.2.3- Field Education)

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers address critical health, behavioral health and social problems, often challenged by community, agency and socio-political environments. Practitioners need to be able to ethically reason, reflect and self-regulate, utilize supervision/consultation in ongoing professional growth, incorporating personal, professional values and codes. Clinicians must maintain a mature, professional demeanor as well as mastery in fostering therapeutic relationships with diverse and different client populations. Essential behaviors include:

- 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;
- Practices personal reflection and self-correction to assure continual professional development;
- Evidences professional discipline and maturity;
- Develops, manages, and maintains therapeutic relationships within the person-in-environment perspective, and;
- Is knowledgeable and abides by laws relevant to clinical social work.

Competency 2: Engage Diversity and Difference in Practice

Clinical social workers value and incorporate client diversity and difference into their practices, learning from clients as experts on their lived experiences. Practitioners identify and manage their own differences, biases in their professional practices. Essential behaviors include:

- 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;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
- Evidences an educated understanding of human behavior, and has specialized knowledge of populations and issues served by the field agency, and;
- Treats diverse clients with dignity and respect.

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

Clinical social workers advocate and promote social, economic, and environmental justice, and access to care, identifying systematic or institutionalized oppression. Practitioners are called to address justice and/or human rights concerns, necessitating action beyond the scope of their immediate practices. Essential behaviors include:

- 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;
- Recognizes that each client has basic human rights, such as self-determination, safety, privacy, adequate standard of living, health care and education, and;
- Advocates for universal access to health and mental health care.

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

Clinical social workers adhere to a scientist-practitioner practice model. Practitioners are adept at critical thinking and astute research consumers, empirically monitoring practice and programs, translating and integrating findings as well as disseminating gained practice knowledge to inform the social work or other relevant discipline(s). Essential behaviors include:

- 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.
- use research methodology to evaluate clinical practice effectiveness and/or outcomes; and
- use the evidence-based practice process in clinical assessment and intervention with clients.

Competency 5: Engage in Policy Practice

Clinical social workers comprehend and scrutinize the effects of agency, state and Federal policy on their practice, client rights, health and wellbeing, actively creating meaningful change. Essential behaviors include:

- 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, and;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

- communicate to stakeholders the implication of policies & policy change in the lives of clients;
- use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- advocate with and inform administrators and legislators to influence policies that impact clients and service.

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

Clinical social workers recognize the significance of human relationships across all levels of practice, adept at engaging, maintaining and utilizing relationships with diverse clients (individuals, couples, families, and groups), constituents and other disciplines. Applying theories and empirical knowledge to comprehend human behavior in the social environment and intergenerational and personal histories, practitioners appraise client and their own characteristics on the dynamic therapeutic relationship. Essential behaviors include:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- develop a culturally responsive therapeutic relationship; and
- establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

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

Clinical social workers gather and organize comprehensive biological-psychological-social-spiritual information, constructing a theoretically and empirically informed impression, inclusive of strengths, diversity and differences for an individual, couple, family or group client. The practitioner collaborates with the client(s) to develop measurable goals with a clear intervention plan, appreciating diversity and difference, involving other disciplines as needed. Essential behaviors include:

- 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.
- use multi-dimensional bio-psycho-social-spiritual assessment tools; and
- select and modify appropriate intervention strategies based on continuous clinical assessment.

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

Clinical social workers select evidence-based interventions, responsive to client diversity, differences, abilities and resources to achieve mutually agreed upon goals. Practitioners manage care transitions, creatively address challenges, explore alternative plans and collaborate with other disciplines as needed, and effectively document efforts. Essential behaviors include:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- Facilitate effective transitions and endings that advance mutually agreed-on goals;
- Demonstrates the selection and clinical application of academic theoretical material in work with clients congruent with their needs;
- Demonstrates ability to creatively problem solve;
- Demonstrates ability to formulate alternative treatment options, and;
- Completes written reports that are well organized, clear, and comprehensive, yet concise.

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

Clinical social workers being scientific-practitioners, systematically collect and analyze client assessment data to empirically inform client related decisions as well as overall practice processes and outcomes. Practitioners assess with qualitative and/or quantitative methods receptive to client diversity, differences, abilities and specific goals, collecting only information relevant to assess and improve services. Essential behaviors include:

- 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;
- Uses research methodology to evaluate clinical practice effectiveness and outcomes, and;
- Uses research findings to improve practice, policy, and social service delivery.

III. THE FIELD EDUCATION PROGRAM: AN OVERVIEW

Philosophy and Purpose of Field Education

CSWE describes field education as the “signature pedagogy” for social work education. Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform and to act ethically and with integrity, field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum and each contributes to the development of the requisite competencies of professional practice. (CSWE, Accreditation Standard for Field Education)

The field instruction sequence in the MSW curriculum is designed to give graduate students generalist and clinical (specialized) field experiences within an agency or community setting under supervision of experienced social workers and in a class-based seminar course led by experienced faculty field liaison. The faculty field liaison conducts the field seminar and also works closely with the student and field instructors to ensure the student has opportunities to practice in all areas of social work, is being coached, mentored, and supervised by the field instructor and or task supervisor. The faculty field liaison also conducts at least two evaluations and is available to the student and field instructor throughout the course of the time the student is in field. Through this experiential model, students can learn to use themselves and their professional generalist and clinical knowledge, skills, and values in working with individuals, families, groups, organizations, and communities, connect the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice. (CSWE Accreditation Standard 2.2.1- Field Education)

The field education experience occurs within an agency, social service organization or community setting under supervision of an experienced Social Worker. Experiential in nature, the varied arenas afford practical experience where students can learn to use themselves and their skills working with individuals, families, groups, organizations and communities. The element of supervision from a seasoned social worker provides learning activities and work assignments that are individualized for the student. Individualized student learning plans are important for numerous reasons. In addition to the activities of the individual student experience in the agency, students have additional activities in the field seminar class which reinforces the competencies and behaviors. Most importantly they are able to focus on the specific educational needs of the student and create realistically attainable experiences. Students therefore gain an understanding of the problems and needs of the population with whom the agency works. This creates an environment that helps develop skills in the practice

of social work interventions. Additionally, during the process students acquire firsthand knowledge of the agency functions, and resources, establishing networks of various community agencies. (CSWE Accreditation Standard 2.2.4- Field Education)

The field experiences allow students to apply and integrate knowledge gained from the classroom into real life situations. Thus, field education is a highly valued component of the MSW curriculum, as it is recognized that field placement provides a level of learning that cannot be duplicated in the classroom. (CSWE Accreditation Standard M2.2.3- Field Education)

Approved potential field placements are established through a formalized arrangement between the University and a community based social service agency. The arrangement is formalized in a written affiliation agreement that is signed by appropriate administrative personnel from both facilities. (CSWE, Accreditation Standard 2.2.7- Field Education)

Structure of the Field Placement Curriculum: MSW I (Generalist) & MSW II (Clinical)

MSW I (generalist) field placement is a 425- hour field placement. Students are required to complete the 425 hours of supervised field placement. This foundation field placement typically occurs during the summer, after the foundation year of study. It is required of students who enter the master's program without an undergraduate degree in social work. The USI field education model is a "concurrent" model; that is, students take classroom courses concurrently with their field placement. The office of field education works with community partners to ensure MSW students have opportunities to develop competencies with individuals, families, groups, organizations, and communities.. (CSWE Accreditation Standard 2.2.2 - Field Education)

MSW II (clinical) field placement is a 600-hour field placement. This placement builds upon the generalist field experience and classroom curriculum. Students are required to complete 600 hours of supervised field placement in a community agency in 30 weeks, typically over fall and spring semesters. The USI field education model is a "concurrent" model; that is, students take classroom courses concurrently with their field placement. (CSWE Accreditation Standard 2.2.3 - Field Education)

Administrative Organization of Field Education

The administration of all field education is primarily the responsibility of the Director of Field Education. The MSW Program Director reviews the academic files of all students to determine if they meet eligibility requirements for field placement. The MSW Program Director provides a list of students eligible for field to the director of field education. All students deemed eligible for field placement are required to attend a mandatory field placement meeting to begin the application and interview process for field placement.

Faculty members who teach the field seminar courses taken concurrently with field placement also serve as the "faculty field liaisons" to the field placement agencies in which their students

are placed. This model provides a designated faculty member with whom each field agency will interact to ensure consistency in the relationship between the program and the practice community. (CSWE, Accreditation Standard 2.2.8- Field Education)

An agency-based supervisor serves as the “field instructor” to the student in placement. The field instructor has primary responsibility for the assignment and oversight of the student’s educational activities in the agency. (Accreditation Standard 2.2.8 – Field Education) The design of the practicum is guided by the educational objectives as defined by the department, an individualized student-learning plan, consultation with the faculty liaison and policies and procedures as outlined in the MSW Field Manual.

The duties of the field education staff are described in Section IV of this manual, “Field Education Personnel and Student Responsibilities.” Additionally, the faculty liaisons also are part of the “field committee,” an advisory group to the director of field education. (Accreditation Standard 2.2.8- Field Education) In addition to informal feedback from social service agency personnel and students, agency representatives serve on the social work department of advisory board and/or interim ad hoc field advisory committees providing guidance concerning the field education program. Students are required to attend a formal meeting yearly with the director of the MSW program in which their feedback is sought. Formal evaluation instruments also are utilized in evaluating field education. Accreditation Standard 2.2.10- Field Education). Additionally, the MSW program director compiles an itemized composite and analysis of the student performance evaluations as a quality improvement tool.

IV. FIELD EDUCATION PERSONNEL AND STUDENT RESPONSIBILITIES

Director of Field Education – Roles and Responsibilities

The overall responsibility for the operation of the field program rests with the Director of Field Education. Field education policy and procedures are governed by the standards for field education established by CSWE and the USI social work faculty and administration. While field education activities may be delegated to other faculty directly involved with field education, chief responsibility for program development and assessment of field education remains with the director of field education. The field committee provides primary consultation to the Director of Field Education. The director of field education provides orientation, field instructor training, and continuing dialogue with field education settings and field instructors. (Accreditation Standard 2.2.10- Field Education)

Field Education works within the established field education policy and procedures, under the supervision of the Director of Field Education and is responsible for placement of all MSW field students for their generalist (Field I) and clinical (Field II) placements.

Responsibilities include:

1. Assuring that the student has met all criteria for admission to field education
2. Meeting with students to ascertain their areas of interest
3. Maintaining field records
4. Communicating with seminar instructors, field liaisons, and community agencies

Activities may be delegated to another faculty member directly involved with field education. The office of field education also responsible for MSW field education development. The faculty field liaisons will provide consultation to the director of field education pertaining to field students.

Field Education provides orientations for students coming into field, field instructor training at the beginning of each year, and an ongoing dialogue with field education settings and field instructors. (CSWE Accreditation standard 2.2.10- Field Education)

Responsibilities of the Director of Field Education include coordination of placement activities with faculty field liaisons, field instructors, and other agency representatives. The Director of Field Education works with the faculty field liaisons, who have the most direct personal contact with field agency personnel, providing support through technical assistance and mutual consultation to students and field agency personnel. The Director of Field Education ensures that support is provided to field practicum instructors in the following ways:

1. Offering orientation and training to newly active field instructors,
2. Offering periodic continuing education opportunities to all active field instructors,
3. Providing information about the curriculum,
4. Providing clear practice and evaluation goals for individual students,

5. Providing electronic copies of the field manual, and
6. Sharing pertinent information about practicum students when congruent to prudent academic practice. (Information about practicum students considered “pertinent” in this context would be limited to confirmation of the student’s academic eligibility to enter the field placement and information about prior academic performance if relevant to field placement. Such information is shared only for the purpose of acquiring and implementing educational field experiences and supervision designed to address the individualized professional development needs of the student. This information would be shared on condition of a signed formal authorization of release by the student.) [See Appendix A]

The director shall ensure that support is provided to field practicum students by selection of field placements based upon the objectives of the educational program and the learning needs of students, maintaining seminar courses concurrent with field placement which provide structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom and expand knowledge beyond the scope of their practicum setting. As part of the advising process related to the selection of field placement, students are provided access to descriptive field agency files and content of the field manual for review.

Overall responsibility for the operation of the field program rests with the Director of Field Education. Field education policy and procedures shall be governed by the standards for field education established by CSWE and the USI social work department administration and faculty.

Field education provides orientations for students coming into field, field instructor training/orientation each year, and an ongoing dialogue with field education settings and field instructors. (CSWE Accreditation standard 2.1.10- Field Education)

Additional duties for Field Education under the supervision of the Director of Field Education include developing policy guidelines for the administration of field, maintaining appropriate files, and obtaining consultation or feedback from faculty, students, and field agency representatives in regard to field education. This will be done through survey instruments, personal contact, and formal meetings with the faculty field liaisons, Faculty Field Committee, Advisory Board, or other ad hoc groups. (CSWE Accreditation standard 2.1.8- Field Education)

Policies, criteria, and procedures for selecting field settings, placing and monitoring students, maintaining field liaison contacts, and evaluating student learning and field setting effectiveness are congruent with the BSW program’s competencies. (Accreditation Standard 2.2.7- Field Education)

Selection of Field Agencies

The Director of Field Education seeks additional appropriate field settings for a growing program. Input is sought from social work field liaisons, faculty, and the social work department Advisory Council. In addition to the above mentioned, we also have agencies who contact the department wishing to become an affiliated agency. Each new setting is evaluated to determine appropriateness for social work education, i.e.; what type of work does the agency do, do they have social workers on staff, are the social workers licensed, do the social workers have the experience to supervise students. Once an agency is vetted the, the appropriate level of placement is determined (generalist, clinical or both), and new agency personnel receive orientation and training on supervision, social work competencies, student learning plans (SLPs), field handbook, student roles, use of task supervisors, what to do when problems arise as well as gatekeeping. Current agencies are monitored to ensure students are receiving appropriate supervision, and training and the safety of students in current field settings.

Faculty field liaisons are in communication with personnel and agencies several times each semester and are also the “eyes and ears” of USI field education. *Faculty field liaisons (seminar leaders) conduct face-to-face, on-site field visits with the field instructors and students to assess midterm and final student performance. In addition to student assessments, field liaisons inquire into any agency changes and inform them of MSW program changes or foci (e.g. addressing an emerging issue among students or a collective issue raised from field seminars). For the few distant agencies, greater than a two-hour drive, visits can be done electronically via Zoom or Skype or other electronic means. In the event the faculty field liaison has a cause for concern, the liaison attempts to correct the situation and notifies the director of field education. Should agencies need training on student safety, there is a training module on our Tools for Agency Field Supervisors section of the social work web site.

Approval of community social service agencies is based upon the agency’s ability to provide learning experiences congruent with the mission, goals and objectives of the MSW program, to provide competency-based field instruction and a clear articulation of student learning opportunities within the agency. The program assists the agencies in assessing and documenting their abilities to meet these criteria through mutual discussion during the agency selection process and uses of such instruments as the Field Placement Agency Profile, university/agency affiliation agreement and other forms and procedures, see MSW Field Manual, Section IV – Field Education Personnel and Student Responsibilities (pg. 12, available in Vol. III or online).

Agencies are required to identify learning activities, which provide social work experiences correlated to the competencies and affiliated behaviors. It is preferred that field placement agencies operate under an accrediting or oversight body as evidence of their on-going review in regard to ethical and professional standards. In those instances, in which an agency does not

meet those criteria, particular attention is given to the credentials of the individual professional staff, including licensure status and participation in continuing education activities.

Agencies also are required to demonstrate support for the professional education process itself by offering a qualified agency-based field supervisor and adjusting work assignments to permit him or her adequate time to meet the responsibilities of a field instructor which includes developing and implementing the student's field placement and providing the student regular access to supervision. Agencies also are expected to support and encourage the participation of field supervisors in orientation and training programs offered to field instructors through the social work department.

The Director of Field Education has responsibility for determining if agencies meet the eligibility criteria for approval as a field placement agency and for maintaining an agency file, which includes the agency profile, affiliation agreement, the field instructor's credentials or other documentation supporting that eligibility. It is the responsibility of the agency to complete and update these documents when requested.

Agencies are not obligated to accept students every semester. It is not unusual for changes in the organization or personnel, or even the desire for a respite to prompt an agency to not accept any students at a given time. Agencies also have the right to not accept an individual student, based upon their assessment after reviewing the student's resume and/or as a result of the pre-placement interview. Additionally, an agency may request to be removed from the list of approved agencies, just as the social work department may remove the agency from the list should it no longer meet the criteria as an approved agency. Agencies located more than one-hour driving distance from the campus of the university are utilized on a limited basis, with approval decided on a case-by-case assessment. Below is a summary list of field agency responsibilities:

1. Complete the agency application forms;
2. Provide services representative of generalist social work for MSW Field Practicums I and clinical social work for MSW Field Practicum II;
3. Preferably, have a licensed (LCSW) social work staff member with the recommended practice experience who can serve as the agency field instructor;
4. Insure regular ongoing supervision of the student, including pre-scheduled conferences equivalent to a minimum of one hour per week, and;
5. Be committed to the values and ethics of the profession of social work.

Placing and Monitoring Students

Students complete and submit the *Application to Field* in the fall semester for MSW I (generalist) placement and in the spring semester for MSW II (clinical) placement. MSW students are matched with an agency of interest, population and/or geographic location, who

meet the criteria for clinical placements. Students interview with the agency and, if selected, the agency signs a *Field Instructor Guideline Form*, found in the *MSW Field Manual*, submits it to the field office under the direction of the Director of Field Education. The student and agency work out a schedule for the internship. Students also are required to participate in a field seminar which runs concurrently with the field placement.

The USI field manuals have a section called *Problem Solving, Corrective Action and Termination Procedures in Field Placement*. This section outlines the problem-solving process for students, liaisons, and agencies. When students are in the agency, the faculty field liaison has the first level of monitoring the student. The liaison meets with the student in the field seminar and conducts midterm and final evaluations with the student and the agency field instructor. At any point during the internship if a student has a concern, he/she can bring this to the field liaison's attention who, if the situation warrants, may involve the director of field education. If the agency has a concern with a student and or performance, they will report to the faculty field liaison who may involve the director of field education if the situation warrants.

Student Safety

Students are trained in safety precautions prior to beginning their field. Safety is also covered in the seminar class and many of our agencies provide safety training to students. This presentation is also located on our website and is available to agencies to utilize.

<http://www.usi.edu/media/5604498/personal-safety-in-field.pdf>

Evaluating Student Learning

This is a continual feedback loop. Field Education, under the direction of the Director of Field Education, conducts a training at least once per year with agency field instructors/supervisors. (this training is conducted through zoom and recorded). In this workshop expectations of the agency and supervision are explained. The Director of Field Education conducts agency visits and the faculty field liaison conduct site visits at midterm and final with the student and agency field instructor. Students also report on the learning opportunities the agency provides, the supervision received, and the topics covered in the setting. In the field seminar course, the faculty field liaison helps the students' link the tasks with the competencies, so students can identify, describe, apply, compare, appraise and compose a learning plan which incorporates the competencies and behaviors of social work practice.

Field Setting Effectiveness

The field office evaluates effectiveness and appropriateness of each location by seeking feedback from students and from faculty field liaisons. Faculty field liaisons are in direct contact with the agencies, programs and field instructors. They tend to be the eyes and ears of field education and the social work program. We also utilize the learning plans to see what types of goals, objectives, and experiences students have had in particular settings. For the generalist

placements, the field office ensures that students are performing appropriate tasks for the generalist level placement. If a setting is not allowing appropriate level experiences, we work with them to improve and to provide the appropriate level of tasks and activities if possible. We have also discontinued placing students if the setting is not appropriate for the level of internship.

Selection of Field Instructors

USI field education maintains ongoing contact with field agencies in assessing student learning and field setting effectiveness in five ways: affiliation agreement approvals and reviews, field agency survey, onsite field visits, ongoing field instructor trainings, and a bi-annual field education newsletter. (CSWE Accreditation standard 2.2.8 – Field Education)

Formal affiliation agreements are established and reviewed by the director of Field Education, USI Risk Management, and chair of the social work department every three years, negotiated in face-to-face meetings, emails and telephone calls. The director of field explores agency characteristics and resources, changes of an agreement renewal, and their goodness-of-fit with the USI, social work department, BSW/MSW programs missions and goals.

Agency based field instructors approved to supervise MSW students in field placement are required to possess a master's degree in social work from a CSWE-accredited program and have two years post-masters social work experience. The preference of our clinical placements is that the field instructor will also be clinically licensed. Other criteria taken into consideration include length and level of their practice experience in generalist or clinical practice and expertise in the student's focus area or specialization. In all cases, the credentials of the field instructor and the mission of the agency are expected to be compatible with the MSW program mission and goals. In any case in which the field instructor does not hold a MSW from a CSWE-accredited program, the field liaison or director of field education assesses if there are specific areas that require additional faculty involvement to ensure that a social work focus, and identification are sustained. It is important that field instructors have adequate practice experience, at least two years post-MSW. In rare situations when a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for providing the social work perspective. This is accomplished by the faculty field liaison assuming the responsibility to ensure the social work perspective. Another way in which this may be accomplished, a social worker with the appropriate degree and experience from outside the agency will provide supervision, and in many cases, it is a USI social work faculty member who accepts the responsibility. (CSWE Accreditation standard 2.2.9 – Field Education)

In exceptional cases, a professional who holds a doctoral or master's degree in a related discipline to social work may serve as a field instructor. To be approved, the non-social work professional must: (1) Hold at least a master's or doctoral degree in a related field, (2) Be

employed in a program providing services and educational opportunities congruent with the educational objectives of the MSW program and the educational needs of the student, (3) Provide evidence of a high level of expertise, as reflected in their professional training and experience, (4) A commitment to ethical practice, and (5) Values and respects social work as a peer discipline,. Approval for field non-social work instructors is evaluated by the director of field education on a case-by-case basis. These exceptions will most often be made when the educational opportunities provided by the agency and field instructor are not available to the student in a similar agency under the direct supervision of a professional holding a degree in social work. Agency field instructors from disciplines other than social work are provided a copy of the NASW Code of Ethics.

When approving field instructors, the program also assesses prior student supervisory experience and evidence of professional development, e.g. certifications, continuing education programs, in particular those offered through the USI social work department. Field instructors also are expected to highly value field education, have an affinity for working with students, receive gratification from the supervisory development activities, and make a personal commitment to be an agency field instructor. The Director of field education keeps on file resumes and other credentials as evidence that the criteria for approval as a field instructor have been met.

Roles & Responsibilities of Field Instructors

The focus of the field experience is the professional education and development of social work students. The primary role of the field instructor is that of teacher. The field instructor assesses the professional education and development needs of the student, arranges learning experiences to meet those needs and master the nine competencies and affiliated behaviors, and provides on-going student supervision.

A basic requirement for assuming field instruction responsibilities is the agency's adjustment of the individual staff member's work assignments to permit sufficient time to develop and implement the student's field practicum. The field practicum plan is expected to give the student regular access to the field instructor. At a minimum, formal supervisory conference time is expected to be equivalent to at least one hour per week. Other specific responsibilities of the field instructor include providing consultation to the student in the development of an individualized student learning plan (SLP), completion of a formal mid-term and final evaluation of the student's competency-based performance, meeting with the faculty field liaison at mid-term and the end of the term to review the student progress and verifying completion of required hours. Field instructors participate in orientation or other continuing education programs offered by USI and the department of social work.

Roles & Responsibilities:

1. Attend the orientation workshop for new field instructors as appropriate;

2. Provide the student with an orientation to the agency;
3. Provide regular and consistent supervision, including pre-scheduled conferences equivalent to one hour per week;
4. Assist the student obtaining information needed to complete field related assignments, including seminar assignments, when appropriate;
5. Assist the student in the development of the individualized learning plan;
6. Assess the quality of the student's performance in field and complete the mid-term and final evaluation instruments provided by the school and review the evaluations with the student. While an evaluation in a narrative form is not required, they are highly valued, and as a qualitative assessment often more effectively individualizes the report. Including a narrative appraisal is optional;
7. Participate in conferences with the Faculty Field Liaison and the student in conjunction with your evaluation of the student's performance, or otherwise as appropriate;
8. Consult with the faculty liaison whenever such contact might be of benefit to you or the student;
9. Contact the faculty liaison whenever concerns emerge in regard to the student's performance in field, and;
10. Assure adherence to the NASW Code of Ethics.

Involvement of "Task" Supervisors

The field instructor may arrange for other professional staff to provide learning experiences for the student in placement. This allows the field instructor to draw on the experience or expertise of colleagues in facilitating student learning. On those occasions when the field instructor delegates task supervision responsibilities to another professional, it is the field instructor's responsibility to coordinate the learning experience and obtain input from the task supervisor when evaluating the student's performance.

Faculty Field Liaison Roles and Responsibilities

The faculty member serving as liaison to the field agency provides consultation and support to the field instructor and the student for the purpose of facilitating the educational process. Functions of the field liaison include linkage, mediation, and monitoring. These functions are carried out through meetings and other contacts with the field instructor and student. (Accreditation Standard 2.2.8 – Field Education)

The general expectation is that the field liaison will visit or utilize acceptable conferences with the agency a minimum of two times during the practicum. Focus of the meetings might include review of the student's individual learning objectives and a review of the student's evaluations at mid-term and end of practicum. The field liaison is also the field seminar instructor and has regular contact with the field student. The seminar course is spread out over the entire practicum placement and meets in a hybrid format which includes face to face and online with the students enrolled in seminar.

Other specific responsibilities of the faculty field liaison include:

1. Providing feedback in regard to the individual learning plan developed by the student in consultation with the field instructor;
2. Attending meetings or workshops relative to the operation of the field program;
3. Providing first line mediation and consultation to the field instructor and student regarding field placement issues or problems;
4. Informing the director of field education of field placement progress, and;
5. Assigning the grade for the field placement.

Student Responsibilities and Expectations in Field

A primary expectation of students in field placement is that they take the role of a learner actively involved in their own professional education and development. Specific requirements to assist and guide students in the field education process include:

1. Practice competency objectives for MSW field education, which are identified in the MSW Field Manual;
2. Students are required to work with their faculty field liaison in seminar and agency field instructors to write their student learning plan (SLP) which frames CSWE Competencies (See Appendix);
3. Students are required to attend a field seminar course, which includes additional assignments designed to assist them in integrating knowledge from their courses with their field experience and performance, and;
4. Students are required to meet the specified number of field practicum hours. The MSW Social Work Practicum I require 425 hours, and the MSW Social Work Practicum II requires 600 hours. The field instructor will be asked to verify this requirement has been met (See Appendix).

Other expectation and requirements of students in field placement include that students are to:

1. Conduct themselves in a professional manner in relation to clients, their field instructor, and other agency staff and community colleagues;
2. Abide by agency personnel and program policies as well as USI and social work department policies governing students;
3. Actively participate in his or her learning experience through self-assessment of learning needs, professional development, personal strengths, and professional potential, and;
4. Work within the framework of agency and faculty supervision.

[See the Student Learning Plan (Appendix) and Student Performance Evaluation Instruments (Appendix L) in this manual and Corrective Action Procedures in the MSW Student Handbook for additional information regarding expectations for students.]

Policies regarding field placements in an organization in which the student is also employed.
(CSWE Accreditation Standard 2.2.11- Field Education)

Compensating Students for Travel

Agencies are expected to compensate students for the use of their own personal vehicles for any travel directly related to agency work. Such compensation should be given at the same rate paid to full-time staff. Agencies are not required to compensate students for travel from or to their home.

Conference Attendance

Students may be permitted to attend professional conferences or workshops and count those hours toward field. While the social work department is supportive of student attendance in continuing education programs, approval of attendance in lieu of field is at the discretion of the field instructor and may be contingent on the needs of the agency.

Employment Concurrent/Separate from Field Placement

Students may be approved to complete a field placement in an agency in which they are already employed if the following conditions are met:

1. The field activities must provide new learning experiences for the student;
2. The field practicum supervision must differ from that associated with the student's employment (See Appendix E);
3. The field placement assignment must provide the appropriate level of educational opportunities, e.g. "generalist" activities for the MSW students, and;
4. The employing agency must agree to the field placement plan, which protects the learner role for the student-employee.

Students wishing to complete a field placement in their agency of employment must submit a formal request that clarifies how the above criteria will be met. The form for this request is included in this manual, turned in to the director of field education (See Appendix E).

The generalist Social Work Practicum I (SOCW 511) requires 425 hours (~32 hours per week) and is typically completed during the summer semester. The clinical Social Work Practicum II (SOCW 611) requires 600 hours (20 hours per week) and is typically completed during the fall - spring semesters. In order to protect the integrity of the learning process, protect the student from a hazardous overload, including an undue professional liability risk, and protect clients served by students, it is recommended that students limit the number of hours they are employed outside of field practicum to 25 hours or less per week during the time they are completing their field practicum.

Requests for Agency Field Placement during Non-Traditional Hours

Most agencies only have professional staff present during traditional business hours. Therefore, most placements for MSW students are during traditional business hours and days. Agencies, which are open during non-traditional hours, may not be able to provide learning activities or supervision which fulfills the educational objectives of the MSW program. The field office cannot guarantee the availability of a field placement during non-traditional hours (nights and weekends).

Part-time students are often employed full-time and wish to continue to be employed full-time during their field placement. It is our desire to accommodate the students who need to work. We will make reasonable efforts to do so, however, students are advised upon admission to plan for making accommodations, so they can meet the demands of field placement. The recommendation is made out of concern for students and clients as well as because the availability of non-traditional hours is extremely limited.

V. FIELD EDUCATION PROCESS

Student Eligibility for Field Placements

To be approved to enter *Social Work Practicums I & II*, students must meet several requirements:

Social Work Practicum Requirements:

- A. Officially admitted to the Master of Social work Program and be in good standing.
- B. Maintain a minimum 3.00 overall GPA.
- C. Completion of all noted requirements.
- D. Maintained academic and professional standards as required in MSW Placement I (for non-BSW MSW students).
- E. Have the consent of the director of field education in consultation with the director of the MSW program.

Student applicants proceed through a series of defined steps, requiring specific forms and materials (listed in chronological order):

1. **Field Application 101** – In the fall semester of the first year the non-BSW students attend a field application information session that reviews field criterion, application procedures, forms and timelines, agency assignment practices, *NASW Code of Ethics*, and expected professional image and behaviors (e.g. dress, written and verbal communication, online reputation, alcohol usage). USI also strongly recommends that students get professional liability insurance through the National Association of Social Work (NASW) as more and more agencies are requiring such coverage for students. Shortly after this session, students can attend training on resumes and job interview skills conducted by USI's Career Services.

In January the full-time and part-time advanced standing students attend a field application information session that reviews field criterion, application procedures, forms and timelines, agency assignment practices, *NASW Code of Ethics*, and expected professional image and behaviors (e.g. dress, written and verbal communications, online reputation, alcohol usage). USI also strongly recommends that students get professional liability insurance through the National Association of Social Work (NASW) as more and more agencies are requiring such coverage for students. Students are provided information on resume writing and or interview skills and provided information to USI's Career Services for more in-depth information and training.

2. **Application for Field Placement** – Eligible students submit a formal *Application to Field Form* in addition to a professional resume, HIPPA and OSHA certification, and confirmation of valid national and local background checks. All students are required to

have national and local criminal background checks completed and submitted prior to being placed in an agency. Instructions for completion of both criminal background checks will be provided by the director of field education at the Field Placement Process session. Lists of approved agencies and descriptive materials are made available to students for review. Students identify preferences by listing populations and settings rather than specific agencies. The form also includes an authorization of *Release of Information* statement signed by the student allowing the field office to release field specific information to possible field agencies. We also strongly recommend that student get professional liability insurance through NASW as more and more agencies are requiring it for student placement.

3. **Agency Placement** - Field Education reviews the student's complete application to field placement and required materials in order to assess the individual student's field education needs.. The application includes an authorization of "release of information" statement to be signed by the student. Past professional experience, education, agency and population interest, student preferences, career goals, and program requirements are reviewed and correlated to the available field agencies.
4. **Field Agencies Informed** - The field office contacts agencies of prospective student field placements, informing them of the process schedule and when to anticipate hearing from students who seek placement. They are asked to inform the director of field immediately if it is not feasible for them to accommodate a student for the upcoming semester.
5. **Student Contact with the Agency** - Once the field office has received all required documents and field agencies have agreed to interview, students are advised to send their resume and a cover letter to the prospective field instructor at their assigned agency. The cover letter should inform the agency personnel of the student's desire for a field placement, the reasons for that interest, and intent to follow-up with a phone call within two business days asking to schedule an interview. Any exceptions to this process will be indicated to the student. Students are not to contact agencies unless authorized by the field office.
6. **Field Agency Interview & Report** - The student will be interviewed in the prospective agency by the field instructor and/or other agency personnel. Upon completion of that interview, the student contacts the Director of Field Education by e-mail, telephone, or a brief face-to-face visit and inform him or her of the outcome of the interview.
7. **Confirmation of Field Placement** - The student is responsible for obtaining a signed *Field Instructor Guideline Form*, once received, the Director of Field notifies the agency to confirm the placement, which includes the date of the orientation for new field instructors and other information relative to the field placement such as hours required and dates for the placement. [Should the placement not be available to the student for

any reason the field office will pursue the next agency on the student interest from and repeat steps 4 through 7 in reference to an additional agency placement.]

8. **Clarifying Starting Date and Schedule Negotiation** – Students are advised to contact their field instructor no later than the week preceding the beginning of the placement to clarify when, where, and with whom they will report for their first day of placement. Students negotiate a weekly/hourly schedule with their field instructor by the end of the first week in placement that accommodates their class schedule and the agency’s needs or recommendations for their optimal educational experience in that setting. It is the student responsibility to maintain the agreed upon schedule. [Students must continue through the end of the semester even if the required number of hours has been met prior to the end of the semester.]

9. **Field Orientation** – A mandatory student orientation to field education will be provided under the direction of the Director of Field Education prior to the start of the semester in which the student will be in field. This meeting takes place no later than their first field seminar class. This orientation session reviews keeping to established time schedules, being on time, absences, field timesheets, practice logs, social work competencies and affiliated behaviors, SLPs, field safety, professional behavior, problem solving, ethical decision making, self-care, and time management for the competing demands of field, academic courses, and personal lives.

It is recognized there may be exceptions to the process outlined above based on student or organizational needs. The process as outlined is not intended to rule out viable field placement options that meet the CSWE standards. For example, it is not unusual for a student to identify a viable placement agency that has never applied for approval as a field agency and request a placement there. In such cases the agency must complete the application process, be evaluated, and approved as an eligible field agency. The agency will be provided consultation by a field faculty member during their application process.

Students are asked to **not** initiate contact with any agency already listed as an approved agency. To do so can compromise the equal opportunity of all students interested in the agency. It also risks jeopardizing both the student’s and the school’s relationship with the agency as it violates established procedures between the agency and the MSW program.

Field Seminar

Students are required to take a field seminar course concurrently with their field placement. The primary purpose of the seminar is to integrate classroom content from across the curriculum with the practical experience in field. Specific course assignments are designed to meet that goal. Additionally, discussion of field experiences in the seminar raises policy and ethical issues, which aids analysis of case material in relation to understanding human behavior and evaluation of one’s own social work practice. The broad range of practice settings in which

students gain generalist and clinical experience further enhance the learning process. This course allows the student to utilize Competencies within their field experience.

Student Learning Plan (SLP)

Quality learning experiences require thoughtful planning. The student-learning plan is a tool to facilitate such planning (Appendix). The student's learning plan should be individualized with regards to:

1. Student's present abilities, goals, and professional development needs;
2. Learning opportunities the agency setting can provide;
3. The Competencies established by CSWE;
4. The USI Social Work Department's educational objectives for field education, and;
5. Application of the MSW curriculum.

The student-learning plan should identify learning objectives, as well as activities and assignments to meet those objectives, and methods for evaluating if the student has met the learning objectives. Developing the student-learning plan delineates the expectations of both the student and the agency supervisor and provides data for evaluation of student performance.

VI. PROBLEM SOLVING, CORRECTIVE ACTION, AND TERMINATION PROCEDURES IN FIELD PLACEMENT

MSW Student Performance Review Process in Field Placement

As required by CSWE, it is the Social Work Department's responsibility to ensure that field placements are "educationally directed, coordinated, and monitored." When problems occur, the school will take an active role in an effort to mediate and resolve the difficulties. The primary goals of the school will be the assessment and resolution of barriers to achievement for field, related criteria for satisfactory completion of field placement, and to prevent the disruption of the placement. However, there may be circumstances in which a student is advised to discontinue field education or is involuntarily terminated from the field placement. The student, the field instructor, or the faculty field liaison may initiate the problem-solving process. In all cases, an effort should be made to resolve problems as the lowest organizational level.

Student Affairs Committee

At the beginning of each academic year, a student affairs committee and a committee Chairperson will be appointed by the chair of the social work department. The committee shall be composed of at least three faculty members and one BSW and one MSW student. The director of field education will serve as an ad hoc member in an advisory, non-voting capacity. Note: If a committee member requests a review of a student, the department chair will appoint an alternate to serve on the committee.

The student affairs committee is a department level mechanism for reviewing student problems in academic or professional performance. The committee will: 1) complete an annual review of the "Student Performance Standards and Criteria"; 2) make recommendations to the faculty for updates or changes to the review process; 3) receive and review requests for student performance reviews.

The Problem-Solving Process: Student Initiated

When a student perceives a problem during the field placement, the student should first try to resolve it at the agency level. It is recommended that the student take the following steps in the order listed, only moving to the next step when unable to resolve the problem otherwise:

1. Meet with the agency field instructor to discuss and resolve the problem;
2. Meet with the faculty liaison;
3. Meet with the field Instructor and the faculty liaison together;
4. Meet with the field director;
5. If the issue is not resolved, the field director will consult the student affairs committee, and;
6. If the issue is not resolved, the student and field director will meet with the MSW program director and/or Department chair.

Students attend a field seminar taught by the faculty field liaison concurrently with field practicum. Thus, it is not uncommon for students to raise issues of concern with the faculty field liaison to check their own perspective or for advice on how to best address the issue with their field Instructor. However, even in those cases, the student should initially be directed back to the field instructor to resolve the issue at that level.

The student may request reassignment to a different field agency at any point in the process. However, reassignment will not be pursued by the faculty field liaison or the field director without first consulting with the field Instructor. Reasonable steps must be taken to resolve the perceived problems before a new placement will be considered. Before a transfer is approved, the student must submit a formal written request for reassignment to the field director specifying the reasons for the request with copies also sent to the agency field instructor and faculty field liaison.

The Problem-Solving Process: Field Instructor Initiated

When agency field instructor or other agency personnel has a concern about a student's performance in field, the following steps to resolve the difficulty are recommended:

1. The field instructor will meet with the student to address the issue;
2. If the issue is not resolved, the field instructor will consult the faculty field liaison regarding the concerns;
3. If the issue is not resolved, the field instructor and student will meet with the faculty field liaison together, and;
4. If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the Student Affairs Committee.

It is not uncommon or inappropriate for the field instructor to consult with the faculty field liaison prior to meeting with the student to check his or her own perspective or to share their thinking about how to best approach the student. However, it is the field Instructor's responsibility to first work with the student to resolve the concerns before involving school personnel in any corrective action.

The Problem-Solving Process: Faculty Field Liaison Initiated

In rare instances, the faculty field liaison may initiate the problem-solving process as s/he becomes aware of concerns based on a student's self-reporting regarding conduct and performance in field or become aware of difficulties in the field agency or with the field Instructor, which adversely impacts the educational experience of the student.

When a faculty field liaison has a concern about a student's performance in field, the following steps to resolve the difficulty are recommended:

1. The faculty field liaison will meet with the student to address the issue;
2. If the issue is not resolved, the faculty field liaison will consult the field instructor regarding the concerns;
3. If the issue is not resolved, the field instructor and student will meet with the faculty field liaison together, and;
4. If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the student affairs committee.

Student Review Process Related to Student Performance in Field

The field instructor will regularly review the student's work as a part of the supervision process. Concerns should be discussed with the student at the field Instructor's first awareness. Explanations or examples of performance problems and recommendations for improvement will be made to the student along with any potential consequences of failure to meet expectations. If either a single event assessed to be of a serious nature occurs or if problem behaviors persist, consult the problem-solving process above.

A written action plan to address the issue (with a timeline) should be developed under the direction of the field instructor after consultation with the faculty field liaison and the student. This might be accomplished with a revised student learning plan, or with a separate document to be signed by all parties: student, field Instructor, and faculty field liaison.

Students develop a Student Learning Plan (SLP) based on CSWE Competencies and identify performance outcomes and expectations. Students who receive items rated less than satisfactory at mid-term will be expected to demonstrate improvement in those areas. In order to receive a "Satisfactory" grade for field placement, 80% of the items on the student's final evaluation must be rated at 3 or above.

The faculty field liaison will determine the grade for the student, after consultation with the field instructor and review of existing student performance evaluation instruments.
[See also "Termination of a Field Placement" below.]

Receiving a Grade of Incomplete

A grade of incomplete may be assigned in the following situations:

1. The student is demonstrating significant progress in problem areas previously identified but has not yet obtained a satisfactory level of performance and the assessment of the faculty field liaison is that the student could meet required performance levels within a reasonable and feasible time period and the placement agency is willing and able to extend the placement;
2. The student has not completed the required hours for the field placement due to issues which can reasonably be excused or are due to extenuating circumstances beyond the

student's control. The agency must agree to extend the placement and an agreement must be negotiated between the student, agency, and school about how and when the hours will be completed before the grade is changed, and;

3. The student may be transferred to another agency to complete the field placement if that is assessed to be appropriate and is feasible. (See Transfer in Field Placement) [See the Student Handbook and University Bulletin regarding incomplete work and an "IN" grade.]

The student must complete all course work related to the field placement before moving to the next level of field. For example; if a student is in MSW I field placement and receives an "Incomplete" (IN) grade. All the conditions of the incomplete grade must be met before the student can begin MSW II field placement.

Transfer in Field Placement

Students may be transferred from one field placement agency to another when it is not appropriate for them to remain in the originally chosen agency. However, it is recognized that such a disruption can compromise the educational process and create additional stress for the student. Therefore, the justifications for a transfer must be compelling. Occasions when a transfer might be considered include the following:

1. The field agency is no longer able to meet their responsibilities due to organizational or staff changes;
2. It is discovered early in the placement that the student/agency fit is not adequate to meet the professional education needs of the student, and;
3. The student has received an incomplete in the first agency and it is either not feasible or not advisable for the student to complete their placement there.

In any of the situations described above, maximum effort would be made to meet the deficiencies in order to allow continuation of the current placement before a transfer would be initiated. **The Social Work Department reserves the right to not offer a second placement based on student performance issues.**

If a transfer is necessitated, the transfer would be contingent on the student's authorization for disclosure of prior assessment, including both identified student strengths and performance problems to the potential new Field Instructor. The purpose of disclosure is to facilitate a field education plan designed to optimize the students' potential for successful completion via adaptation to the student's strengths and deficiencies.

If a grade of incomplete was received in the first internship, the student will be required to complete the full number of hours required for the course. In all cases, the first Field Instructor will be asked to clarify the number of hours completed in the first agency.

Grade of Unsatisfactory

The social work department may assign a grade of (U) Unsatisfactory (below 80%) based upon the recommendation and documentation of the agency field instructor. The grade must be based on the student's unsatisfactory performance because of failure to meet standards for competency, violations of policies of the agency or school, or unprofessional conduct and unethical practice as defined by the NASW Code of Ethics. The receipt of a failing grade for field automatically terminates the student from that internship and may result in suspension from the MSW program. [See "Range of Corrective Action Outcomes" in the Student Handbook.]

Students may request another internship. This request must be submitted to the director of field education in writing. The request must state the student's understanding of the reasons for the failure in the first internship and what he or she will do to avoid or resolve those factors in a future field placement. The director of field education will review the request and take any steps deemed necessary to fairly assess the potential success of the student in a new field placement. In consultation with the field committee a decision will be made as to whether or not the student will be offered another field placement. As in the case of all field assignments, placement will also be dependent upon the availability of an appropriate agency. The original unsatisfactory grade will not be changed. Therefore, the entire internship must be retaken, and the student must reregister for the course.

In some cases, the social work department may assess it to be in the best interests of the student to not immediately reenter another internship but would consider an application to reenter field in the future. It would be expected, should the student reapply to field that the student would present evidence that supports the potential for success in a repeat field placement.

The social work department reserves the right to deny a student a second internship based on student performance issues or other pertinent information. In no case will a third internship be offered for any single Field course.

Termination of Field Placement

Student performance or conduct that places clients at risk, is unprofessional, or is unethical may result in termination from the placement at any time during the internship. A determination ordinarily is made jointly by the field agency personnel and the field faculty. However, agencies provide field placement for students on a voluntary basis and have the right to suspend a student without prior notice. Termination may also result from the agency's inability to fulfill their responsibilities, unrelated to the performance of the student. The agency is required to notify the director of field education in writing of their termination of the student and the reason, with a copy of the letter provided to the student.

The social work department may also act to terminate a student from field placement. Students who are preparing for a career in the social work profession are expected to adhere to the standards for conduct of professional social workers as guided by the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>). Behaviors that may result in the termination of a student from field placement include unethical conduct and/or failure to perform satisfactorily.

Unethical Conduct

Students who perform in an unprofessional manner within the field agency may be subject to immediate termination from placement. Behaviors that could result in immediate termination from field include sexual misconduct, violation of the university's Alcohol and Drug Policy; physical or verbal assault of clients, faculty, or professional colleagues; or any violation of the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>).

Unsatisfactory Performance

Performance may be assessed as unsatisfactory for reasons including the following:

1. Violating agency policies regarding record keeping, attendance, tardiness, confidentiality or practice;
2. Inability to cooperate in the learning process with field instructors and/or professional colleagues, and;
3. Inability to meet learning expectations.

Additional factors which might prompt the initiation of corrective action, potentially resulting in removal from field and/or the MSW program include:

1. Failing/Inadequate performance in field;
2. Personal problems which interfere with student performance;
3. Unprofessional behavior, including unethical or illegal behavior (Appendix C);
4. Negative attitude which impairs the student's ability to actively participate in the learning experience;
5. Inability to function in the role of a student;
6. Inability to work within the framework of supervision;
7. Failure to comply with policies of the school or placement agency, and;
8. Poor attendance in field or the seminar.

[See Corrective Action, MSW Student Handbook for further explanation of the above standards.]

Students will be terminated from field for violations of the above standards by the director of field education in consultation with the field committee, the student affairs committee, and/or department administrative staff with a "need

to know.” Consultation will not be sought if such consultation could compromise the student’s appeal process. If the student is withdrawn from field for such violations, a failing grade will be given for the field practicum course. The receipt of that grade may result in dismissal from the MSW program.

NOTE: If a student is dismissed from an agency due to their own actions, they CANNOT return to field that semester/academic year. They must reapply to be accepted into field education for the following academic year to be re-evaluated for field appropriateness. The student is NOT guaranteed readmission into Field Education. This opportunity will only be offered one (1) time.

The Social Work Department reserves the right to deny a student a second internship based on student performance issues or other pertinent information. In no case will a third internship be offered for any single field course.

Student Rights to Appeal

A student who receives a failing grade in field placement or is terminated from field has the option of appealing the decision through the grievance process. If a student wishes to appeal any decision, he or she should meet with the MSW program director to review the appeals process only after all steps in the problem-solving process at (as outlined above) have been completed.

If a student believes that certain rights have been violated (i.e. discrimination based on age, gender, race, ethnicity, sexual orientation, social class or disability) the student may file a grievance.

For further clarification of the appeals and grievance conditions and processes, see the MSW Student Handbook and USI Bulletin.

[Note: All sections of the Corrective Action Procedures as outlined in the MSW Student Handbook and Grievance Procedures of the University apply to students in field.]

Use of Service Animals

The use of service animals is outlined by the university in the student handbook as, “service animal as defined by current Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the State of Indiana regulations. Is defined as an animal that is specifically trained to do work or perform tasks for the benefit of an individual with a physical, sensory, psychiatric/mental, or intellectual disability; and the work or tasks performed by the animal must be directly related to the individual’s disability. Animals that only provide crime

deterrent effects, emotional support, well-being, comfort, or companionship do not fall under the legal definition of “service animal.”⁴

Health Insurance

You must carry Health Insurance. You are not an employee of your internship agency and therefore not covered. Should you be injured while at your internship you are not covered under workers compensation. If you do not have healthcare coverage of your own, you may get it from HealthCare.gov or 1-800-318-2596 (TTY: 1-855-889-4325). You may also want to investigate The University Health Services, <http://www.usi.edu/healthcenter/fees-insurance/office-visit-plan-ovp>).

Liability Insurance

Students are encourage you to have your own liability insurance. NASW offers student coverage at affordable rates, see <http://www.naswassurance.org/malpractice/student-liability-individuals/> or call 855-385-2160.

⁴ See website for details: (http://www.usi.edu/media/1168957/animals_policy.pdf).

APPENDIX A: MSW I & II FIELD APPLICATION CHECKLIST & FORMS

MSW FIELD APPLICATION CHECKLIST

MSW Field Application Deadline: _____ at 4:30pm

Name: _____

Home telephone #: _____ Cell telephone #: _____

USI Id #: _____ USI E-mail: _____ @eagles.usi.edu

MSW Field Application Guidelines

MSW field applications must be mailed or turned in directly at the front desk of the social work department. Field application packets will only be accepted if they are complete and contain all required field education documents, forms, and certifications. It is not permitted to email or fax application packets. Any emailed or faxed application packets and/or supporting documents will be shredded. It is not necessary to purchase a folder, portfolio, or any other type of organizer for your application packet. Application packets should be turned in with a paperclip or in a simple envelope. Do not use staples.

Required Documents

To be eligible for field education and an agency field placement, the following documents, printed hardcopies, are required and must be included with your field application:

____ Completed *MSW Field Application Checklist*

____ *MSW I (Generalist) – or – MSW II (Clinical) Field Application Form*

____ Professional resume (current, no longer than 2 pages)

____ Local background check

____ National background check

____ Passing HIPPA certification

____ If applicable, *Agency of Employment Form* - to receive a copy of this form, please notify the field education graduate assistant at socialwork.field@usi.edu.

The deadline for all MSW field applications is _____ at 4:30pm. Field application packets must be turned in directly to the front desk of the social work office or mailed to:

University of Southern Indiana
Social Work Department - Field Education
8600 University Boulevard
Evansville, IN 47712

MSW I (GENERALIST) FIELD APPLICATION FORM

Name: _____

Home telephone #: _____ Cell telephone #: _____

USI Id #: _____ USI E-mail: _____ @eagles.usi.edu

Address _____

City _____ State _____ Zip _____

Permanent address _____

City _____ State _____ Zip _____

Telephone # _____

Emergency contact _____ Relationship _____

Telephone # _____

I grant permission to contact my emergency contact, if the need arises:

Student signature

Date

Student, printed name

Do you possess a valid driver's license? ___ Yes ___ No

Do you have access to transportation? ___ Yes ___ No Personal vehicle? ___ Yes ___ No

Criminal History Check - All students are required to complete a local and a national criminal history check by _____. The local criminal history check should be from your *permanent home address* and the national criminal history check must come from Sentry Link (www.sentrylink.com).

Disability Support - If you have a disability for which you may require academic accommodations for this class, please register with the office of disability resources (ODR) as soon as possible. Students who have or who receive an accommodation letter from ODR are encouraged to meet privately with the director of field education to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in ODR, 812/464-1961 (<http://www.usi.edu/disabilities>).

Generalist Social Work Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Generalist practice incorporates all of the core competencies

Practicum assignments are correlated to the individual student's (1) interest and aptitude, (2) professional education and experience (3), career goals and professional development needs, and (4) availability of the setting. Please check the practice population or practice focus area you desire for your practicum and indicate desired geographical location.

Field placements are within a one-hour drive of the campus. If you wish to be placed in a different geographic location, please contact the director of field education.

Population: ___ Child/Adolescent ___ Families ___ Adults ___ Older Adults

Mental Health: ___ In-patient ___ Out-patient ___ Chemical Dependency
___ Developmental Disabilities ___ Macro Emphasis
___ Other (specify): _____

Health: ___ Homeless ___ Hospital ___ Gerontology ___ Prisons ___ Veterans
___ Family/Children ___ Other (specify): _____

Children & Families: ___ Family Preservation ___ Family Life Education
___ Children/Teen Activity Programs
___ Other (specify): _____

Do you plan to request a field placement in your agency of employment? ___ Yes ___ No

If "yes", indicate the agency and attach a completed and signed *Field Placement in Agency of Employment Form*. Attach a copy of your up-to-date resume and background checks with this completed application.

While this application is not routinely shared with prospective field agency personnel, some information provided here may be shared if deemed appropriate, usually for strengthening the student's position as an applicant. Therefore, we ask that you sign the following:

I grant permission to the field office of the University of Southern Indiana, Social Work Department to release information from my field application for the purpose of arranging and maintaining my field placement. This release extends to several agencies when necessary for confirmation of a mutually agreeable placement.

I understand that making false statements and providing incomplete information may result in the cancellation of my field application. I certify that the information provided in this application is correct and true.

Student signature

Date

Student, printed name

This application is due by 4:30 pm on _____ and will not be accepted after that date, time.

MSW II (CLINICAL) FIELD APPLICATION FORM

Name: _____

Home telephone #: _____ Cell telephone #: _____

USI Id #: _____ USI E-mail: _____ @eagles.usi.edu

Address _____

City _____ State _____ Zip _____

Permanent address _____

City _____ State _____ Zip _____

Telephone # _____

Emergency contact _____ Relationship _____

Telephone # _____

I grant permission to contact my emergency contact, if the need arises:

Student signature

Date

Student, printed name

Do you possess a valid driver's license? ___ Yes ___ No

Do you have access to transportation? ___ Yes ___ No Personal vehicle? ___ Yes ___ No

Criminal History Check - All students are required to complete a local and a national criminal history check by _____. The local criminal history check should be from your permanent home address and the national criminal history check must come from Sentry Link: www.sentrylink.com. For non-BSW students in the liberal arts cohort, the background check done for your *MSW I Generalist Field Application* carries forward for your MSW II Clinical Field Application as long as no violations have occurred, please attest to this fact below.

Non-BSW Students Only

Since competing my criminal history checks for the MSW I Generalist Field Application, I attest that no new criminal violations have occurred or would appear on checks performed on this date.

Student signature

Date

Disability Support - If you have a disability for which you may require academic accommodations for this class, please register with the office of disability resources (ODR) as soon as possible. Students who have or who receive an accommodation letter from ODR are encouraged to meet privately with the director of field education to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in ODR, 812/464-1961 (<http://www.usi.edu/disabilities>).

Clinical Social Work Practice

Clinical practice builds on generalist practice, adapting and extending the nine social work competencies for practice with a specific population, problem area, and method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values and skills to engage, assess, intervene and evaluate within an area of specialization. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills, consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy and service delivery.

Practicum assignments are correlated to the individual student's (1) interest and aptitude, (2) professional education and experience, (3) career goals and professional development needs, and (4) availability of the setting. Please check the practice population or practice focus area you desire for your practicum.

Field placements are within a one-hour drive of the campus. If you wish to be placed in a different geographic location, please contact the director of field education.

Population: ___ Child/Adolescent ___ Families ___ Adults ___ Older Adults

Mental Health: ___ In-patient ___ Out-patient ___ Chemical Dependency
___ Developmental Disabilities ___ Macro Emphasis
___ Other (specify): _____

Health: ___ Homeless ___ Hospital ___ Gerontology ___ Prisons ___ Veterans
___ Family/Children ___ Other (specify): _____

Children & Families: ___ Family Preservation ___ Family Life Education
___ Children/Teen Activity Programs
___ Other (specify): _____

Do you plan to request a field placement in your agency of employment? ___ Yes ___ No

If "yes", indicate the agency and attach a completed and signed *Field Placement in Agency of Employment Form*. Attach a copy of your up-to-date resume and background checks with this

completed application.

While this application is not routinely shared with prospective field agency personnel, some information provided here may be shared if deemed appropriate, usually for strengthening the student's position as an applicant. Therefore, we ask that you sign the following:

I grant permission to the field office of the University of Southern Indiana, Social Work Department to release information from my field application for the purpose of arranging and maintaining my field placement. This release extends to several agencies when necessary for confirmation of a mutually agreeable placement.

I understand that making false statements and providing incomplete information may result in the cancellation of my field application. I certify that the information provided in this application is correct and true.

Student signature

Date

Student, printed name

This application is due by 4:30 pm on _____ and will not be accepted after that date, time.

APPENDIX B: MSW FIELD TIMELINE

MSW FIELD TIMELINE

Non-BSW (Liberal Arts) Students

September	Mandatory Field Application 101 sessions.
October	<i>Field Check Sheet, MSW I and MSW II Field Application Forms</i> , resume, criminal back ground checks and HIPPA certification all due to Social Work Office, EDUC 0129. If you need to meet with field office schedule an appointment with the Director or Graduate Assistant and discussion regarding areas of interest and possible field placements.
January	Students are placed based interest listed on application. If you need to meet with the field office, please schedule an appointment with the Director or Graduate Assistant and discussion regarding areas of interest and possible field placements.
February	Placement process for MSW I completed by April 1. Students interview with agencies. Don't put off your interviews until the last minute. Schedule as early as is possible in case an alternate placement must be found. Contact the field director and grad assistant after your interview and advise as to how the interview seemed to go. Don't forget Field Guideline Letters ("The FIG"), due prior to end of spring semester.
May – July	MSW I (Generalist) Placement A minimum of 425 hours in 13 weeks over the summer semesters.
July	The field office places all clinical students at the same time.
August	USI Fall Classes/Field Begin MSW II (Clinical) Placement A minimum of 600 hours in 30 weeks over both fall and spring semesters (300 hours each semester).

MSW FIELD TIMELINE

BSW (Advanced Standing) Students

January - March	Mandatory Field Application/ Orientation meetings. Advanced Standing (AS) full-time - once you are admitted you will be notified of the orientation meetings. You must attend a field orientation meeting prior to beginning field.
March	Applications for MSW II field placements due. Turn in to Social Work Office, EDUC 0129.
April – July	Students are placed based interest listed on application. If you need to meet with field office schedule an appointment with the Director or Graduate Assistant and discussion regarding areas of interest and possible field placements. Students interview with agencies. Don't put off your interviews until the last minute. Schedule as early as is possible in case an alternate placement must be found. Contact the Director of Field and Graduate Assistant after your interview and advise as to how the interview seemed to go. Don't forget the Field Instructor Guideline letter ("The FIG").
July	The FIG is due by July 1 - The field office places all clinical students at the same time.
August	USI Fall Classes/Field Begin

MSW II (Clinical) Placement

A minimum of 600 hours in 30 weeks over both fall and spring semesters (300 hours each semester).

Bonnie Rinks

Bonnie Rinks, ACSW LCSW
Director of Field Education
berinks@usi.edu
812-465-1106

APPENDIX C: STATEMENT OF CRIMINAL RECORD

FIELD EDUCATION: STATEMENT OF CRIMINAL RECORD

The Social Work Department offers professionally supervised field education in preparation for social work practice. Licensing is available in IN, IL & KY at the master's level and is frequently required by employers. The application for the examination to obtain licensure includes an evaluation of the applicant's criminal record.

You may have previously been required to obtain criminal background checks for another program or place of employment. If your criminal background checks were completed within a two-year time period before entering your clinical Field Placement, you may submit those criminal background checks. In lieu of an additional criminal record check for entrance into Clinical Field II, you are required to sign a statement related to any criminal acts, including pending charges, which you may have committed or been charged with since the date of your original criminal record check.

Have you been convicted of a crime, **since your submission of your original criminal record checks**, which were required to complete your admission to the Bachelor of Social Work program?

No [] Yes []

If yes, provide dates, a copy of the charges, dispensation and a detailed explanation of the event/events:

Additional "Zachary law" (PL11-1994) checks will be made when you submit your request for admission to field and again with the week prior to beginning of both field I and field II.

PLEASE CAREFULLY REVIEW & SIGN

My application for the Master of Social Work (MSW) field education program is complete and accurate. I understand that an incomplete or inaccurate statement, including the omission of criminal charges since my admission to the MSW program, may result in my suspension/withdrawal from candidacy and/or permanent dismissal from the baccalaureate degree program in social work.

Student signature

Date

Student, printed name

APPENDIX D: AGENCY OF EMPLOYMENT FORM

POLICIES REGARDING FIELD PLACEMENTS IN AGENCY OF EMPLOYMENT

Students currently employed in a social service agency or human service organization may complete a field placement in the current employment setting, if the following conditions are met:

1. The field instruction experience must provide new learning experiences not provided in prior field placements or employment. The proposed field education activities must be distinct from the normal work activities in this agency and evaluated separately from them, and;
2. The designated field instructor must be someone other than the job supervisor who evaluates the student as an employee and must meet the eligibility criteria to be an approved field instructor.

The employing agency must agree to the field placement plan, which protects the learning experiences for the student-employee. The following procedures will be utilized by the social work department to implement the above policy:

- A. The student must file a "Request of Field Placement in Agency of Employment"
- B. The request must be signed by the student and the appropriate personnel of the agency attesting to their review and support of the student's proposal.
- C. The request proposal will be reviewed by the Director of Field Education and/or other designated university personnel as the primary documentation utilized in the decision to approve or disapprove the request and will become part of the student's field education file.
- D. The Faculty Field Liaison/Seminar Instructor will be provided a copy of the proposal so that they might both support and monitor its implementation throughout the field placement.

REQUEST FOR FIELD PLACEMENT IN AGENCY OF EMPLOYMENT

1. The field instruction experience will provide new learning experiences not provided in prior field placements or employment.
2. I am employed by: _____ Since _____
3. My job title is: _____
4. My activities of employment include:

5. My activities of placement will include:

6. My work supervisor is: _____
7. My field instructor is: _____
8. My potential field instructor's credentials: _____

I, _____, acting as the employing agency representative agree to the field placement plan, which protects the learning experiences for the student-employee.

Student signature

Date

Student, printed name

APPENDIX E: STUDENT AGREEMENT FOR FIELD PLACEMENT

STUDENT AGREEMENT FOR FIELD PLACEMENT SCHEDULE

1. I agree to spend ____ hours per week at _____ (agency), beginning the week of _____ and ending the week of _____.
2. I agree to contact my agency field instructor to discuss any absences and to makeup those hours if agreeable.
3. I agree to attend and participate in all integrative seminars and to complete all required assignments.
4. I agree to meet with my seminar instructor/field liaison for individual or group conferences at the scheduled time. I further agree to immediately consult with my agency field instructor and or faculty liaison when concerns, problems, or issues emerge (See *MSW Field Manual* for further directions as to sequence of process.)
5. I agree to participate during the mid-term and final evaluations.
6. I agree to treat my field placement in a responsible and enthusiastic manner and realize both areas will be evaluated as part of my overall performance.
7. I agree to carry out the tasks assigned by my agency-based field instructor and be open to supervision and feedback.
8. I agree to develop, in cooperation with my field instructor, a written student learning plan. Included in the plan will be concrete learning goals/objectives, tasks/activities to meet these goals, and criteria for evaluation if the goal has been met. I will turn in one copy of the plan to my field instructor and one to the faculty field liaison.
9. I agree to read the *MSW Field Manual* and to review the complete coverage of student responsibilities contained or referenced in the MSW field manual and comply to those directives.
10. OTHER AGREEMENTS: _____

11. Following is my weekly schedule of hours at my field placement:

Monday:	_____	Friday:	_____
Tuesday:	_____	Saturday:	_____
Wednesday:	_____	Sunday:	_____
Thursday:	_____		

Student signature

Date

Student, printed name

APPENDIX F: FIELD TIME SHEETS

FIELD TIME SHEETS

University of Southern Indiana
 Social Work Department
 Field Education
 8600 University Blvd.
 Evansville, IN 47630
 812.465.1843

Intern Name:	Agency:
Agency Field Instructor:	Date:

Date	Start Time	End Time	Total Hrs.
WEEKLY TOTALS:			

 Student signature

 Date

 Supervisor/field instructor signature

 Date

APPENDIX G: STUDENT LEARNING PLANS



Master of Social Work I – Generalist

Student Learning Plan

Please Type or Print

Student: _____
Field instructor/supervisor: _____
Field agency: _____
Faculty field liaison/seminar instructor: _____
Semester/Year: _____ / _____

FIELD PERFORMANCE RATINGS

The competencies specified in this evaluation form have been identified by the program as applicable to your student's level of study/area of concentration. Under each of the competency statements, there are several practice behaviors that you are asked to rate according to the following criteria:

- 5** The student consistently demonstrates/engages in this practice behavior.
- 4** The student is approaching consistent demonstration of and engagement in practice behavior. Consistency is anticipated in the near future.
- 3** The student is developing behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
- 2** The practice behavior is beginning to emerge in the student's repertoire.
- 1** This practice behavior has not yet emerged in the student's repertoire.
- N/A** Not applicable as the student has not had the opportunity to demonstrate competence.

Competency 1

Demonstrate Ethical and Professional Behavior

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

Behaviors

Midterm/Final

Social Workers:

- | | |
|---|-----------|
| a) Make ethical decisions by applying the standards of the <i>NASW Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; | ___ / ___ |
| b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; | ___ / ___ |
| c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | ___ / ___ |
| d) Use technology ethically and appropriately to facilitate practice outcomes, and; | ___ / ___ |
| e) Use supervision and consultation to guide professional judgment and behavior. | ___ / ___ |

Competency 2

Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of

difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Behaviors

Midterm/Final

Social workers:

- 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; ____ / ____

- b) Present themselves as learners and engage clients and constituencies as experts of their own experiences, and; ____ / ____

- c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. ____ / ____

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

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

Behaviors

Midterm/Final

Social workers:

- a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels, and; ____ / ____

- b) Engage in practices that advance social, economic, and environmental justice. ____ / ____

Competency 4

Engage in Practice-informed Research and Research-informed Practice

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

Behaviors

Midterm/Final

Social workers:

- | | |
|---|-----------|
| a) Use practice experience and theory to inform scientific inquiry and research; | ___ / ___ |
| b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings, and; | ___ / ___ |
| c) Use and translate research evidence to inform and improve practice, policy, and service delivery. | ___ / ___ |

Competency 5

Engage in Policy Practice

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

Behaviors

Midterm/Final

Social workers:

- | | |
|--|-----------|
| a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; | ___ / ___ |
| b) Assess how social welfare and economic policies impact the delivery of and access to social services, and; | ___ / ___ |

c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. _____ / _____

Competency 6

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

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

Behaviors

Midterm/Final

Social workers:

a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, and; _____ / _____

b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. _____ / _____

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

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

Behavior**Midterm/Final***Social workers:*

a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; _____ / _____

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; _____ / _____

c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies, and; _____ / _____

d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. _____ / _____

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

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

Behaviors**Midterm/Final***Social workers:*

a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; _____ / _____

b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; _____ / _____

c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; _____ / _____

d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies, and; _____ / _____

e) Facilitate effective transitions and endings that advance mutually agreed-on goals. _____ / _____

Competency 9

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Behaviors

Midterm/Final

Social workers:

a) Select and use appropriate methods for evaluation of outcomes; _____ / _____

b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; _____ / _____

c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and; _____ / _____

d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. _____ / _____

REVIEW & APPROVAL OF STUDENT LEARNING PLAN

Student signature Date

Field (agency) instructor signature Date

Filed liaison/seminar instructor signature Date

MIDTERM EVALUATION

The student has completed at least half the hours? Yes____ No____

Approving Signatures

Field (agency) instructor signature

Date

Filed liaison/semnar instructor signature

Date

I, _____, have reviewed my midterm and I **am** in agreement with the evaluation and recommendations for the remainder of this semester.

Student signature

Date

I, _____, have reviewed my Midterm and I **am not** in agreement with the evaluation.

Student signature

Date

Midterm Evaluation Comments (Optional)

FINAL EVALUATION

The student has completed all required hours? Yes___ No___

Approving Signatures

_____ Date
Field (agency) instructor signature

_____ Date
Filed liaison/seminar instructor signature

I, _____, have reviewed my midterm and I **am** in agreement with the evaluation and recommendations for the remainder of this semester.

_____ Date
Student signature

I, _____, have reviewed my Midterm and I **am not** in agreement with the evaluation.

_____ Date
Student signature

Midterm Evaluation Comments (Optional)



Master of Social Work II – Clinical

Student Learning Plan

Please Print

Student _____
Field Supervisor _____
Field Agency _____
Seminar Instructor _____
Semester/Year _____

Field Performance Ratings

The competencies specified in this evaluation form have been identified by the program as applicable to your student's level of study/area of concentration. Under each of the competency statements, there are several practice behaviors that you are asked to rate according to the following criteria:

- 5** The student consistently demonstrates/engages in this practice behavior.
- 4** The student is approaching consistent demonstration of and engagement in practice behavior. Consistency is anticipated in the near future.
- 3** The student is developing behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
- 2** The practice behavior is beginning to emerge in the student's repertoire.
- 1** This practice behavior has not yet emerged in the student's repertoire.
- N/A** Not applicable as the student has not had the opportunity to demonstrate competence.

Competency 1

Competency 1: Demonstrate Ethical and Professional Behavior

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

Practice Behavior

Midterm/Final

Social Workers:

- | | |
|---|-----------|
| b) 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; | ___ / ___ |
| b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; | ___ / ___ |
| c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | ___ / ___ |
| d) use technology ethically and appropriately to facilitate practice outcomes; | ___ / ___ |
| e) use supervision and consultation to guide professional judgment and behavior; | ___ / ___ |
| f) practices personal reflection and self-correction to assure continual professional development; | ___ / ___ |
| g) evidences professional discipline and maturity; | ___ / ___ |
| h) develops, manages, and maintains therapeutic relationships within the person-in-environment perspective; and | ___ / ___ |
| i) is knowledgeable and abides by laws relevant to clinical social work. | ___ / ___ |

Competency 2

Competency 2: Engage Diversity and Difference in Practice

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

Practice Behavior

Midterm/Final

Social workers:

- | | |
|--|-------------|
| 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; | ____ / ____ |
| b) present themselves as learners and engage clients and constituencies as experts of their own experiences; | ____ / ____ |
| c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies; | ____ / ____ |
| d) evidences an educated understanding of human behavior, and has specialized knowledge of populations and issues served by the field agency; and | ____ / ____ |
| e) treats diverse clients with dignity and respect. | ____ / ____ |

Competency 3

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

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

Practice Behavior

Midterm/Final

Social workers:

- | | |
|--|-----------|
| a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; | ___ / ___ |
| b) engage in practices that advance social, economic, and environmental justice; | ___ / ___ |
| c) recognizes that each client has basic human rights, such as self-determination, safety, privacy, adequate standard of living, health care and education; and | ___ / ___ |
| d) advocates for universal access to health and mental health care. | ___ / ___ |

Competency 4

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

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

Practice Behavior

Midterm/Final

Social workers:

a) use practice experience and theory to inform scientific inquiry and research;

____ / ____

b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;

____ / ____

c) use and translate research evidence to inform and improve practice, policy, and service delivery;

____ / ____

d) use research methodology to evaluate clinical practice effectiveness and/or outcomes; and

____ / ____

e) use the evidence-based practice process in clinical assessment and intervention with clients.

____ / ____

Competency 5

Competency 5: Engage in Policy Practice

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

Practice Behavior

Midterm/Final

Social workers:

- | | |
|---|-----------|
| a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; | ___ / ___ |
| b) assess how social welfare and economic policies impact the delivery of and access to social services; | ___ / ___ |
| c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice; | ___ / ___ |
| d) communicate to stakeholders the implication of policies & policy change in the lives of clients; | ___ / ___ |
| e) use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and | ___ / ___ |
| f) advocate with and inform administrators and legislators to influence policies that impact clients and service. | ___ / ___ |

Competency 6

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

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

Practice Behavior

Midterm/Final

Social workers:

a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;

___ / ___

b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;

___ / ___

c) develop a culturally responsive therapeutic relationship; and

___ / ___

d) establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

___ / ___

Competency 7

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

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

Practice Behavior

Midterm/Final

Social workers:

a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies; _____ / _____

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; _____ / _____

c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; _____ / _____

d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies; _____ / _____

e) use multi-dimensional bio-psycho-social-spiritual assessment tools; and _____ / _____

f) select and modify appropriate intervention strategies based on continuous clinical assessment. _____ / _____

Competency 8

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

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

Practice Behavior

Midterm/Final

Social workers:

- | | |
|--|-----------|
| a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; | ___ / ___ |
| b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; | ___ / ___ |
| c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; | ___ / ___ |
| d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; | ___ / ___ |
| e) facilitate effective transitions and endings that advance mutually agreed-on goals; | ___ / ___ |
| f) demonstrates the selection and clinical application of academic theoretical material in work with clients congruent with their needs; | ___ / ___ |
| g) demonstrates ability to creatively problem solve; | ___ / ___ |
| h) demonstrates ability to formulate alternative treatment options; and | ___ / ___ |
| i) completes written reports that are well organized, clear, and comprehensive, yet concise. | ___ / ___ |

Competency 9

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behavior	Midterm/Final
<i>Social workers:</i>	
a) select and use appropriate methods for evaluation of outcomes;	___ / ___
b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	___ / ___
c) critically analyze, monitor, and evaluate intervention and program processes and outcomes;	___ / ___
d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels;	___ / ___
e) uses research methodology to evaluate clinical practice effectiveness and outcomes; and	___ / ___
f) uses research findings to improve practice, policy, and social service delivery.	___ / ___

Approval of plan _____
Agency Field Instructor

University Liaison

Midterm

The Student has completed at least **300 hours**? Yes ___ No ___

Midterm Signatures _____
Agency Field Instructor _____ Date _____

University Liaison _____ Date _____

I, _____ have reviewed my Midterm and I **am** in agreement with the evaluation and recommendations for the remainder of this semester.

MSW Student Intern _____ **Date:** _____

Midterm Optional Comments

I, _____ have reviewed my Midterm and I **am not** in agreement with the evaluation.

MSW Student Intern _____ **Date** _____

Final

The Student has completed at least **600 hours**? Yes ____ No ____

Final Signatures _____
Agency Field Instructor _____ Date _____

University Liaison _____ Date _____

I, _____ have reviewed my Final and I **am** in agreement with the evaluation.

MSW Student Intern _____ **Date** _____

Final Optional Comments

I, _____ have reviewed my Final and I **am not** in agreement with the evaluation.

MSW Student Intern _____ **Date** _____

APPENDIX H: STUDENT EVALUATION OF FIELD EXPERIENCE

STUDENT EVALUATION OF THE FIELD EXPERIENCE

This evaluation form has been developed to enable the student to provide feedback on the overall social work field placement experience. This feedback will enable the social work faculty to continue to improve the quality of the Field Placement experience. This evaluation form has been developed by the social work faculty and will undergo revision(s) as it is "field tested" over several semesters.

THIS EVALUATION MUST BE COMPLETED AT THE END OF THE SEMESTER. PLEASE RETURN THE COMPLETED FORM TO THE FIELD DIRECTOR.

Please complete the following:

Semester: Fall ____ Spring ____ Summer ____ Year ____ (check one)

Your name: _____

Field placement agency: _____

Agency field instructor: _____

Field director: _____

Seminar instructor/faculty liaison: _____

Instructions: Please answer all questions after careful consideration. Indicate the number under each statement that most closely aligns with your opinion. Categories for evaluation:

Strongly Disagree (5) Disagree (4) Unsure (3) Agree (2) Strongly Agree (1)

I. EVALUATION OF THE FIELD PLACEMENT AGENCY:

_____ 1. The agency staff provided me with an adequate orientation of the agency when I began my field placement.

_____ 2. The social work staff encouraged and supported positive social work values and professional ethical behavior.

_____ 3. Overall, the staff of this agency seemed to care about the clients.

_____ 4. This agency allowed me adequate contact with their client population.

_____ 5. This agency provided a positive overall learning environment for a bachelor's level social work student.

_____ 6. The staff and administration seemed to understand I was a student and did not utilize me in inappropriate ways.

(Please indicate if you were paid while in your placement.)

NOT PAID _____ PAID _____

_____ 7. I would recommend this agency for future field placements.

_____ 8. I would recommend this agency for field placements for (circle those recommended):

No Students

Field I only

Field II only

Field I & Field II

9. Please list any additional comments concerning this agency:

II. EVALUATION OF AGENCY FIELD INSTRUCTOR:

- _____ 1. My agency field instructor tried to ensure that I received an adequate learning experience during my field placement.
- _____ 2. My agency field instructor went out of his/her way to provide training and experiential opportunities for me.
- _____ 3. My agency field instructor tried to help in assuring that I carried out my proposed training plan.
- _____ 4. I received supervision from my agency field instructor on a weekly basis.
- _____ 5. My agency field instructor seemed to care about my progress during the semester.
- _____ 6. I saw my Agency field instructor on a daily basis.
- _____ 7. My Agency field instructor adequately answered my questions and concerns during the semester.
- _____ 8. My Agency field instructor went over my Midterm and Final Evaluation forms with me.
- _____ 9. My Instructor completed all the required Field Placement forms in a timely manner (i.e., contract forms and evaluation forms).
- _____ 10. The Instructor attended my scheduled conferences.
- _____ 11. I would recommend this Instructor for future student Field Placements.
- _____ 12. This Instructor would do well in supervising future social work field placement students.
- _____ 13. This Instructor would do a good job supervising the following students:

No Students

Field I Only

Field II Only

Field I & II

Please list any additional comments concerning your instructor:

III. EVALUATION OF THE FIELD PLACEMENT SEMINAR INSTRUCTOR/ FIELD LIAISON

- _____ 1. The seminar instructor seemed well prepared to teach the Integrative weekly field seminar.
- _____ 2. The assignments in the Integrative seminar helped me to improve my overall skills and knowledge.

- _____ 3. The seminar instructor encouraged discussion of relevant concepts and issues related to my field placement, during the integrative seminar.
 - _____ 4. The instructor provided lectures in the integrative seminar which integrated the social work theories, behaviors, and values with my practice experience in the agency.
 - _____ 5. The textbook(s) used for the integrative seminar aided in my overall learning.
 - _____ 6. The Instructor dealt effectively with issues and concerns I raised this semester concerning my field placement.
 - _____ 7. The USI social work field liaison seemed concerned with my progress in the field placement.
 - _____ 8. The USI social work field liaison encouraged me to exhibit responsible behavior during the Field Placement experience.
 - _____ 9. The USI social work field liaison had adequate contact with my agency field instructor.
 - _____ 10. The USI social work field liaison was available on a reasonable basis, outside the classroom, for conferences concerning my field placement experience.
 - _____ 11. Please list any additional comments concerning the field liaison:
-
-

IV. EVALUATION OF THE OVERALL FIELD EXPERIENCE:

- _____ 1. My overall knowledge concerning social workers and professional social work practice has increased as a result of this placement experience.
 - _____ 2. The entire Field Placement experience helped me to integrate my classroom knowledge with a practice experience.
 - _____ 3. My overall Field Placement experience was positive.
 - _____ 4. I have acquired new social work skills and knowledge as a result of this placement experience.
 - _____ 5. I have learned the overall field placement objectives (See *Field Manual* for details).
 - _____ 6. Please list any additional comments or suggestions concerning your field experience.
-
-

- _____ 7. Please list any suggestions for changes or additions to this evaluation form.
-
-

APPENDIX I: FIELD INSTRUCTOR GUIDELINE

FIELD INSTRUCTOR GUIDELINES

The title field instructor refers to the student's agency-based supervisor who plans and monitors the student's learning activities within the agency. Specific university expectations of the field instructor include the following:

1. To see that the student is provided with an agency orientation.
2. To provide supervision and guidance for the student as he or she assumes specific field assignments.
3. To meet with the student on a weekly basis to review learning and issues arising out of the placement.
4. To develop cooperatively with the student a *Student Learning Plan* using social work competencies for the practicum experience. Included in the Plan should be (1) goals or objectives, (2) tasks or activities in meeting those goals and (3) mechanisms for evaluating each task or activity.
5. To help the student match interests and agency opportunities within the broad scope of field instruction objectives as defined by the Social Work Department.
6. To periodically participate in conferences with the Faculty Field Liaison to keep the liaison abreast of the student's development and level of performance.
7. To consult with the University Faculty Field Liaison as needed in regard to planning or implementation of the student's educational program in the agency and particularly if concerns arise in regard to the student's conduct or performance.
8. To complete a formal mid-term and final evaluation of the student.
9. To assure understanding and adherence to the *National Association of Social Worker's Code of Ethics*.

(See the *BSW Manual* for a more complete discussion of responsibilities)

Field Instructor's Name _____

Title _____

Agency _____

Phone _____ Email _____

Field Instructor's Signature _____ Date _____

Student Seeking Placement _____

_____ BSW I (Fall-Requires 150 hours)

_____ BSW II (Spring-Requires 300 hours)

**APPENDIX J: AGENCY FIELD INSTRUCTOR EVALUATION OF THE DIRECTOR OF
FIELD EDUCATION**

**AGENCY FIELD INSTRUCTOR EVALUATION OF THE
DIRECTOR OF FIELD EDUCATION**

Please complete this evaluation of the performance of the University of Southern Indiana's director of field education and the USI social work field liaison. The feedback from the evaluation form will be used to evaluate and improve the overall Field Placement experience for social work students at the University of Southern Indiana. Please complete the entire form and return it to:

Dr. Vaughn DeCoster, Chair
Social Work Department
University of Southern Indiana
8600 University Boulevard
Evansville IN, 47712

You are not required to complete this section; however, you may indicate your name and agency should you so desire.

Field Instructor: _____

Field Liaison: _____

Agency: _____

- CATEGORIES FOR EVALUATION:
- [5] STRONGLY AGREE
 - [4] AGREE
 - [3] UNSURE
 - [2] DISAGREE
 - [1] STRONGLY DISAGREE

I. EVALUATION OF FIELD EXPERIENCE

The USI Social Work, Director of Field Education...

- | | |
|--|--------------------------|
| 1. Exhibits professional behaviors and attitudes | <input type="checkbox"/> |
| 2. He/she seems knowledgeable concerning the social work field. | <input type="checkbox"/> |
| 3. He/she adequately answered my questions or concerns related to supervision of my student. | <input type="checkbox"/> |
| 4. He/she held an orientation for new supervisors to discuss Field Placement. | <input type="checkbox"/> |
| 5. I feel he/she was available when needed to discuss the student's progress. | <input type="checkbox"/> |
| 6. He/she seemed to care about the student's progress. | <input type="checkbox"/> |

7. Overall, I feel I had a positive, professional experience with him/her.

8. The overall field placement experience has been positive for me (circle one).

Yes No

9. I was notified of the field supervisor training that is offered before the beginning of the semester (circle one).

Yes No

Did you attend the field placement instructor/supervisor training (circle one)?

Yes No

10. I would be willing to accept a role as Agency Field Placement Instructor for future USI social work students (circle one).

Yes No Maybe

II. COMMENTS: Please indicate any comments you have concerning the director of field education.

III. SUGGESTIONS: Please indicate any suggestions you have concerning the USI field placement process.

**APPENDIX K: AGENCY FIELD INSTRUCTOR EVALUATION
OF THE FACULTY FIELD LIAISON**

**AGENCY FIELD INSTRUCTOR EVALUATION OF
FACULTY FIELD LIAISON**

Please complete this evaluation of the performance of the University of Southern Indiana's faculty field liaison. The feedback from the evaluation form will be used to evaluate and improve the overall field placement experience for social work students at the University of Southern Indiana. Please complete the entire form and return it to:

Dr. Vaughn DeCoster, Chair
Social Work Department
University of Southern Indiana
8600 University Boulevard
Evansville IN, 47712

You are not required to complete this section; however, you may indicate your name and agency should you so desire.

Field Instructor: _____

Field Liaison: _____

Agency: _____

- CATEGORIES FOR EVALUATION:
- [5] STRONGLY AGREE
 - [4] AGREE
 - [3] UNSURE
 - [2] DISAGREE
 - [1] STRONGLY DISAGREE

I. EVALUATION OF FIELD EXPERIENCE

The USI Social Work, Faculty Field Liaison...

- 1. Exhibits professional behaviors and attitudes.
- 2. He/she seems knowledgeable concerning the social work field.
- 3. He/she adequately answered my questions or concerns related to supervision of my student.
- 4. He/she went over the forms used in the Field Placement with me.

5. I feel he/she arranged to meet with me at midterm and final to discuss the student's progress.

6. He/she seemed to care about the student's progress.

7. Overall, I feel I had a positive, professional experience with him/her.

8. The overall field placement experience has been positive for me (circle one).

Yes No

9. I would be willing to accept a role as agency field placement instructor (supervisor) for future USI social work students me (circle one).

Yes No Maybe

II. COMMENTS: Please indicate any comments you have concerning faculty field liaison.

III. SUGGESTIONS: Please indicate any suggestions you have concerning the USI field education.

APPENDIX L: AGENCY AFFILIATION APPLICATION FORMS



BSW AND/OR MSW FIELD INSTRUCTION APPLICATION PACKET

Enclosed are the forms necessary to expedite your application to become a social work field placement agency. Included also are related materials which may assist you in completing the application form and determining your potential eligibility and interest in providing field instruction to either BSW or MSW students.

After reviewing the materials, if you wish to proceed with the application process, complete and return the Memorandum of Agreement, Field Agency Profile Form, and the Field Instructor's Resume (or Credentials Form) to the address below.

In most instances your application will be added to the list of agencies approved for field placement students upon receipt of your completed application forms. Should additional information or clarification be needed, or your application be disapproved, you will be notified by the director of field education.

We look forward to your participation in the USI field education program. Please feel free to contact the Director of Field Education, Bonnie Rinks at 812-465-1106 or berinks@usi.edu if you would like further information.

Bonnie Rinks, LCSW, ACSW
Director of Field Education
Social Work Department
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3591

FIELD INSTRUCTOR CREDENTIALS

To be completed by all persons supervising students
(May substitute an up to date resume for this form)

Name _____ Date _____

Address _____ Phone _____

EDUCATION & TRAINING

College/University _____

City and State _____ Graduation Date _____

Major Studies _____ Degree _____

College/University _____

City and State _____ Graduation Date _____

Major Studies _____ Degree _____

College/University _____

City and State _____ Graduation Date _____

Major Studies _____ Degree _____

Professional training, certifications (List work-related training, agency sponsored seminars, workshops):

PROFESSIONAL EMPLOYMENT: CURRENT

Agency _____ City _____

Address _____ Phone _____

Job Title _____ From _____ to _____

Professional Activities*

PRIOR PROFESSIONAL EMPLOYMENT

Agency _____ City _____

Address _____ Phone _____

Job Title _____ From _____ to _____

Professional Activities*

Agency _____ City _____

Address _____ Phone _____

Job Title _____ From _____ to _____

Professional Activities*

Additional employment may be reported on the back of this page or an additional page.

* Include, in particular, activities, which evidence your experience/expertise in generalist and/or clinical practice.

CERTIFICATIONS/LICENSURE

PROFESSIONAL AFFILIATIONS/ORGANIZATIONS

COMMUNITY INVOLVEMENT

Accomplishments and/or other information you wish to include related to your professional history, experience, and expertise.

FIELD PLACEMENT AGENCY PROFILE

Name of Agency/Organization: _____

Address _____ City _____ State ____ Zip _____

Contact person _____ Phone _____

Fax Number _____ Email Address _____

Best way to contact: Email ____ Phone ____ Best day/time to contact _____

Mission of agency: _____

Population served: _____

Date form completed: ____/____/____

Student Educational Opportunities

List the learning opportunities that your agency can provide at either or both levels of instruction designated below (See attached definitions for generalist v. clinical levels). It is not necessary that your agency be able to meet the criteria for both levels. You may also prefer students at only one level. "Generalist" level students are either undergraduate seniors or first year graduate students. Clinical-level students are graduate students in their final year of the MSW program.

Generalist (BSW Practicums I & II and MSW Generalist Practicum I):

Clinical (MSW Practicum II):

The agency profile information will become part of the field agency file and will be shared with students in the advising process regarding selection of their field placement agency. This information will enhance their ability to make an informed choice and provide the agency with a "goodness of fit" student to interview as a perspective student in placement.

PLEASE RETURN: Agency Profile, the Field Instructors Credentials
(Resume or Form) and Memorandum of Understanding to:

Bonnie Rinks, LCSW, ACSW
Director of Field Education
Social Work Department
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3591

GENERALIST AND CLINICAL DEFINITIONS

Generalist. Generalist-level students are either undergraduate seniors or first year graduate students. This foundation field placement is designed so that students can demonstrate the social work competencies at the generalist level of practice. Social work roles typical of generalist practice include case manager, advocate, broker, educator, community organizer, group worker and individual counselor. Assigned tasks often include preparing psychosocial histories, developing service plans and implementing broad based interventions congruent with the multi-variant client needs. Generalist practice is broadly defined. The parameters for practice are usually determined by the identified client needs, the mission and function of the agency, and level of training and skill of the student. He/she works under supervision and relates to the client and delivers services in ways which convey respect while honoring and promoting the dignity of the clients served. Skills expected include the ability to communicate empathy, genuineness, and a positive regard when listening and interviewing, and the ability to utilize the planned change process and problem-solving strategies in all phases of work with the client: engagement, assessment, intervention, and evaluation.

Clinical. All MSW students complete a clinical field practicum as part of USI's specialized curriculum. The clinical placement provides agency-based opportunities for direct clinical social work practice. The educational focus in the practicum is in providing students with opportunities to demonstrate the clinical competencies and affiliated behaviors. Typically, field agencies offer programs in specialized practice areas defined by a problem (e.g. substance abuse), a population (e.g. children and adolescents), or practice areas (e.g. health, mental health, or school social work). The agency program may be even more narrowly defined by a highly specialized context, such as the use of a particular intervention model (e.g. the 12 Step Model in chemical dependency programs) or a research role. The clinical practicum is grounded in the liberal arts, generalist foundation, and the values that distinguish social work as a profession. The clinical practicum is advanced, reflecting the specialized knowledge, values, and cognitive and affective processes of a clinical practitioner whose training is both specialized and rigorous in its demands for practice grounded in sound science, technical skill and the art of therapeutic practice. MSW II field placements, however, provide a mix of generalist and clinical activities, with the emphasis on the student developing therapeutic styles with clients while acquiring expertise within the specialization offered by the field agency. The ratio of generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency.