



College of Health & Human Services

Bachelor of Social Work

FIELD EDUCATION MANUAL

2023-2024

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I. A Message From the BSW Field Education Department

Welcome to the 2023 - 2024 BSW Field Education program. Field Education is essential to social work education and preparing students for professional social work practice. Field Education is a partnership between the student, the Field Placement setting, and the BSW program. To ensure a successful learning experience, the Field Education Department works closely with students, Placement sites, and Field Instructors to secure a good match between students' needs and goals and Field setting learning experiences. The Field Placement experiences are an integral part of social work education, providing practical, hands-on social work practice experiences and opportunities to develop new skills, build on current skill sets, and use the knowledge, concepts, and theories learned in your social work classroom courses.

Initially, most students begin their Field placement with some apprehension; this is normal. However, the Placement Field Instructor (Supervisor), Placement Task Supervisor (where applicable), Faculty Liaison, and our department are available to provide support throughout this exciting experience. Each of you will develop unique expertise as you participate in this experiential learning process, integrating theory with practice. In your classes, you are learning to know and understand. In the Field, you are learning to "DO". We wish you a challenging and rewarding experience where you will have the opportunity to learn and grow into a professional social worker. We are committed to the success of each student.

What can you expect from a Field Placement?

- Expect to learn about the populations served, the organization, and yourself.
- Expect to increase your skills from wherever you are starting.
- Expect to learn about and utilize organization and community resources.
- Expect to be part of your organization's team, contribute to that team, and be valued.
- Expect to put into practice classroom learning and experiences.
- Expect to be challenged and have opportunities to go beyond your comfort zone.

What is expected from you?

- Be professional- dress appropriately; be dependable, prompt, respectful, and receptive.
- Communicate with your Field Instructor, Task Supervisor if you have one, and Liaison openly and often.
- Demonstrate openness to supervision, asking for and learning from feedback.
- Discuss any concerns you might have with your Field Instructor; bring your Liaison into the conversation if your concerns still need to be resolved.
- Work actively to develop relationships and skills.

This Field Education Manual is your Guide to the Field. It should be thoroughly read for a complete understanding of the Field program, Field policies, and expectations. It is to be used as a reference throughout the Field experience. Understanding your role and expectations for the Field will help you succeed in the Field.

We welcome dialogue and suggestions regarding Field Education to better serve our students, Field Instructors, and Liaisons (when needed) now and in the future. We look forward to working with you.

Have a wonderful, rewarding, and challenging experience.

Kaitlin Anderle and Lea Dougherty

Marywood BSW Program

II. Field Education Contact Information

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III. Communication

The Field Education office utilizes four different ways to disseminate information to students:

1. Email – the primary mode of communication. Field education-generated material will only use student-assigned Marywood email addresses. Students are responsible for checking their email regularly.
2. Student mailboxes are located outside the student lounge.
3. Field Seminar class on Monday mornings.
4. Brightspace & Google Drive - All Field students will use Brightspace & Google Drive to access Field information and forms and upload materials relating to Field time sheets, learning agreements, evaluations, and other assignments.

Due to the unique nature of Field education, students and Field Instructors may need to occasionally communicate via their personal cell phones.

IV. About BSW Field Education

Introduction

The Bachelor of Social Work Program (the BSW Program) was formally inaugurated in 1974. The establishment of this undergraduate social work major reflected the ongoing commitment of the University to meeting major human needs of the northeast region, social work manpower needs, and current/future student needs. In essence, the University responded to the need for professionally trained social work practitioners who were able to provide a range of direct helping services. Shortly after its inauguration, the BSW Program sought and received accreditation from the Council on Social Work Education (CSWE). As a result, Marywood's Program was among the first in Pennsylvania to be accredited. Likewise, the University was one of the first to offer the Bachelor of Social Work degree. Since 1974, the BSW Program has continued to maintain accredited status and provide quality education and preparation for practice.

A. Marywood University Mission Statement

Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic

excellence, advance innovative scholarship, and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

B. Mission Statement of the School of Social Work

Informed by a Catholic tradition, as well as the University's and the profession's intersecting values, the Marywood University School of Social Work prepares a wide variety of beginning, career-changing and mid-career students at the generalist (BSW) and advanced (MSW) level to engage in competent, culturally responsive, and evidence-informed micro, mezzo, and macro level social work practice with diverse client systems. BSW and MSW graduates respond to the evolving needs of oppressed and marginalized populations in local, regional, national, and global communities, guided by a commitment to social and economic justice.

C. BSW Mission Statement

The Bachelor of Social Work Program at Marywood University is a professional degree program that prepares students for beginning, entry-level professional practice. The program provides educational experiences designed to ensure the acquisition of the knowledge, values, ethics, and skills necessary to be a generalist practitioner with diverse populations.

The BSW Program develops practitioners who are committed to social and economic justice who take action with and on behalf of vulnerable and oppressed populations. In accord with the Marywood University mission, the BSW Program prepares students for responsible leadership and service in meeting human needs through the application of professional social work values and ethics. As part of its mission, the program seeks to develop practitioners who engage in research-informed practice and practice-informed research, contributing to community well-being in Northeastern Pennsylvania and in broader national and global communities.

D. Goals of the Bachelor of Social Work Program

The Bachelor of Social Work Program at Marywood University provides the student with the fundamental professional foundation required of the generalist practitioner at the beginning professional level.

1. Acquire the knowledge and skills for beginning professional generalist social work practice with diverse individuals, families, groups, organizations and communities.
2. Apply the core ethical values of the Social Work profession in providing helping services.

3. Demonstrate leadership addressing social and economic justice through action with and on behalf of vulnerable and oppressed populations.
4. Contribute to the well-being of Northeastern Pennsylvania, national and global communities through service and scholarship in a process of ongoing professional growth and development.

E. The BSW Curriculum

The social work curriculum consists of liberal arts, social-behavioral social science, and professional social work courses. It is designed to provide a series of systematic, interdependent classroom offerings and Field experiences that provide essential content in social work values and ethics, human diversity, promotion of social and economic justice, populations at risk, human behavior and the social environment, social work research, social welfare policy and services, social work practice. The Field Instruction curriculum content of the BSW Program takes what is learned in the classroom for each of the Dimensions (Knowledge, Values, Skills, Cognitive & Affective Processes) and puts them into practice at the Systems Levels (Individuals, Families, Groups, Organizations, Communities).

Field Instruction is an essential and integral part of the social work curriculum. Field experiences are provided early in the student's educational experience and proceed sequentially. Field Instruction culminates in SW 490, a 450-hour supervised Field experience in a community agency that gives each student Field experiences with systems of all sizes. The Field Instruction sequence is presented in the following section.

F. Field Instruction

The Field Instruction component of the BSW Program consists of a continuum of courses.

SW 150: Introductory Social Work Field Experience (1 credit)

.SW 345: Social Work Junior Field Experience (2 credits)

SW 490: Field Instruction (9 credits)

SW 491: Integrative Seminar (3 credits)

a. SW 150 Introductory Social Work Field Experience (1 credit)

The Introductory Social Work Field Experience takes place in the first semester of freshman year, or in the case of transfers and students changing their major, the first Fall at Marywood or in the major. The design of this course provides the student with a beginning practical experience in community social agencies. This enables the student to test potential interests and skills in working with people early in their social work curriculum. Students visit numerous and diverse agencies throughout the semester. The class emphasizes the Social Work Mission and social worker roles within agencies.

Students analyze the role, function, structure, and services of community agencies and policies that impact them. An accompanying seminar enables students to discuss and apply recorded observations, current research and literature, and classroom content.

b. SW 345 Junior Field Experience (50 hours, 2 credits)

Junior Field Experience is a two-credit course offered in the first semester of the junior year. It builds on SW 150 and provides the individual student fifty (50) clock hours of agency experience. This experience is intended to show the student the workings of agencies, the range of clients, and helping professionals and paraprofessionals involved in an agency setting. A seminar accompanies this Field experience. The seminar enables students to employ self-awareness, integrate classroom content, explore social work values and ethics, analyze the agency setting, exercise communication skills, develop appreciation and respect for diversity, and share agency experiences.

c. SW 490 Field Instruction (9 credits)

The third component of Field education consists of a fifteen-week, four-day per week (Tuesday-Friday), eight-hour per day block placement during the fall semester of the senior year (450 hours). This course builds on SW 150 and SW 345 and carries nine academic credit hours with 450 hours of agency experience. This learning experience provides students with the opportunity to integrate content from the entire BSW curriculum with practice and demonstrate social work skills under the supervision of a professional social worker. Although each agency serves a unique population, Field Instructors provide experiences with systems of all sizes.

d. SW 491 Integrative Seminar (3 credits)

As previously noted, SW 490 allows students to integrate and apply social work knowledge, values, and skills developed throughout their entire BSW curriculum. While this experiential learning aims to form the professional self through daily practice, SW 491, Integrative Seminar supports, complements, and further enables integration and development through an educationally supervised small group approach. Through this seminar, students also gain exposure to a broad range of agency settings and experiences through peer discussion, presentations, etc. The Integrative Seminar serves as an integral mechanism for exchange and learning in the student's Field experience.

G. SW 490 Field Instruction Objectives

SW 490 is the culminating experience for BSW Students. Through field education students demonstrate their performance as a beginning generalist social worker. The Educational Policy and Accreditation Standards serve as the Learning Objectives for this course.

V. Eligibility for Senior Field Placement

At the end of SW 345, the student will fill out the Field Instruction Placement Planning Form for Senior Field. Students will have individual meetings with the BSW Field Director in the Spring semester. Students who are interested in applying for the Child Welfare Education for Baccalaureate (CWEB) Program will complete an additional application through the University of Pittsburgh. During the Spring semester, students will meet individually with the Field Director to discuss options for field placement, then following field policies the student will meet with identified agencies for a professional interview and begin necessary paperwork, as required by the agency. At the end of the Spring semester, prior to field starting, rising seniors will be evaluated on the following criteria and given final approval for Senior Field.

Students will be eligible for Field placement when they have:

1. Cumulative QPA of 2.0
2. Major QPA of 2.33
3. Evidence of continued adherence to standards of professional conduct as contained in the NASW Code of Ethics
4. Completion of all required prerequisites (SW145, SW150; SW250; SW310; SW230; SW345; SW350; SW400, SW401, SW402, SW403). At times, the student may have a required course that they are taking concurrently with Field.
5. Recommendation of Social Work Program Faculty

Students will be notified by email that they have been accepted for the Field placement (SW 490) and provided any additional information on requirements that may be needed over the summer. Should a student not be accepted to SW 490 (Senior Field) based on the above criteria, the BSW Program Director will meet with the student to either develop a plan to meet eligibility in order to qualify for Field placement in a subsequent year or to explore other academic options available at Marywood.

VI. Principal Criteria for Selecting Field Agencies

The Bachelor of Social Work Program endeavors to select agencies from across the widest range of social services delivery and fields of social work. In addition to this general focus, the following criteria are used in the agency selection process:

- a. Provide social services that demonstrate commitment to social work values, ethics, and practice.
- b. Are in good standing in the community and the profession.
- c. Provide services that offer students the variety, quality, and quantity of learning
- d. experiences with individuals, families, groups, organizations, and communities
- e. commensurate with the program's objectives and goals for generalist field instruction.
- f. Undertake, individually and collectively as an agency, the responsibilities of the teaching role of Field Instructor, including appropriate support to enable field instructors to maintain an educational focus with their assigned student(s).

- g. Agree to provide an appropriate place for the student to work and assign tasks that enhance the learning experience.
- h. Agree to orient students to both the service-delivery system and the population served.
- i. The orientation should include a personal safety plan for the student.
- j. Provide services that are culturally relevant to individuals, families, groups, organizations, and communities of diverse backgrounds.
- k. Demonstrate a commitment to human rights and social, economic, and environmental justice.
- l. Agree to provide opportunities for students to demonstrate competencies and identified behaviors that are inclusive of knowledge, values, skills, and cognitive and affective processes.
- m. Demonstrate a commitment to social work education and generalist social work practice.
- n. Enter into a written agreement (MOU/Affiliation Agreement regarding the mutual expectations for affiliation prior to a student being placed at the agency.

VII. Criteria for the Selection of Agency Field Instructors

The BSW Program employs the following criteria in the selection of Agency Field Instructors:

- 1. Master of Social Work degree from a CSWE-accredited graduate program. Supervision may also be provided by a social worker with a BSW from a CSWE-accredited undergraduate program and a minimum of two years of professional practice experience.
- 2. Knowledge of the agency: policies, procedures, and role in the community.
- 3. Willingness and commitment to participate with the BSW Program in the Field Orientation, engage in the student education process (i.e., a minimum of 2-3 meetings with the BSW Field Director during the semester, completing three required student evaluations, participating in program-related Field meetings on campus), interest in teaching, and commitment to social work values and ethics.

In exceptional cases where the agency/program selected for field instruction is unable to provide or does not have an MSW or BSW (with 2 years of post-BSW degree experience) available for field instruction on-site, one of two options is utilized:

- 1. One staff member at the agency is selected to be the Task Supervisor, in agreement with program faculty. The Task Supervisor is responsible to provide an on-site presence and assist the student in identifying and accomplishing tasks as outlined in the learning agreement. A Marywood social work faculty member then assumes the responsibility of Field Instructor, and provides direct social work field supervision rather than the agency personnel. This includes reviewing and signing all process recordings and meeting for supervision at a minimum of one hour per week with the student. In this case, the learning agreement and

both student evaluations are done collaboratively between the Task Supervisor and Field Instructor.

2. Students work directly with a designated staff member at an agency who agrees to serve as the Task Supervisor, while their Field Instructor (MSW or BSW with 2 years of post- BSW degree experience) works primarily at a different site. This Field Instructor reviews and signs all process recordings and meets at a minimum of one hour per week for supervision with the student. In this case, the learning agreement and both student evaluations are done collaboratively between the Task Supervisor and Field Instructor.

VIII. Matching Students with Agencies

Agencies are carefully selected as field placement sites and are continually monitored to ensure that placement agencies will provide a quality learning experience for students, the program has clearly defined selection criteria that must be met in order for an agency to be considered as a field site. These are described in section of the BSW Field Manual.

Field Instruction in the Marywood University Bachelor of Social Work Program is viewed as an integral part of the curriculum, where social work theory is tested for the first time in a structured, educationally directed situation and where substantive skill development takes place. Field Instruction is an integrative mechanism for the three core elements around which the entire curriculum is organized: the knowledge base of social work, the value orientation of the social work profession, and the skills of the social work practitioner.

Students are interviewed by the Field setting prior to confirmation of a Field Placement. In addition, students must meet any Field setting requirements such as immunization, a physical, drug and alcohol testing, criminal background checks, clearances, etc.

The Field Education Department is guided by the following specific criteria in Field assignments:

1. Student's level of development as a potential professional social worker.
2. Availability of practice opportunities at a given Field setting/program appropriate to the student's level of development and educational need.
3. Student's area of interest in professional social work.
4. Individual issues or concerns of the student that must be considered in the finalization of the Field assignment.

Consistent with this approach, Field Instruction is seen as fulfilling broad educational objectives for the student. The generalist practice skills required of the beginning social work professional call for the selection of agencies that can provide a broad base of social work practice experiences at a variety of levels (i.e., individual, family, group, organization, community) and with a variety of populations, particularly those at risk.

A. Student Initiative and Involvement

The Field site selection begins at the end of the Fall semester of the junior year, with the student completing a Field Instruction Placement Planning Form on which the student designates major areas of interest. Students are also taking SW 345 at this time which provides an opportunity for the student to observe and explore an area of social work practice while hearing from others about their Junior Field experiences. In the Spring semester of junior year, students are required to complete all paperwork and interviews related to Field placement in a timely manner. The BSW Field Director works with each student assisting in the preparation for placement interviews. Students are not to contact agencies on their own, but rather wait until directed to do so by the Field Director and provided with the contact information for the agency representative. Students will be informed during the interview at the agency what training and clearances are required prior to the start of the Field Experience.

B. Agency Pre-Arrangement

The BSW Field Director clears in advance the willingness of agencies and their professional staff to serve as a Field site and provide supervision either through a BSW/MSW Field Instructor or a Task Supervisor. The Field Director prepares each student for interviews with prospective Field Instructors/Task Supervisors, with the goal of establishing agency-program-student commitments for the senior year by the end of the junior term, if possible. If, for some reason, placement cannot be established by the end of the Spring semester, the BSW Field Director and the student will work together over the summer to finalize a Field Placement.

C. Agency Confirmation

Agencies selected for the senior Field experience come from a range of local community agencies, that each year is expanded to meet student interest and connect with evolving program options. The principal factor in the matching of a student with an agency is the learning potential the agency offers the student in terms of generalist practice experience and direction by competent Field Instructors. As noted, the student's major interest area is strongly involved in the selection process.

The BSW Field Director secures from each agency that are willing to be involved in the fall senior Field experience. A verbal commitment from the appropriate agency Field Instructor or agency representative provides such experience for a senior student. Following the student's successful interview with the prospective Field Instructor, a Memorandum of Understanding/Affiliation Agreement is signed by the Marywood University/ the BSW Field Director and the Agency Representative.

IX. Agency/BSW Program Relationship

The BSW Program emphasizes a close working relationship with the agency in providing a learning experience for the student. Open and consistent communication between the agency, BSW Program, and student is recognized as essential in the Field Instruction experience. The BSW Field Director serves as the first step in agency contact for all matters regarding Field Instruction and is usually designated as the Field liaison, whose responsibility it is to coordinate all aspects of Field Instruction. In addition, the Field liaison serves as a link between the Integrative Seminar and the Field to promote awareness of student needs and provide an optimal climate for the integration of classroom and Field learning.

At the start of Field Instruction in the fall semester, the BSW Program hosts a Field Orientation meeting for all Field Instructors. During this meeting, the BSW Field Director reviews the BSW generalist curriculum, generally and specifically the Field Instruction component of the curriculum. The training involves going over the policies and procedures, student learning needs, and styles of supervision. Field Instructor input is necessary to the development of the BSW Program and this meeting serves as one way to obtain valuable feedback and suggestions. Further, ongoing dialog and input from Field Instructor(s) into both the BSW Program and Field occurs through the BSW Field Director/Liaison visits and the BSW Advisory Board meetings. In addition to these visits, telephone contact is maintained by the BSW Field Director/Liaison with the Field Instructors.

X. BSW Advisory Board

With the objective of examining and improving the BSW Program and its Field Instruction component, an Advisory Board of experienced Field supervisors provides input on a formal, systematic basis. In addition, board members may serve as a resource to new Field Instructors.

XI. Roles and Responsibilities for BSW Program, Agency Personnel, and Student Responsibilities

A. BSW Program Director

The Director of the BSW Program is responsible for the overall administration of the BSW Program.

B. Coordinator of BSW Field Instruction

The BSW Field Director is responsible for the administration of Field Instruction in the BSW Program.

C. Field Liaison

The BSW Program faculty member who serves in this role serves as a liaison between students, the Bachelor of Social Work Program, and agencies. The liaison is

responsible for coordinating the Field experience through contacts with students and agencies, making regular on-site visits to agencies to determine the progress of students, assessing and dealing with learning needs, advising the Field Instructor of curriculum content to coordinate the integration of class and Field in the student's learning experience, and discussing relevant content from the Integrative Seminar. This is usually the Field Director, as it is this year.

D. Agency Field Instructor

The Field Instructor for the senior social work student in SW490 is the student's teacher for four days a week during the entire fall semester. The influence of the Field Instructor is vital to shaping the student's beginning professional social work practice, and the Bachelor of Social Work Program depends upon the commitment of the Field Instructor and agency toward this end. Open and effective communication patterns with the Field are actively sought by the program in order to successfully complete a partnership in attaining this goal.

Program expectations for Field Instructors in their relationship with students in the senior Field experience are as follows:

1. Orientation

Orientation of the student to agency staff, policies, and procedures.

2. Learning Assignments

Learning assignments should include careful attention to exposing the student to a broad range of practice situations, diverse populations, and issues. Attention should be paid to exposing the student via significant intervention to persons of differing ethnic, racial, age, gender, sexual orientation and social class groupings. It is required that tasks should include direct service within the context of the agency's particular nature and service orientation which will evidence Field experiences with systems of all sizes. Identification of social welfare policy as it relates to the service orientation of the agency should be clarified for the student, as assigned tasks reflect such relationships.

3. Supervisory Conferences

The BSW Program stresses the importance of protected time on a weekly basis devoted to the supervisory conference. A minimum of one hour a week is expected. Such conferences should cover the range of services and learning experiences the student is involved with within the agency. The BSW Program provides students with various models of process recording which can be used to integrate classroom work with Field learning. This recording can serve as the focus for the supervisory conference. References for Models of Process

Recording are provided to the student. All finalized process recordings are to be signed by the Agency Field Instructor and submitted to the BSW Field Director/Liaison.

4. Program Activities

Conferring with BSW Field Director/Liaison, attending meetings for Field Instructors, and preparing written evaluations on student performance at the mid-term point and end of the fall semester.

5. Learning Agreement

At the beginning of the Field learning experience, each student and Field Instructor together develop a "BSW Learning Agreement". This agreement formalizes the commitment of the school, agency, and student to the Field experience. This agreement is due by the end of the third week of the fall semester. This Agreement identifies (1) educational opportunities and tasks; (2) student responsibilities; (3) Field Instructor responsibilities; and (4) the signature and date of the Field Instructors and Student. The completed learning agreement is submitted by the end of the third week of the fall semester to the BSW Field Director/Liaison.

6. Evaluation

Each Field Instructor provides a written evaluation of the student's performance in the Field experience at the mid-term and at the semester's end. These formats provided by the BSW Program are designed to encourage student self-evaluation as well as formal Field Instructor evaluation at the stated points in the Field experience. It is required that the Field Instructor discuss the evaluations with the student and both sign the forms. Evaluations are due to the BSW Field Director/Liaison in the second week of October for mid-term, and the first week of December for the final evaluation as specified on the BSW Field Calendar. The final evaluation uses the benchmark scale of 1 to 5 to measure the student's achievement level for each Competency for each CSWE provided activity as implemented by the prepared student opportunities/tasks section of the evaluation. The final evaluation is reviewed at the second field meeting held at the agency during the last week of the student's placement. Responsibility for the assignment of grades for performance in the Field Instruction experience rests with the BSW Field Director. In addition, the Field Instructor completes a Readiness for the Profession evaluation at the end of the semester. The topics of this evaluation should be reviewed with the student throughout the student, especially if there are any areas of concern.

7. Problem Situations

Any problems or concerns which cannot be resolved between student and Field Instructor or which refer to the policies or Field Instruction standards of the Bachelor of Social Work Program should be directed immediately to the BSW Field Director. If the situation cannot be resolved at that level, the issue is referred to the BSW Program Director. A specific written plan of action is developed with the agency Field Instructor, student and BSW Field Director (or BSW Program Director) to address student difficulties in a specified time frame. If, at the end of this time period, the student continues to demonstrate little improvement, he/she is removed from the Field experience. The student has the right of appeal and is apprised of the Academic Grievance and Grade Appeal Policies and Procedures.

E. Student

1. Agency Policies and Procedures

Students are required to adhere to Agency policies and procedures (e.g., dress code, agency hours, written forms, rules and regulations, etc.).

2. Days of Agency Attendance

All students are required to complete a minimum of 450 hours in SW490. Students attend placement Tuesday through Friday of each week beginning in the first week of the fall semester through the first week of December. Specific starting and ending dates, as well as the University Thanksgiving vacation period, when the student is not expected to attend placement, are stipulated on the Field Instruction Calendar. In addition, the student should observe the holiday schedule of the assigned agency. With the exception of the Thanksgiving vacation period, if Marywood classroom courses are excused due to a holiday which the University observes and the agency does not, the student must attend agency placement e.g. Fall Break.

a. Field Hours include:

The Field hours in addition to direct practice include all activities related to practice in the setting, including but not limited to; supervision, writing Process Recordings/Journal Reflections, processing activities at the Field setting, visits to other programs, meetings, committee work, program planning, Internet research on topics related to Field work, consultation, travel time to home visits, other agencies, meetings etc. and approved trainings.

Field Hours do not include travel time to and from Field or lunchtime. Travel time during Field hours does count for Field hours, this may include travel to; other Field setting sites, other agencies, home visits, meetings or conferences etc.

b. Individual Field Placement Schedule

The student and Field Instructor decide the schedule (days and times) for the placement. Placement days and times are part of the Learning Agreement. The school recognizes there may be some shifting in days/hours of attendance due to Field setting or student need. If any problems or issues arise in scheduling, they need to be discussed with the Faculty Liaison.

Any major changes in the schedule must be discussed with the Field Instructor, BSW Field Director/Liaison and need to be approved by the Field Office.

c. Modification /Changes in Field Hours

Modification in the 32 hours a week Field hour will be considered for extenuating circumstances such as unexpected or chronic illness, health or mental health issues, disabilities documented by the Office of Disability Services, pregnancy or childbirth, Field setting circumstances and special opportunities not otherwise available in the regular schedule or special situations.

The total number of hours per year (450) cannot and is never modified under any circumstances.

3. Personal Leave Time:

Students needing to take time off from the Field experience due to emergency or illness, must inform the Field Instructor and BSW Field Director of the nature of the problem and request leave time. Any leave time is to be made up by additional days of attendance at the agency. In any situation, utmost concern must be directed to alleviating any adverse effect such absences will have on clients or assigned responsibilities. The student is also encouraged to contact the Office of Student Retention at Marywood, if needed.

Modification in hours includes; starting Field early, starting Field late, finishing Field at an alternate date, or extended absences. In some instances, agencies due to scheduling, may request a modification.

In all cases, requests for modification after Field has started must be submitted in writing with documentation of the need to the Field Education Office. For students already in Field, any request for change in scheduling must be discussed and approved by the Field setting Field Instructor and Liaison who will complete the necessary form. Requests for changes or modification can be initiated based on the circumstances by the student, Field Instructor, Liaison or BSW Field Director..

All changes and modifications must be approved by the appropriate BSW Program and documented in the student file.

Holidays - Students can observe all legal and religious holidays observed by the Field setting. No student will be penalized for observing their own religious holidays that may not be observed by the Field setting and are allowed days off when a student's normal Field Day falls on the following University scheduled holidays: Labor Day, Thanksgiving, Christmas, etc. Please note: Students do not receive credit for Field hours for these days. Students must make up the hours during the semester and meet the required hours for the semester.

Inclement Weather- Students are not expected to go to Field if a Field setting is closed due to inclement weather or if the student is unable to go to Field due to inclement weather because of driving conditions etc. However, on inclement weather days, students do not receive credit for Field hours for these days. Students must make up the hours during the semester and can meet the required hours for the semester. Students can plan ahead with their Field Instructor activities they do remotely if the agency closes for weather conditions if driving conditions prevent a student from going to Field.

Personal/Sick Days - Students needing to take time from their placement due to illness or personal issues need to discuss how to handle this with their Field Instructor and Liaison. Any time off will be made up by additional days of attendance at the Field setting as students must meet the required number of hours of Field.

If the student requires extended time off due to health or personal reasons, they must consult with the Liaison and Field Instructor to formulate a plan to make up the work or discuss options. A Modification of Field plan must be submitted and be approved by the appropriate Field Education Office. In instances of pregnancy, the Learning Agreement will address a plan and schedule to address the planned absence.

In any situation, utmost concern will be directed to mitigating any adverse effect unplanned absences will have upon clients or assigned responsibilities.

4. Professional Behavior:

Students are required to behave in a professional and ethical manner at all times. Students will comply with all Information Privacy Security (HIPAA) regulations. It is required that students adhere to the NASW Code of Ethics and demonstrate attitudes and behavior consistent with the values of the social work profession. Unprofessional or unethical behavior can be grounds for discontinuance from the Field experience and BSW Program. Students are required to sign the ethical and professional obligations in the Field placement agreement.

5. Change of Placement

Students are expected to complete their Field placement within the assigned Field setting. Changing a Field placement is rare and issues that arise are expected to be resolved using the problem-solving model and in consultation with the Faculty Liaison. Challenges in Field placements present learning opportunities for students to address situations that arise, utilize problem-solving skills, and develop satisfactory resolutions.

Students and Field Instructors need to allow enough time (usually the first eight weeks of placement) to address any adjustment and/or learning issues arising early in a placement. One should allow time for the supervisory relationship to form and for the student to become acclimated to the Field setting and its work.

Even if issues develop early on in the placement, students should use the first weeks of Field to develop self-awareness and problem-solving skills. It is important to have open communication with the Liaison to assist both the student and Field Instructor in resolving any issues.

Occasionally situations may arise when a student, a Field Instructor, or the Faculty Liaison requests a change of placement when circumstances unrelated to the student's performance make continuation in the placement an issue. Examples include but are not limited to a Field Instructor leaving the Field setting; organizational changes that result in a lack of opportunities for appropriate learning; student relocating; or "goodness of fit" issues with a Field setting.

Communication and planning are essential parts of the process. In all cases, any requests must be discussed with the BSW Field Director/Liaison who will be responsible for facilitating the completion of the Request for Field Placement Change form available from the Field Office. The BSW Field Director will review the request and approve or disapprove any Field Placement change.

When a change is approved, the student is expected to complete the termination process in the initial placement, which includes termination with clients and administrative requirements (i.e., documentation, etc.) and with the supervisor and staff. The original Field Instructor completes a summary of the student's Field experience to date, including the number of hours completed and Process Recordings reviewed and discussed.

The reason for the change, circumstances surrounding the change, and the time of the change will determine the student being assigned to another Field placement Field setting or discontinuing Field for the remainder of the semester while an appropriate plan is developed.

6. Leave of Absence or Withdrawal and Reapplication

A student who has been on a leave of absence or has withdrawn from the University and reapplied will be required to follow the above-stated process for Field placement. In addition, the Field Director and/or BSW Director will meet with the student to determine if the faculty recommends the student for Field placement.

XII. Field Placement Employment of Field Education Students

The Marywood BSW Program continues to evolve its policies for Field Placements in Employment Settings. Where it was once necessary for the field experience to be totally different/separate from the students' work responsibilities, now the program considers employment-based field opportunities that provide meaningful learning opportunities directed toward attainment of the CSWE competencies. The BSW Program Field Policies regarding employment follow the latest guidance from CSWE. Most recent updates reflect how CSWE-COA codified the interpretation in the 2015 EPAS Interpretation Guide under AS 2.2.11. The following three statements were updated in July 2022 by CSWE.

- I. Student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, including any competencies added by the program, and their related behaviors.
- II. The field instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment.
- III. While these options are permissible, each program has the autonomy, authority, and discretion to develop its own policies regarding field placements in an organization in which the student is also employed. These interpretations present options, not requirements.

Policy about Field Placements in Employment Settings:

Students may request to do their Field placement at their worksite. These opportunities are considered on a case-by-case basis. Occasionally an employment opportunity arises at a Field setting prior to the end of a placement. If this occurs, the student needs to discuss the option with the BSW Field Director as to how it could impact their Field placement. It is the responsibility of the BSW Field Director to ensure and maintain the integrity and educational focus of the Field experience.

The Field setting and student must demonstrate that the employer provides the opportunity for the student to complete tasks that have clear links to the social work competencies and their related behaviors. If this criterion is not met and the student chooses to accept employment, the student cannot continue in the setting as Field placement and will need to request a change of placement. Students who accept employment in their Field placement setting without discussing the implications for their

Field requirements with the BSW Field Director may have their Field placement terminated.

Finally, as the demand for social workers and direct practice staff increases, the Marywood BSW Program is working with several local agencies to develop a process and policy for a student to be hired and complete their senior field placement at the same time. The agency must agree to allow the student to attend the Senior Seminar (SW 490) on Mondays from 9:00am to 12:00pm, that the Field Instructor will participate in the Field Orientation training, and Field meetings at the beginning and end of the semester and to follow the policies related to assignments and supervision.

Ensuring Separate Assignments from Employment:

With the evolving policy for field placement in employment settings, students may use time at work as field hours as outlined in the policy above. However, the agency must agree to provide the student with practice experiences that are broad enough to meet each of the CSWE competencies. As part of the student Learning Agreement, tasks will be identified both within the student's current role and beyond as needed, to allow the student to meet the educational expectations for both SW 490 and SW 491.

Ensuring Separate Supervision from Employment:

As per the latest guidance from CSWE, the field instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment. The Field Instructor and employment supervisor of a student may be the same person if necessary, however in such cases, supervision time for field education learning must be separate from supervision time for employment. This is reviewed during the process to establish the field site for the student, during orientation for the Field Instructor and at the initial meeting to go over the Learning Agreement. Supervision for field education separate from employment supervision helps to ensure that any potential dual relationship issues are minimized. It is the responsibility of the Field Instructor to provide the opportunity for field time devoted to providing the expected educational experiences.

XIII. Confidentiality

Standards for client privacy and confidentiality vary among agencies so students need to become familiar with and comply with all Field setting policies and procedures regarding confidentiality in their Field setting, including HIPAA as it relates to the Field setting. Students need to address implications for their practice with their Field Instructor during their orientation to the Field setting.

Students have an ethical and legal obligation to take appropriate steps to ensure client confidentiality in all educational assignments. As a general rule, in the interest of protecting client privacy, any classroom material, Field assignments including process recordings are to be written or discussed so the identity of the client(s) and client

system(s) are protected by use of pseudonyms. Additionally, it is not necessary to identify the name of the Field setting, its location and personnel.

Privacy and confidentiality are required for all activities used for classroom material, Field assignments and process recordings; not just direct practice encounters. All students sign a Confidentiality statement as part of the application for the Field process.

XIV. Recording

Students are responsible for meeting the recording requirements of the agency as well as process recording requirements of the Bachelor of Social Work Program. Models of process recordings are provided to the student..

XV. Evaluation

At the mid-term and the conclusion of Field Instruction, evaluation of student performance by the Agency Field Instructor takes place. The specific forms for these evaluations are provided to the student and Field Instructor. Responsibility for assigning grades rests with the BSW Field Director. The Grading Rubric for SW490 is provided.

At the end of the fall semester students evaluate the Field agency experience. These evaluations provide an important part of the overall review of the experience provided by the agency. The "Student Evaluation of Field Experience" form is provided to the student and the Field Instructor.

XVI. Professional Liability Insurance

All BSW students are required to have Professional Liability Insurance for the semester they are in Field. This is arranged through the University and billed with the course tuition, unless other arrangements are required due to the student's legal history. A copy of the professional liability insurance is provided to the agency.

The University and School of Social Work does not cover personal liability and does not assume responsibility for damage or injury to or caused by the student during their Field placement.

Please note: In circumstances where a student has a conviction, they may need to purchase a separate special Liability Insurance Policy which the Field Office will assist them in obtaining.

XVII. Technology and Social Media

Students need to be especially sensitive to the boundaries between personal and professional uses of social media and technology. While in Field, students should not be utilizing personal phones and electronic devices for emails, text messages, social media

(Facebook, Instagram, Twitter, Tiktok Snapchat, etc.), make unnecessary personal phone calls or utilize Field setting computers for personal use which includes personal internet browsing.

Use of social media including text messaging, tweets and Facebook, Instagram, Tiktok, Snapchat etc. type postings must never reference information, events or comments related to a student's Field placement. Work- related electronic documents that may be confidential in nature should not be downloaded or saved onto personal laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional lives and to protect the safety and privacy of the client and Field setting. Students are expected to use technology in a professional and ethical manner. A breach of this will result in a Field Review.

XVIII. Conflicts of Interest

All Field students need to be aware of potential conflicts of interest and avoid conflicts of interest that interfere with professional discretion and impartial judgment.

The following need to be taken into consideration:

During the Field Placement planning process or anytime afterward, students need to discuss with the Field Education Office, information about any agencies/programs where there may be a conflict of interest because: students and/or their family members or partner are currently receiving or have recently finished receiving Field setting/program services or a family member or partner is currently employed by the Field setting/ program or has recently left a position with the Field setting/program.

Once in their Field Placement, BSW students can avoid conflicts of interest or potential conflicts of interest by:

- Discussing with their Field Instructor and Faculty Liaison when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the client's interests primary and protects client's interests to the greatest extent.
- Refraining from taking unfair advantage of any professional relationship to further personal, political, religious, or business interests.
- Refraining from engaging in dual or multiple relationships with clients or former clients in which there is a risk of potential harm or exploitation to the client. Dual or multiple relationships occur when BSW students relate to clients in more than one relationship, whether professional, social, or business.

- When providing services to two or more individuals who have a relationship with each other (i.e., couples, family members), BSW students with support from their Field Instructor should clarify with all parties which individuals are considered clients and professional obligations to all individuals who are receiving services.

XIX. Culturally Responsive & Socially Diverse Practice

The School of Social Work and BSW Field Education program are committed to the importance of culturally responsive and socially diverse practice beyond cultural competence, in social work education and in the delivery of social work services to diverse populations across all settings. As Social Work students, practitioners, and educators it is our responsibility and challenge to understand how cultural, societal, and institutional practices have and can contribute to the marginalization of individuals, families, groups, organizations, and communities. It is essential to effectively address intersectionality and to challenge those systems and to include diversity, equity, and inclusion frameworks throughout our practice.

NASW Code of Ethics

The 2021 Revised NASW Code of Ethics outlines the standards around Cultural Competence which must be adhered to by students in Field placement settings.
NASW Code of Ethics (1.05 Cultural Competence)

- a. Social workers should demonstrate understanding of culture, its function in human behavior and society, recognizing the strengths that exist in all cultures.
- b. Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social Workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.
- c. Social Workers should demonstrate awareness and cultural humility by engaging in self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for cultural humility.
- d. Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- e. Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and to seek to prevent such potential barriers. Social

workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services. <https://www.socialworkers.org/about/ethics/code-of-ethics>

The dimensions of diversity are understood as the intersection of multiple factors including age, class, culture, physical ability, ethnicity, immigration status, political ideology, race, faith and spirituality, sex, gender expression, gender identity, gender orientation, cognitive ability, family structure, education, relationship status and geography. Social workers appreciate 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.

XX. Transportation (to and during Field Placements)

Each student is responsible for her/his own transportation to and from placement. Students in their internship role are not permitted to use their own vehicle for Field setting client transportation. In addition, students should always check with their own automobile insurance coverage company before using their car during their placement (i.e., making home visits, traveling between offices, etc.) Students should also have a clear understanding of the Field setting mileage reimbursement policy for students.

Field Setting Transportation –If a Field setting expects students to transport clients in a Field setting vehicle, prior written permission must be given by the School of Social Work. The student has to be comfortable transporting clients before the school will agree to the student having responsibility for transporting in a Field setting vehicle.

In addition, the Field setting must provide written documentation to the student and School of Social Work and verify that Field setting automobile insurance covers the student as a driver of a Field setting vehicle.

Transportation to and from one's Field placement does not count toward Field hours. Transportation time during Field placement (i.e., home visits, Field setting visits, community visits, conferences, etc.) counts as Field placement time.

XXI. Interprofessional Education (IPE)

Over the course of the BSW Field program students will have opportunities to engage in Interprofessional Education opportunities. These opportunities may be offered within the College of Health and Human Services, in collaboration with students from other universities such as Lackawanna College and the University of Scranton. Students will participate in at least one IPE experience as part of Field during their BSW Field experience.

According to the World Health Organization (WHO), Interprofessional Education (IPE) is an experience that “occurs when students from two or more professions learn about, from, and with each other” (WHO 2010). Interprofessional Education (IPE) encourages professionals to learn with, from, and about each other. IPE is more than common learning to introduce shared concepts, skills, language, and perspectives that establish a common ground for Interprofessional practice. It is also comparative, collaborative, and interactive, a testbed for Interprofessional practice, taking into account respective roles and responsibilities, skills and knowledge, powers and duties, value systems and codes of conduct, opportunities and constraints. This cultivates mutual trust and respect, acknowledging differences, dispelling prejudice and rivalry and confronting misconceptions and stereotypes. IPE respects the integrity and contribution of each profession. IPE is grounded in mutual respect. Participants, whatever the differences in their status, are equal as learners. They celebrate and utilize the distinctive experience and expertise that participants bring from their respective professional Fields. (Adapted from Centre for the Advancement of Interprofessional Education).

Experiential learning is an important element of IPE. Experiential is students entering a practice environment to better understand how to work collaboratively in “real-life” situations. Interprofessional learning is different from multidisciplinary learning, in which students from different professions learn or even work in a group. To be truly Interprofessional an interaction requires purposeful integration and collaboration among the disciplines, whether in an educational or practice environment. (Adapted from George Theibault presentation).

XXII. Health Guidelines

All students are required to follow any and all guidelines established by Marywood University, the Centers for Disease Control (CDC), the PA Department of Health, local, state, or federal government, the School of Social Work and your Field Placement setting, this includes protocols for COVID.

The following page has a graphic which provides an easy way to remember the importance of being alert and safe about ourselves and our environments.

XXIII. Safety

The School of Social Work and is aware there are inherent risks to Field setting staff and students in situations requiring contact with the public. It is the student’s responsibility to be aware of the need for personal safety and to minimize risks as much as possible.

The Field setting has the responsibility for orienting students to Field setting specific safety issues. Students and Field Instructors should discuss safety issues at the

beginning of the semester and as an ongoing part of supervision. If home visiting is involved students should discuss with their Field Instructor and Liaison the Field setting protocols.

The School of Social Work has instituted a reporting protocol: The Field Education Incident Reporting Form whenever a situation arises that presents a safety or ethical concern. A safety incident is defined as any occurrence that involves an individual's physical or emotional safety in the course of conducting their duties and responsibilities as a Field Education student. The BSW Director of Field Education reviews all incidents to assure a plan is developed and implemented to address the incident.

Work-related violence against social workers is a fact of life. Violence includes physical assault, verbal assault, intimidation, harassment, and the threat (verbalized or implied) of future assault. The impact of assault can be lessened, some incidents may be prevented entirely, and the possibility of anticipating a high-risk situation and therefore having good contingency planning is increased through good preparation.

NASW's Committee for the Study and Prevention of Violence Against Social Workers recommends every Field setting and private practitioner develop safety policies and procedures which address prevention, intervention and aftermath strategies. This outline is general. Each Field setting or private practice can develop specific, comprehensive guidelines to address their unique characteristics and needs. Agencies will need a separate plan of action for each unit and specialized function. To maximize social worker and staff safety and to minimize Field setting liability, the following guidelines are offered. For more information please see <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

A. Safety Plan of Action

During Senior Field (SW 491) all students develop a written safety plan specific to the function and layout of each field setting. Students receive input from their Field Instructor and agency staff and review any policy for worker safety that exists for the organization. A comprehensive safety plan should include:

- How to recognize signs of agitation.
 - A specific plan for what to do at the first signs of agitation. This includes recognizing subtle signs of agitation like high blink rate and lower body movement.
 - Code words and phrases to signal for help without increasing the client's potential for aggression.
 - Format for ongoing assessment of a client's level of agitation, anger and impulsivity, along with the dangerousness of a particular situation.
- Format for intervention including:

- When and how to attempt verbal de-escalation.
- When and how to use non-violent, self-defense, physical evasion, force deflection and disengagement skills.
- When and how to call security or police. When and how to evacuate the building.

Everyone in the facility, administrative, clinical and service staff should be trained in these areas for maximum safety.

B. Exterior and Physical Layout

- Maintain and furnish the facility so that it presents an organized, calm and respectful appearance to clients. Pay particular attention to the waiting area.
- Ensure adequate lighting inside and out.
- Be aware of traffic patterns with special attention to where clients can go unescorted. If the location of the bathrooms and coffee area allows unescorted clients to walk through the building, be aware of the risks. NOTICE ALL ACTIVITY!
- Establish a risk room where potentially violent or agitated clients can be seen. This room should be furnished in a sparse, neutral manner, and located in a central area with ready access to help. Have staff assigned to check on risk room activities.
- Evaluate the need for safety equipment including buzzers and alarms in offices.
- Furnish offices to allow a comfortable distance between client and worker and to permit easy exit for both. Eliminate items that may be thrown or used as weapons.
- Routinely inspect exterior and interior layout and all safety equipment to ensure all is in working order.

C. Rules, Regulations, and Procedures

- Establish a format for taking a required history of violence as a part of regular intake procedure.
- Establish a format for communicating violent history to staff when current danger exists.
- Ensure adequate staffing at all times; no one should work in a building alone.
- Communicate safety policies to clients, when indicated.
- Orient new staff to safety policy and plan.
- Formulate and post a policy re: providing services to clients who carry or have guns and weapons.
- Formulate and post a policy providing services to clients who are under the influence of alcohol or drugs at the time of service.

- Provide ongoing supervision, consultation and training in:
 - Details of safety policy and plan with regular updates.
 - Assessment of client's potential to become violent.
 - Treatment and clinical interventions with potentially violent clients.
 - Competent limit setting.
 - Deescalation techniques.
 - Non-violent self-defense, physical evasion, force deflection and disengagement skills.
 - Tarasoff decision-the duty to warn and protect.
 - Aftermath of client violence.
 - Trusting the physical feedback worker is getting from his/her body as the first warning sign of trouble.
 - Give permission to end a potentially dangerous situation immediately.
- Address institutional practices that unintentionally contribute to client violence.
- Develop a policy on home visits which include:
 - Leaving itinerary with the office staff so the worker location is known at all times.
 - Phoning office frequently when in the Field; preferably after each appointment ends.
 - Providing portable phones and other safety equipment.
 - Providing options for escorts; staff or police.
 - Giving permission not to go when the risk of imminent violence is high.
 - Establish relationships with security and police. Let them know what you do and what you need from them.
 - Design a program to address the aftermath of client violence. Address the physical and emotional needs, short and long term, of the assaulted worker, worker's family, co-workers and affected clients as well as a format for debriefing and communicating with all staff following an occurrence of violence.
 - Develop a format to address the consequences of violent or threatening behavior with the client. Include the effect of the violence on services. Develop a format to determine when and how legal action against the violence client will be taken.
 - Log and communicate to staff all work-related occurrences of violence including threats.
 - Re-evaluate policies, procedures and training needs following an occurrence of violence.

SAFE Field Education

SELF	<ul style="list-style-type: none"> ● Identify yourself as a student ● Communicate your whereabouts ● Employ physical safety measures ● Professional Liability Insurance coverage provided through the School of Social Work
AGENCY	<ul style="list-style-type: none"> ● Know the safety policies and procedures of the agency and how they are related to the university and the program. ● Assess the culture of the agency with regard to issues of safety. ● Consider the client population served. ● Ensure your professional well-being. ● Attend supervisory sessions. ● Practice within your role as a student. ● Know legal liability. ● Review mandated reporting and your duty to warn/prevent harm.
FEELINGS	<ul style="list-style-type: none"> ● Trust your gut. ● Ensure psychological well-being ● Engage in self-care; think of the oxygen mask metaphor on an airplane. ● Manage stress and potential burnout. ● Educate yourself and be aware of vicarious trauma.
ENVIRONMENT	<ul style="list-style-type: none"> ● Assess internal and external agency environments – lighting, parking, and so on. ● Assess the type, location, and time of day of service (i.e., in office, in home, or community-based).

NASW’s Committee for the Study and Prevention of Violence Against Social Workers (2008)

XXIV. Supervision

Supervision is an important part of Field Education, as well as for ongoing professional social work practice. It is also an important part of a BSW student’s professional growth. Supervision affords students the opportunity to develop self-awareness, to reflect on the content and process of their work, to build social work skills and to develop skills related to professional use-of-self. In supervision, students can learn to communicate issues or concerns in ways that are direct, open, and honest. It also provides a setting for students to learn to accept and use feedback, as well provide feedback to their Field

Instructor and other Field setting personnel. Supervision provides an opportunity for students and Field Instructors to clarify expectations. Student work directly affects client's lives and/or impacts on systems. Guidance, direction, support and feedback from the Field Instructor is important.

Three Components of Supervision:

1. Educational: Addresses Knowledge; Skills; Reflection
2. Administrative: Addresses Policies & Procedures; Tasks; Resources
3. Supportive: Provides Feedback; Mentoring; Support: Advice

Students should make the most of supervisory sessions in a purposeful & responsible manner.

- Meet at a regularly scheduled time with their supervisor each week. Be prepared with an Agenda (sample on Brightspace). Bring questions, observations, & requests for input & feedback.
- Use the time to process experiences, examine performance & explore new ideas.

Field Instructors expect an BSW Intern to:

- Be dependable & follow through on assigned work
- Pay Attention to detail & proper procedures
- Show initiative in work-related assignments
- Demonstrate a cooperative attitude toward the Field Instructor, task supervisor & other Field setting staff
- Show a willingness to learn from whatever tasks are assigned
- Be open to supervision, including asking for and learning from constructive criticism
- Demonstrate a willingness to seek help when needed
- Utilize technology in a professional and ethical manner

Supervision is an interactional process. However, it is not therapy. Many students are drawn to the profession thinking it is a way for them to address their own issues. Supervision is not the place to do that. It is possible that, in working with clients, you may bump into your own issues. Having insight about that can be helpful. However, if your issues are getting in the way of being effective with your clients, you should seek outside resources and counseling to address them. Don't be offended by this recommendation - it is in support of you being a more effective social worker.

Conflicts might arise in the supervisory relationship. For example, a student may feel the Field Instructor does not devote enough time to the student and his/her learning

needs. Or a student may feel the Field Instructor is either too controlling or not structured enough. The student and Field Instructor may have very different personalities. Perhaps a student and Field Instructor differ in terms of gender, race, ethnic background, or age and this somehow affects the relationship. Whatever the conflict, talk about it. Don't avoid the problem. Students will be expected to find ways to deal with these issues. Remember, the faculty liaison is available to assist in problem solving (See Problem Solving section pgs. 35, 36).

The School of Social Work BSW program requires a minimum of a one-hour scheduled weekly supervisory conference between Field Instructor and student. Dependent on agency practices, supervision may be in-person or remote (i.e., Zoom, Google Meets, Facetime, etc.).

The supervisory conference "Instructional hour" should last from one to one-and-one-half hours per week. Supervision should cover the range of services and the student's learning experiences at the Field setting, provide feedback on student progress, and encourage the student's critical thinking. Since students are required to complete Process Recordings or Journals each semester, the supervisory conference is the appropriate place to review and critique these. Students are asked to submit their Process Recording or Journal Reflection to their Field Instructor prior to the Supervisory Conference to allow the Field Instructor time to review it before discussion.

Group supervisory conferences can be helpful complements to individual conferences and will be considered on an individual Field setting basis. Field Instructors should discuss with the faculty Liaison if they plan to use group supervision in addition to individual sessions.

*Adapted from University of Buffalo Field Education Materials

XXV. Field Education Documentation

A. Learning Agreement

The Learning Agreement is a learning contract collaboratively developed between the student and the Field Instructor, which is completed within the first three to four weeks of the Field experience for both Generalist 1st year Field experiences and for Specialized Practice 2nd year Field experiences. It is based on the Nine Core Competencies as defined by the Educational and Policy Accreditation Standards of CSWE.

The purpose of the Learning Agreement is for the student and Field Instructor to discuss and plan jointly the learning and assignments to be undertaken during the placement and to clarify expectations. It is the blueprint to learning. In addition, the Learning

Agreement provides a basis for accountability from both the student and Field setting perspective. It is a guide to measure student progress throughout the semester and year and forms the basis of the midyear and final evaluation. It also protects the student from having too much or too little to do during the Field experience.

To ensure clarity and direction in the Field experience, the student and Field Instructor jointly develop the Learning Agreement. It provides an opportunity early on for the student and Field Instructor to think both creatively and academically as they design the outline for the entire year's Field learning. The process of formulating the learning agreement also provides an early opportunity for students to take an active role in shaping their own learning and for students and their Field Instructors to develop a good working relationship with each other. The Learning Agreement should provide for a mixture of assignments which may be "comfortable" for the student to master quickly and some which are more challenging and growth-enhancing. The Faculty Liaison can be used as a resource in the development of a Learning Agreement. As the Learning Agreement is intended as a guide for learning, it is a fluid document and can be revised throughout the Field experience. Revisions can be made as some objectives are met and new ones are added, and as the student's activities and learning needs change. Any revisions should be discussed with the Liaison and an Addendum to the learning Agreement provided.

The Faculty Liaison reviews the Learning Agreement on his/her first Field setting visit and may suggest changes as necessary. All Learning Agreements are approved by the Liaison and reviewed by the Field Education Department. The original and one copy of the Learning Agreement are given to the Faculty Liaison. It is due approximately one month after the start of the Field Placement. The signed Learning Agreement becomes a part of the student's Field file.

B. Field Activity Sheets

Students are required to complete Field Activity Sheets on a weekly basis. The Activity Sheet identifies the variety of activities students are involved in to assure the requirements of Field are being addressed. It is also a time sheet and documents the time students are in Field. Definitions of the activities are on the back of the

Activity Sheet and on Brightspace. Activity Sheets are signed by the Field Instructor weekly and submitted to the Faculty Liaison at least every other week during each semester.

Please note; A Field Review may be called at any time during the placement if the Field setting or Liaison identify that a student is chronically late in complying with Process Recording and/or Field Activity Sheet requirements. Students with extenuating

circumstances must have a plan approved by their Field Instructor and Liaison for assuring timely completion of outstanding material. However, students who do not comply with documentation requirements and plans of correction, risk receiving an Unsatisfactory grade even if they have completed their Field hours satisfactorily.

XXVI. Process Recordings and Journal Reflections Overview

Process Recordings are an integral part of the learning experience and a major learning tool in social work education. Social work is unique in the use of process recordings to teach social work skills. Journal Reflections provide an alternative to the Process Recording format. The term recording is used interchangeably between Process Recording and Journal Reflections.

The writing of Process Recordings and Journal Reflections is an acquired skill. They are to be written in the first person, I thought, I observed, I said etc. not this intern or this writer format. They are not a chart note but the student's personal processing of the interaction. It takes time for most students to produce a document that fits both the student's needs and the Field Instructor's objectives for learning. Process Recordings and Journal Reflections differ from Field setting recordings and are not to be included in Field setting files.

Any face to face interaction or virtual encounter/interaction may be used for recording: The following are examples of, but is not an exhaustive list:

- Intake sessions
- Assessments, Ongoing sessions
- Terminations
- Case management sessions
- Home visits
- Individual or Family sessions with clients
- Groups
- Professional contacts including Field setting staff, community, school, or service providers,
- Field setting or interdisciplinary or inter-Field setting meetings,
- Case conferences,
- Committee meetings
- Project planning
- Consultation
- Training, Workshops, Webinar or Field setting experiences a student wants to process or reflect on.

It is expected that records will vary in detail. Students should include some verbatim of the experience is also expected.

Writing Process Recordings/Journal Reflections provides students an opportunity to:

- pay attention, conceptualize, reflect on and analyze their work and experiences
- increase self-awareness
- rethink and process interactions
- demonstrate critical thinking skills and written expression
- recognize results of interventions
- reflect on their ability to evaluate their practice

Reviewing Process Recordings or Journal Reflections with their Field Instructor helps the student:

- identify learning patterns;
- access a Field Instructor's factual and practice knowledge and experience;
- reflect the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses and outside readings;
- discuss his/her response to emotion, process, and content so the Field Instructor can gauge how the student is progressing emotionally in his/her skill development; and
- gain self-awareness

Process Recordings or Journal Reflections provide both the Field Instructor and Liaison:

- a way to evaluate how the student is processing experiences and integrating classroom learning with practice experience
- close oversight of a student's work by both the Field setting and school.

Students are REQUIRED to complete Six (6) Recordings per semester, a minimum of one (1) must be in the Process Recording format with dialogue from the client session, the remaining five (5) can be done as a Journal Reflection entry or Process Recording. Each Process Recording or Journal Reflection can be based on any Topics as described.

Recordings (Process Recordings/Journal Reflection entries) are to be done on a regular basis. They can be completed during Field placement hours. Recordings should also be

completed close to when the experience being processed occurred. A consistent flow of submissions is expected-do not wait to submit recordings until the end of the semester. Refer to due dates in the Field Syllabi. Recording submissions are submitted to the Field Instructor for review and discussion, then forwarded to a student's Faculty Liaison for review. Students will be notified by email if they are falling out of compliance. Timely submission of Process Recordings will be a consideration in a student's Field grade. Continued disregard for regularly submitting recordings will place students in jeopardy of failing. The use of the BSW program Process Recording Outline or Journal Reflection format is required. Templates are available on Brightspace.

- a. **Field Instructors:** Field Instructors should read the student's Process Recordings or Journal Reflections prior to supervisory conferences and prepare an agenda for teaching. Field Instructors should make comments on each recording, as they are useful for the student to review before and after conferences. Field Instructors should keep in mind that the use of recordings is intended to meet learning goals. For example, Process Recordings or Journaling require students to conceptualize their ideas and reflect on what was happening. The student's effort to comment on the non-verbal content of a session will help develop awareness of their professional selves and their use of self as therapeutic agents. Assessment paragraphs increase the ability of the student to make assessments and diagnoses in a variety of situations.
- b. **Liaisons:** The BSW Field Directors serve as the Field Liaison when there is a small cohort of students in senior field SW 490. Should the class be large enough a second person would serve as Liaison along with BSW Field Director. The role of the Field Liaison is to track that regular submissions of required documents are being made, review the processing recordings and be available to assist the students or Field Instructors/Task Supervisors with any issues or questions. The BSW Director/Field Liaison continually assesses the student's work and progress as well as the overall placement experience both in Senior Seminar (SW 491) and in individual meetings with the student throughout the semester.

A. Recordings vs Chart Documentation

Process recording is different from client chart recording. Process recordings are used exclusively as an educational device. Chart Documentation is for internal record keeping and accountability.

Selection of the Interaction (Encounter, Activity, Experience) Content or Client for Recording:

Selection of the particular content for recording can be guided by the specific learning objectives (themes) on which the student wants to focus in their PR. If, for example, the

student is concentrating on learning Competencies involved in beginning a relationship with a client, then a process recording involving a new client would be selected. Some learning objectives, such as continuity between client sessions, might require recording the same client over time. Alternatively, a "one shot" recording of a client may be useful to focus on other topics.

B. Client Privacy and Confidentiality

As a general rule, in the interest of protecting client privacy, the process recording is written such that the identity of the client(s) is masked by use of pseudonyms; similarly, it is desirable to avoid identifying the name of the Field setting, its location and personnel.

C. General Instructions for Process Recordings

In preparing the recording, the student follows the Process Recording Outline. While initially largely descriptive, the recordings should become progressively more analytical with increasing student sophistication. The process recording should allow ample margin space so that both the student and the Field Instructor can write in comments for their respective use. Students are given formats for five different types of Process Records. They are required to do one of each and then they can choose the format from those five for recordings six through eight.

Model 1: Dwyer and Urbanowski

Model 2: Wilson's Column Format

Model 3: Wilson's Summary Recording

Model #4: Narrative Model

Model #5: The Feld Black Model for Thematic Process Recording

1. Interaction (Encounter/Activity/Experience) Content / Purpose
 - What is the Interaction you want to reflect on?
 - What is hoped to be accomplished in this session?
2. Background Information & Overview of the Encounter/Experience/Activity

Provide a brief summary of who was present, the setting, the nature of the interaction, identify any issues or problems being addressed, any pertinent information not otherwise known to the Field Instructor to orient her/him to the encounter. Provide an overview of the main areas addressed in the session.

3. Include an account of what actually occurred, both verbally and nonverbally, approximating the dialogue to the extent possible. In this area the student reflects on the selected interaction thinking about their affect/ feelings, their thoughts, awareness of any somatic(body) reactions and how attuned they were. In addition, the student reflects on what was happening for the client or with individuals included in the interaction for non- client interactions. Reflecting on what was happening, affect/feelings, thought processes, voice tone, nonverbal communication

What the student was trying to accomplish in a particular interaction? • What practice behavior/skill was being implemented?

The student uses this section to demonstrate application of social work skills. For example, this may be an instance of successful implementation of a particular practice behavior/skill, or a situation in which the student retrospectively perceives that s/he "missed the boat" in relation to the targeted learning objective.

4. Cultural Competency: The student identifies cultural factors (race, gender identity, gender expression, gender orientation, socioeconomic status, education, response to illness, help-seeking behavior, family structure, relationship status, communication patterns and styles, language, spirituality, immigration and acculturation, etc.) that the student is aware of during and after the session?
5. Microaggressions: The student 1) Describes any biases, apprehensions or fears the student experienced during the intervention. 2) Describes any biases, apprehensions, or fears that the student client may have had toward the student 3) Were there opportunities during the session to dialogue and learn regarding aspects of the client that are different from the students.

D. Evaluation

This evaluation is a reflective analysis of what you were thinking and how you were feeling.

Hindsight thoughts: what worked, what didn't work and why? What might you have done differently?

- What was the student thinking and/or feeling about what was happening in the interaction? Future Plans
- If relevant, the student outlines a plan of action for the next session with the client(s).

E. Supervisory Agenda

The student identifies areas for discussion with the Field Instructor.

- F. Students are required to complete 8 Process Recordings. They are provided with five different formats

XXVII. Guidelines and Examples for the selection of topics for use in Process Recordings and Journal Reflections

Topics may be derived from classroom content, Field setting Field setting, client needs and learning needs of the student. Four themes for each semester are required. The student and/or the Field Instructor can select additional topics specific to the student's educational needs. Initially, the Field Instructor may take a more dominant role in theme selection; as the student becomes more Specialized, s/he may take primary responsibility.

Topic Examples:

- a. Beginnings are a critical phase in the helping process. It is worthwhile for students, early in their Field experience, to select this phase of the encounter as a topic. Targeted for learning in this context are the various components of beginnings, including opening a session, establishing a beginning working relationship, description of the role of the social worker, the program of services offered by the Field setting, initial fact-finding and goal setting.
- b. Endings: This phase is an important topic. How to bring closure to an individual encounter or ending the provision of service, how to manage transitions, ending professional relationships etc. addressing the various Competencies/practice behaviors involved.
- c. Assessment: using an ecological/person-in-environment perspective may be selected as topics.
- d. Helping Skills: Learning specific helping skills/practice behaviors such as focusing on an interview/meeting, active listening, self-disclosure, partializing the problem, dealing with silence, and empathy. These practice behaviors/skills may be revisited as themes at various intervals in the student's training, with ever-increasing level of skill implementation.
- e. Culturally Responsive Practice/Diversity Experiences: Engage difference and diversity to promote the ability to work with a wide array of human differences (racial, cultural, gender, age, sexual orientation, ethnic etc.).

- f. Practice Evaluation: Monitor client progress in a systematic manner. In this example, students would focus on working collaboratively with clients to define measurable treatment goals and assess their achievement over time.
- g. Ethical Standards: such as the primacy of clients' interest, promoting client self-determination, respect confidentiality, boundary maintenance and informed consent. In addition, addressing ethical dilemmas resulting from value clashes may form the basis of topics.
- h. Strengths/Empowerment Perspective/Empowerment: implementing a strengths/empowerment perspective with client systems.
- i. Field setting-based themes: emerging from the policy and approaches used in the particular Field setting. These might involve interpreting fee structure, completing required intake forms, explaining Field setting policy, procedures and available services, as well as multidisciplinary collaboration.
- j. Themes relating to a specific client problem/Field setting: issues such as substance abuse, bereavement, single parenting, poverty, health, diversity etc. In selecting one of these problem areas as a theme, the student commits to learn about the situation as it affects the client and how to use this knowledge in working with the client.
- k. Themes relating to student self-awareness and other educational needs: The student introspects on how her/his personal life history and/or current experiences may have an impact on the student's professional work with clients. For example, a student whose own father was alcoholic needs to recognize this background may influence her/his ability to work with a client who is abusing.

XXVIII. Reflection of Learning Form

This Reflection of Learning for each Semester provides the opportunity to reflect on personal (as related to his or her social work education) and Professional growth and development as a social work practitioner over the span of the placement. Students have found it helpful to review their previous Process Recordings to help identify areas of accomplishment personal learning related to knowledge, attitudes and skills. In addition, students are asked to identify future areas for learning related to knowledge, attitudes and skills.

At the end of each semester, each student is responsible for submitting a Reflection of Learning to his or her Liaison and Director of Field Education. During the last semester of Field, each student will submit a Final Reflection of Learning assignment which will reflect the whole placement experience.

XXIX. Specific Field Assignments and Requirements

Students are given specific field assignments which are part of senior seminar (SW491). These assignments will address a variety of topics, which can include but are not limited to the following: organization description, linkage to classroom learning and assignments, professional development, working with special populations, cultural awareness or reflections on assigned readings. The assignments are submitted to your Faculty Liaison as indicated by your Field program. The assignments are required and taken into consideration in determining your overall Field grade.

A. Field and Field Setting Documentation Requirements

All Field and Field Setting Documentation Requirements must be completed in the required format and submitted on time and prior to a student completing their Field placement assignment. This includes but is not limited to Process Recordings/Journaling, activity sheets, special assignments, feedback forms, and all Field setting documentation such as chart documentation, assessments, treatment plans, chart notes, summaries, etc.

Please note: As with Process Recordings and Field Activity sheets, a Field Review may be called at any time during the placement if the Field setting or Liaison identify that a student is chronically late in complying with Field setting documentation requirements.

Students with extenuating circumstances which have been addressed with the Field Instructor and Liaison may receive an X grade if a plan has been approved for assuring timely completion of outstanding material. However, students who do not comply with documentation requirements and plans of correction risk receiving an Unsatisfactory grade for Field even if they have completed their Field hours satisfactorily.

B. Evaluations

a. Evaluation of Student's Field Performance

The School, through its regular contacts with Field Instructors and students, supports the notion of ongoing evaluation and takes the position that the rating system is merely a mechanism around which evaluation dialogue may take place. It is expected that the Field Instructor will discuss the student's work during Supervisory sessions, so evaluation is an ongoing process.

At the end of each semester, a Field Evaluation is completed by the Field Instructor with input from a Task Supervisor where appropriate and with input from the student. The Evaluation includes a section specific to student's Learning Agreement tasks with comments from the Field Instructor and a narrative section for both the Field Instructor and Liaison to elaborate on the student's

performance. The comments and narrative areas discuss ways in which the Competencies were met and to identify any areas in which the student is particularly strong or those areas needing improvement.

The evaluation completed at the end of the fall semester (Mid-year Evaluation) is reflective of the fall semester performance; however, the evaluation completed at the end of the spring semester is the Final Evaluation and is cumulative and reflective of the entire experience (two semesters).

The School of Social Work and Student Evaluation form must be utilized by the Field Instructor in evaluating the student. This document becomes part of the student's permanent record.

The Faculty Liaison meets with the Field Instructor and the student to review the evaluation. The evaluation, once reviewed, is signed by the student, Field Instructor and Liaison. It is the responsibility of the Faculty Liaison to forward this document to the Field office. In the case of an irreconcilable difference of opinion in the evaluation between the Field Instructor's assessment and the student; the student can include a statement with the formal evaluation.

b. Student Feedback Forms

Students are required to complete Student Feedback Forms at the end of the Academic Year.

These forms provide feedback on the student's perception and evaluation of the Field setting learning environment, the experience and quality of Field Instruction, the Faculty Liaison, and the Field resource experience.

These forms are submitted to the Field Office for the student's program.

c. Field Instructor's Feedback forms

Each Field Instructor is asked to complete the Field Instructor's Feedback Evaluation form for the Field Office and Liaison assigned to the student during the academic year. This Evaluation process assists the school and the Liaison in assessing the effectiveness and accessibility of the Field Office, Liaison and the process in general. This enhances the relationship of the Liaison, Field Instructor and student and facilitates the learning process.

d. Memorandum of Understanding

While students have no responsibility for this, it is important they understand that the School and Field setting enter into an agreement. Each Field setting is required to enter into a contractual agreement known as the Memorandum of Understanding with the School of Social Work. This agreement delineates the responsibilities and rights of both the Field setting and Marywood University School of Social Work.

Each Field Instructor is sent a Memorandum of Understanding when a Field Placement is confirmed.

The Memorandum of Understanding is between the Field setting and the School of Social Work, not between the Field Instructor and the School. The Memorandum of Understanding is signed by the Executive Director, CEO or the Field setting designee. Field Instructors are asked to have the appropriate person within their Field setting sign the agreement. A signed Memorandum of Understanding is returned to the School of Social Work and a copy is kept by the Field setting for their records.

In some instances, Agencies and Organizations require an additional Affiliation Agreement with the University which delineates the Field setting or Organizations specific requirements of their internship programs. These Affiliation Agreements are between the Field setting or Organization and Marywood University.

XXX. Grades

Students receive a Satisfactory (S) or Unsatisfactory (U) grade for all Field courses. An S is the equivalent of a B or higher grade. The Directors of the Field Education are responsible for their respective programs for the assignment of the final grade based on the student Field setting evaluation, completion of required Field hours, completion of all required assignments, Process Recordings, activities sheets, student feedback forms, and input on overall performance from the Field Instructor and Liaison.

Students who have not completed the required Field hours for approved reasons will receive an X or I (incomplete) based on their individual circumstances. However, students in their final semester of Field need to be aware that they will not be able to participate in May graduation if they receive an X or I grade. The student will receive their degree in August if they satisfactorily complete their Field and the X or I grade is replaced by an S.

Students who have not satisfactorily completed all the required Field hours and/or the required assignments, Process Recordings, activities sheets, student feedback form and/or required Field setting documentation will receive a U. Please note, students are

at risk for receiving a U (unsatisfactory grade) if they do not satisfactorily meet all Field requirements in a timely fashion or by due dates even if they have completed their Field hours satisfactorily.

In the case of a student withdrawal from Field, the Field Instructor should provide a written narrative to the Faculty Liaison regarding the student's performance to that point. The student has a right to review this written material. Once received by the Director of Field Education responsible for assigning the student grade, the student will be assigned a W - withdrawal, WP - withdrawal passing, or WF - withdrawal failing, based on the date of the official withdrawal.

Grievance of Grades: Students who wish to grieve a course grade should address the concern to the Director of Field Education for his/her program. If there is no resolution, the grievance should be forwarded to the Director of the School of Social Work. If the grade is not resolved at the School of Social Work and Director's level, the student can appeal the decision to the Dean of the College of Health and Human Services.

marywood.edu/studenthandbook

XXXI. Problem Solving

Most students find their Field placement the most rewarding part of their education in social work, however, each semester, some agencies experience circumstances that can affect a student's placement; and each semester some students might experience performance problems. Field placements are unique from other social work courses because in addition to the education objectives set for students and the Faculty, there are also professional and ethical responsibilities relating to the Field setting, clients and the community, which need to be taken into consideration.

Occasionally, problems can occur if there is a change in the Field setting. When this happens, Field Instructors should discuss with the Liaison and student any Field setting changes, position changes, unexpected circumstances, etc., that will impact on a student's placement. A plan can then be developed to address the situation to ensure that the student has an appropriate educational experience.

When problems arise because of student performance, most Field Instructors wish they had given constructive feedback earlier and had documented the problems earlier during the semester. Students usually wished they had discussed their concerns more specifically with the Field Instructor and contacted the school for support earlier. It is important to recognize early and respond to performance problems, especially those of a serious nature. Two important principles when considering performance problems of students in the Field are: assurance of quality service to the clients in the Field setting and supportive and corrective services to the student.

Most students deal quite well with the multiple roles of life and have adequate coping skills; however, at times, personal problems might impair Field performance and professional behavior to the extent that the client needs in the Field setting or Field responsibilities are not being met appropriately. The Field Instructor and Faculty Liaison have the responsibility to intervene sensitively and decisively. Students may be experiencing financial problems, graduate school adjustment issues, family issues or coping with chronic or long-term situations such as a learning disability, a physical disability or chronic illness, etc. These limitations, though difficult, are compensated for and accommodated by adequate planning and flexibility. Often these students will perform well given the opportunity and appropriate support.

Sometimes personal or emotional problems of a more serious nature present greater difficulties. These may include serious physical illness or psychological impairment, a life crisis, a serious legal offense, addiction, personal instability or unsuitability for the profession. Inappropriate or unethical behavior, excessive absences, non-compliance with Field setting policy, or competence and skill deficits may evidence these. Serious ethical violations are rare. More common problems are related to deficits in competence, understanding or excessive absences.

Students and Field Instructors are encouraged to discuss problem situations, potential problem situations or concerns they have and explore strategies for handling the situation with the Liaison. Experience with problem situations indicates that early contact, even if it seems premature, offers a greater possibility of more complete, favorable resolution of the situation.

Students should address problem situations or concerns that interfere with the educational process with their Field Instructor and Liaison. The student should describe the problem or concern, why it is a problem or concern and offer a plan to address the problem or concern. A student may want to discuss the problem or concern with their Liaison for support and in preparation for a discussion with their Field Instructor. Likewise, Field Instructors should address problem situations or concerns that interfere with a student's performance and/ or the educational process, with the student describing the problem or concern, why it is a problem or concern and develop a plan of action.

If problems or concerns cannot be resolved between student and the Field Instructor or the problem relates to a SSW policy; the Faculty Liaison will address the issue with the parties involved. If the issue cannot be resolved at the Faculty Liaison level, the Director of Field Education for the student's program location will decide if the issue requires a Field Review or an Academic and Professional Standards Review.

COMMON PROBLEMS IN Field PLACEMENT WITH POSSIBLE RESOLUTIONS

Remember the Faculty Liaison is the first support for Students and Field Instructors in deciding how serious a Field problem really is. Students and Field Instructors should consult the Faculty Liaison when any problem situation occurs. The Field Education office is also available for consultation. Some examples of common problems include:

1. Field Instructors giving ONLY negative or critical feedback.

Most students crave constructive feedback and some students are able to be assertive and request some positive feedback on their Field setting performance. However, some students cannot handle constant negative feedback and the placement may be threatened. A rebalancing of negative feedback to more strengths based constructive feedback is needed.

2. The Field Instructor and student have a personality conflict.

Although the school works hard to match compatible students and Field Instructors, and interview students prior to placement, sometimes this still becomes an issue. Early identification and discussion is the key to resolving this problem.

3. The Field Instructor or student is unclear about expectations and deadlines.

Field can be a very stressful experience for students, and some may need a good amount of structure in clarifying placement expectations, including getting things in writing. Completion of the Learning Agreement is the best example of how one might address this. However, Field Instructors may ask students to take notes to keep track of assignments and expectations.

4. Student workload in the Field setting is too much or too little.

Because of variations in Field setting client populations and staffing, students may not have enough experiences to meet their learning goals or may be overwhelmed by the expectations. Students also differ in their readiness to "jump right in" and in their experience and ability in managing time or case responsibilities. Regular discussion during the semester and brainstorming about how to address problems is required to maintain a good placement throughout the semester(s).

5. The Student has difficulty integrating theory and practice issues.

Although classroom Faculty and the Field Education staff work hard to provide opportunities for students to integrate theory and practice; some students may need extra support in tying classroom theory into their work with clients. They seem to separate the two worlds (class/Field setting) and often get caught off guard when asked how they relate to each other. This is an area where the student needs the Field

Instructor to regularly talk about how specific theory is linked to the student's assignment.

6. Students may be overconfident of their own ability or feel that their previous experience exempts them from learning in placement.

Many of our students come to our programs with life and professional experiences in working with people. Most students are able to accurately assess their strengths and growth areas and focus on the things they need to learn in their placement. However, some students find it hard to take on the student role after being an authority in other areas and may not adequately assess what they do not know. Open acknowledgement of this issue with "permission given to be a learner" by the Field Instructor is often useful. Setting of clear expectations that the student must demonstrate that skill or other competence may also be needed.

7. Clarification of roles when students work with more than one "Instructor" during the placement experience.

Students usually value seeing a wide variety of worker styles, skills and experience. Often, students work with more than one Field setting staff worker during the placement, co-leading a group or working in more than one program/ department. It is important that there be clear communication about how students are to develop these collaborations, how they will be evaluated on their work with other staff and that there be ongoing communication between student, Field Instructor and other staff with whom students are involved during the placement. The designated Field Instructor remains the primary Instructor and is expected to maintain at least one hour of supervision per week with the student.

*Adapted with permission from materials from the University of Indiana, School of Social Work

XXXII. Termination or Discontinuation from Field

Field Education plays a crucial role in the student's development as a competent professional social worker as it reflects the student's ability to integrate course content, professional knowledge and skills with professional behavior appropriate for practice. Students must be able to maintain professional behavior that separates personal problems/issues from practice in order to successfully meet professional responsibilities to clients and client systems, to the Field placement setting and to the community. If a student's personal problems, health or psychological well-being, lack of maturity or lack of learning readiness in the intern role impair a student's Field performance and responsibilities to clients/client systems', the Field placement setting, and/or the

community; the Field Instructor, Faculty Liaison and Field Education staff have a responsibility to intervene.

Failure to meet these standards can result in suspension or discontinuance from Field and may result in termination from the program. It is important to recognize questions leading to discontinuance from the program can occur during any semester in the BSW program.

Field poses a special challenge to evaluation because it involves experiences away from the school, under supervision of Field setting professionals and within the context of community practice. It also demands rigorous supervision and scrutiny because of the work involved with clients.

In order to safeguard student rights and to ensure the standards of the profession, the School of Social Work has established policy and guidelines for termination of a student from Field. These guidelines conform to the School's policy on "Counseling of Students in Regard to Academic and Professional Performance" and "Academic and Professional Standards Committee." <http://www.marywood.edu/studenthandbook/index.html>

A. Possible Grounds for Termination from Field

The following are some but not all the reasons for suspending or discontinuing a student in Field:

1. The student's inability to relate to other individuals (Can the student interview and comfortably interact with other people? Can the student distinguish between professional and social relationships?)
2. The student's inability to perform in a professional manner (appearance, general demeanor, attitude, acceptance of supervision and feedback).
3. The student's inability to be aware of self and how one is perceived by others as ascertained by comments and behaviors observed by the Field Instructor or others involved in the student's educational experience.
4. The student's inability to use sound judgment; for example, to seek help for medical or emotional problems that interfere with one's ability to function in the Field Placement. It is the expectation that the student will have a plan to manage personal stressors that might interfere with student performance.
5. The student's inability to act in accordance with the NASW Code of Ethics.
6. A Field setting request for termination of a Field Placement due to ethical, legal or personal behavior detrimental to the clients or to the Field setting.
7. The student's inability to demonstrate practice in accordance with established evaluative criteria published in the Field Manual.

8. The student's inability to adhere to the student responsibilities, as outlined in the student responsibilities section. Examples include but are not limited to difficulty with the completion of the required number of hours in Field or the completion and submission of Process Recordings or a violation of the academic honesty policy.

B. Procedure for Termination Policy

The nature of Field Education necessitates consultation and documentation beyond the guidelines applicable to classroom students. In any situation of potential discontinuance, there must be full communication not only with the student, but also between Field Instructor and Faculty Liaison. There must also be clear documentation of the problem areas, of discussions with the student and of attempts to correct the problem(s).

Although lack of early notice to the student will not be grounds for omitting discontinuance as an option, Field Instructor and Faculty Liaison are expected to act promptly to address any problem that might lead to discontinuance. Timely attention to unsatisfactory performance may include immediate suspension of the student from Field pending a Field Review of the circumstances. The Directors of Field Education have the authority to call for a Field Review as a mechanism for evaluating the circumstances or to request an Academic and Professional Standards Committee (Academic Review) be convened. (The student has the right to request an Academic and Professional Standards Committee meeting at any time during this process).

Any indication of a serious deficiency that could result in suspension or termination from Field should be discussed by the Field Instructor with the Liaison immediately and a meeting held with the student as soon as possible to explore the concern. Possible solutions are negotiated and following this meeting, documentation outlining the meeting and a corrective action plan with timeline is provided to all parties and to the Director of Field Education for the student's program.

A Field Review may be held with the Director of Field Education for the student's program if, at any point, a judgment has been made that remedial action has failed to change the behavior in question. A student may be suspended from Field pending a Field Review or depending on the severity of the concern an Academic and Professional Standards Review. (Please refer to the Student Handbook.). If a Field Review is indicated, the Director of Field Education for the student's program will review the decision of the Field Review with the student. When Academic Review is indicated The Academic Review Committee will then make recommendations to the Director of the School of Social Work and who will make the final decision regarding the student's continuance in the program.

When a student does not meet the standards for a successful completion of the Field experience, the student will receive an Unsatisfactory (U) grade which will automatically trigger an Academic Review. The Academic Review Committee will then make recommendations to the Director of the School of Social Work and who will make the final decision regarding the recommendations and student's continuance in the program. (Please refer to the Student Handbook.).

A Field setting can request a placement be terminated immediately for unethical behavior or if they feel the student has violated a Field setting policy for which an employee would be dismissed.

XXXIII. CSWE Core Competencies and Practice Behaviors (EPAS, 2015)

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry; social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Competencies are seen as holistic, the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective reactions. The Competencies are outcome based measurable practice behaviors. The goal of the outcome approach is to demonstrate the integration and application of the Competencies into practice with individuals, families, groups, organizations and communities.

Each of the nine social work competencies listed below is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program. The dimensions are:

- Knowledge: generally includes learning the competencies and social work concepts
- Values: Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and

scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

- Skills generally include the ability to apply or demonstrate competencies and social work concepts.
- Cognitive and Affective reactions include: Critical thinking - an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning and Affective reactions - the way in which our emotions influence our thinking.

The 2023-2024 Learning Agreement and Evaluation are based on the Competencies. The description of the Competencies is below. The associated Practice Behaviors are found in the 2023 SW490 Field Syllabi, Learning Agreement, and Field Evaluation Forms. Students will develop tasks in their Field settings addressing the Competencies and associated practice behaviors.

A. Competency 1

Demonstrate Ethical and Professional Behavior

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

Social workers:

- 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; and
- use supervision and consultation to guide professional judgment and behavior.

B. Competency 2

Engage Diversity and Difference in Practice

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

Social workers:

- 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.

C. Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

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

Social workers:

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

D. 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.

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

F. Competency 6

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- 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.

G. 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 interprofessional 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.

H. Competency 8

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

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

Social workers:

- 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.

I. 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.

XXXIV. Marywood University Policies

A. Office of Student Success

Information about the Writing Center, Tutoring, and Adaptive Technology can be found here: marywood.edu/success

Academic Honesty and Student Academic Grievance

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. For this reason, it's vital that we all, students and faculty alike, recognize the necessity and accept the responsibility for maintaining academic honesty. Our campus policy thoroughly outlines behaviors that are considered "cheating" or "plagiarism" as well as the serious consequences they carry. Please familiarize yourself with them so that you are not caught unaware, and contact me if you are ever uncertain (for example, about whether you've cited a source appropriately or whether you are allowed to collaborate). Note, also, that if you feel you have been treated unfairly with regard to an academic issue, you always have the right to file a grievance. **Include specific consequences for academic honesty in this course: what happens when students cheat on tests, plagiarize papers, or otherwise engage in academic dishonesty**

B. Title IX

Please be aware that, for the purpose of Title IX, a professor is considered a mandated reporter. This means that if a professor overhears information about a possible Title IX violation (sexual violence or harassment), they must disclose it to one of our campus coordinators.

C. Academic Accommodations

Marywood University is committed to ensuring an inclusive learning environment that is accessible to all students consistent with the mission of the university and in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability (including a temporary injury or pregnancy) please contact The Office of Student Disability Services (SDS). Please be advised that academic accommodations can be requested at any point during the semester, but accommodations are not retroactive. Additionally, accommodations must be renewed each semester for students already established with the office.

For questions or to schedule a meeting to determine eligibility for reasonable accommodations please contact the Office of Student Disability Services by emailing disabilityservices@marywood.edu, by calling 570-348-6211 ext 2335, or by stopping by the office in the Learning Commons Room 217. More information is available [here](#).

D. Severe Weather Policy

<https://www.marywood.edu/policy/doc/severe-weather-policy.pdf>

APPENDIX I: Fall 2023 BSW Field Calendar

Please note that there could be the possibility of date changes. Students and agencies will be advised of any changes in a timely manner.

Monday, August 28, 2023	Student Field Orientation
Tuesday, August 29, 2023	Field Instruction Begins
Monday, September 18, 2023 Review	Learning Agreement Due for Review
September 19, 2023 – September 29, 2023	Agency Field Visits
Monday, October 16, 2023	No Seminar Class – Fall Break
Tuesday, October 17, 2023	Optional Field – Fall Break
Monday, October 23, 2023	Mid-Term Evaluation Due
November 22, 2021 – November 26, 2023	Thanksgiving Recess
Monday November 27, 2023 Thanksgiving	Classes Resume after Thanksgiving
Tuesday, November 28, 2023	Field Instruction Resumes
November 28, 2021 – December 8, 2023	Agency Field Visits
Friday, December 2, 2023	Field Instruction Concludes
Monday December 5, 2023	Final Field Evaluations and & Paperwork Due

APPENDIX II: Fall 2023 BSW Field Instruction Agencies

**Children's Service Center
Sydney Szafranovicz, LSW
Clinical Supervisor
Wilkes-Barre Partial Hospitalization Program
sszafranovicz@e-csc.org
Office: (570) 825-6425 ext. 262**

**Outreach Center for COmmunity Resources
Lori Chaffers, MSW
Executive Director
Office: (570) 558-7585
lchaffers@outreachworks.org
Cell: 570.815-7729
www.OutreachWorks.org
431 North 7th Avenue, Scranton PA 18503**

**Dauphin County Children and Youth Services
Amanda Ozenbaugh, MSW
School Based Supervisor
1001 N. 6th Street
Harrisburg PA 17102
Desk # 717-780-7222
Work Cell# 717-514-4016
Email: aozenbaugh@dauphincounty.gov**

**Susquehanna County Interfaith
Cindy Beeman, M.A.
Executive Director
526 Church Street
Montrose, Pa. 18801
570-278-1776
<http://www.interfaithsc.org/>**

**Scranton Counseling Center
Kristina Bishop, LCSW
Director of Internship Experience
Adult Outpatient
329 Cherry Street
Scranton, PA 18505
Office: 570.348.6100 ext. 3261**

APPENDIX III: ETHICAL AND PROFESSIONAL OBLIGATIONS IN Field PLACEMENTS

“Professional Behavior: Students are required to behave in a professional and ethical manner at all times. It is required that students adhere to the NASW Code of Ethics and demonstrate attitudes and behavior consistent with the values of the social work profession. Unprofessional or unethical behavior can be grounds for discontinuance from the Field experience and BSW Program” (B.S.W. Field Manual).

It is the obligation of a student in Field placement to safeguard information obtained in the course of the placement. Information received in confidence should not be revealed except to appropriate professional workers at your agency or in the rare case of threat or harm to self or others. Every effort should be made to disguise the identity of the people served by you and your agency. In Integrative Seminar, process recordings and other conversations about your placement, students are expected to disguise the identity of clients.

I have read the above statements and agree to adhere to the ethical and professional obligations of Field placement.

Signature

Name (print)

Date

APPENDIX IV: LEARNING AGREEMENT

FALL 2023

Please submit a signed original to the Faculty Liaison. The Student AND the Field Instructor should keep individual copies of this Learning Agreement.

Student:

Agency:

Address:

City: _____ State: _____ Zip: _____

Effective Date of Agreement: August 28, 2023 – December 8, 2023

Placement Days and Times: _____ Supervision Time: _____

Agency Field Instructor/Task Supervisor: _____

Marywood Faculty Field Liaison: _____

Off-Site Field Instructor: _____

LINKING THE LEARNING AGREEMENT TO THE CURRICULUM

The purpose of the Learning Agreement is to direct the student's Field experience. The Learning Agreement addresses the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS)* Nine Competencies with associated professional behaviors and the School's Learning Themes, which serve as the organizing principles that unify the overall curriculum. The Learning Agreement should reflect collaboration between student, Field Instructor and Faculty Liaison. The Tasks will reflect those activities a student will be involved in and experience while

addressing the competency practice behaviors. *Copyright © 2015, Council on Social Work Education, Inc.

GENERALIST FIELD COMPETENCIES

<i>Competencies</i>	<i>Practice Behaviors</i>	<i>Field Opportunities/Tasks</i>
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<p>Competency #1: Demonstrate Ethical and Professional Behavior. <i>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</i></p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 4. Use technology ethically and appropriately to facilitate practice outcomes. 5. Use supervision and consultation to guide professional judgment and behavior. 	<p>Field Opportunities/Tasks</p>
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<i>use of technology in social work practice.</i>		
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<p>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, race, religion/spirituality, political ideology, 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.</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences. 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>Field Opportunities/Tasks</p>
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<p>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice.</p> <p>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.</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 2. Engage in practices that advance social, economic, and environmental justice. 	<p>Field Opportunities/Tasks</p>
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<p>Competency #4: Engage in Practice-informed Research and Research-informed Practice.</p> <p>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.</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Use practice experience and theory to inform scientific inquiry and research. 2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 3. Use and translate research evidence to inform and improve practice, policy, and service delivery. 	<p>Field Opportunities/Tasks</p>
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<p>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.</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 2. Assess how social welfare and economic policies impact the delivery of and access to social services. 3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<p>Field Opportunities/Tasks</p>
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<p>Competency # 6: Engage with Individuals, Families, Groups, Organizations, & 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,</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<p>Field Opportunities/Tasks</p>
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<p>constituencies, and other professionals as appropriate.</p>		
<p>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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies. 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	<p>Field Opportunities/Tasks</p>

<p># 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.</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 5. Facilitate effective transitions and endings that advance mutually agreed-on goals. 	<p>Field Opportunities/Tasks</p>
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<p># 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.</p>	<p>Practice Behaviors</p> <ol style="list-style-type: none"> 1. Select and use appropriate methods for evaluation of outcomes. 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 3. Critically analyze, monitor, and evaluate intervention and program processes and outcome. 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	<p>Field Opportunities/Tasks</p>
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Overview of Agency Field Instructor's Responsibilities:

- A. Orient the student to the agency, coordinate tasks /assignments, assign cases/projects to the student which are appropriate to graduate study, and which focus on issues related to the student's education.
- B. Prepare for and participate in a weekly hourly supervisory conference with the student. Review student's process recordings for discussion during these conferences.
- C. Complete the Mid –year evaluation at end of 1st semester and Final evaluation (end of placement) of the student's Field Education experience

- D. Maintain contact with Faculty Liaison.
- E. Coordinate with Task Supervisor (when utilized).
- F. Complete Agency Feedback form at the end of the placement

Overview of Student's Responsibilities:

- A. Attending mandatory Field Orientation.
- B. Read the Field Manual and comply with the contents.
- C. Read and Review SW 490 Field Syllabus and SW 491 Field Seminar Syllabus.
- D. Participate in weekly supervisory conferences with Field Instructor and BSW Faculty Liaison if Field Instructor is not a Social Worker.
- E. Active participation in his or her own learning in the Field Placement, including identification of learning goals; submitting all Fieldwork assignments (i.e., Learning Agreement, Eight (8) Process Recordings, weekly activity reports, end of semester Reflection of Learning, any additional specialized assignments, evaluations, and feedback forms) within specified time frames.
- F. Participate in Evaluation of Performance process.
- G. Adherence to agency norms and standards governing professional practice, including professional presentation of self, and complying with all agency requirements for documentation, reports, projects etc. in a professional and timely manner.
- H. Take initiative in identifying and working through, with Field Instructor and Faculty Liaison any concerns or learning difficulties which may arise.
- I. Perform in a professional and responsible manner; keeping commitments to the agency, clients, Field Instructor, Task Supervisor when utilized and Field Liaison.
- J. Accept the role of learner and practitioner and all related responsibilities.
- K. Be aware of and abiding by the NASW Code of Ethics <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- L. Reflect on their progress and seek feedback during weekly supervisory conferences. Prepare an agenda for supervision.
- M. Take responsibility for ensuring personal safety and security while performing Field activities.
- N. Identify his or herself as a social work intern in all professional interactions and interventions.
- O. Maintain contact with Faculty Liaison.
- P. Complete all required Field hours.

We agree that this Learning Agreement will be reviewed periodically to assess student progress on specific tasks and to consider appropriate revisions to meet ongoing learning needs. We also agree to inform the Faculty Liaison about all amendments to this agreement and of any concern or issues arising that affect the learning experiences.

Student Signature Date

Agency Field Instructor/Task Supervisor Signature Date

Off-Site Field Instructor (if applicable) Date

Faculty Liaison Signature Date

Please submit a signed original and one copy to the Faculty Liaison. The Student, the Field Instructor, and the Task Supervisor (when utilized) should keep individual copies of this Learning Agreement.

**Appendix V.
MODELS OF PROCESS RECORDINGS**

Process recordings provide an opportunity for the student to analytically reflect/introspect on an encounter in the Field setting. The intention is for the student to record thought process, feelings and rationale for interventions in preparation for supervision with the Field Instructor. Do not use the client's real name on these practice recordings.

Course Requirements are eight (8) process recordings. Students must complete one of each Model and then can choose any Model for the last three. Each Process Recording counts as 1 hour of Field Experience. Process Recordings must be signed by the Field Supervisor and turned in WEEKLY during SW491. Late Process Recordings will result in a grade reduction.

PROCESS RECORDING CHECKLIST

_____ **Model 1: Dwyer and Urbanowski**

_____ **Model 2: Wilson's Column Format**

_____ **Model 3: Wilson's Summary Recording**

_____ **Model #4: Narrative Model**

_____ **Model #5: The Feld Black Model for Thematic Process Recording**

_____ **Student Choice** _____

_____ **Student Choice** _____

_____ **Student Choice** _____

Model 1: DWYER AND URBANOWSKI
PROCESS RECORDING _____

Dwyer, M., and Urbanowski, M. (1965). Student process recording: A plea for structure. *Social Casework*, 45(5), 283-286.

1. Purpose of session
2. Observations
 - record general impressions of physical/emotional climate of session
 - Note client's appearance and any changes during session
3. Content=describe how session began
 - Pertinent factual information and responses of client and social worker
 - Description of feeling content of client and social worker
 - Description of client's "homework" for next session
 - Description of how session ended
4. Impressions of social worker based on facts of session (apply at least one theory)
5. Social Worker's role - skills used, self-evaluation of effectiveness during session
6. Plan - Brief statement of what social worker hopes to work on at next session (include both short & long range goals)

Student Signature

Date

Field Instructor/Task Supervisor Signature

Date

Model 2: WILSON'S COLUMN FORMAT

(three column format: Interview Content; Gut-Level Feelings; Supervisory Comments)

Wilson, S.J. (1980). Recording: Guidelines for social workers. New York: The Free Press, 1-8, 33-37.

Identifying information (name of social worker, date, client's name)

Interview Content	Gut-Level Feelings	Supervisor Comments
Description of what occurred Description of any nonverbal activity	Social Worker's feelings and reactions to client and to session as session progresses Social Worker's observations and analytical thoughts about content of session (skills, theory application etc.) Social Worker's and client's goals for future session(s)	

Student Signature

Date

Field Instructor/Task Supervisor Signature

Date

Model 3: Wilson's Summary Recording

Wilson, S.J. (1980). Recording: Guidelines for social workers. New York: The Free Press. 110-117.

1. Full name of client including aliases and/or nicknames
2. ID # for client
3. Date of session
4. Date recording was written
5. Social worker's name
6. Purpose of session
7. Content of session
8. Description of problem areas identified by social worker/client; theory applied
9. Description of services provided by social worker and skills used
10. SW's impressions
11. Plans for future session

Student Signature

Date

Field Instructor/Task Supervisor Signature

Date

Model 4: Narrative Model

1. Initial Contact
2. Purpose of Interview/Session
3. Description of client system
4. Process Recording- verbal interactions between client system and worker
5. Assessment of session-self-evaluation, feelings, assessment of client's interaction
6. Goals-short and long term
7. Roles of the worker
8. Skills used
9. Application of concepts and theories learned in BSW Program
10. Readings

Student Signature

Date

Field Instructor/Task Supervisor Signature

Date

<hr/> Student Signature <hr/>	
Field Instructor Signature	

APPENDIX VI: WEEKLY STATISTICAL REPORT

The report is due each Monday for the preceding week of Field along with the Weekly Timesheet. The student should make three (3) copies. The Field Instructor is asked to sign one copy for the school, one copy should be maintained by the agency and the student should keep a copy for their Portfolio.

Agency Address: _____

Field Instructor: _____

Task Supervisor: _____

Faculty Liaison: _____

Instructions

Submit the original to the Field Liaison after it has been reviewed. The Evaluation should reflect the student's progress in developing the Core Competencies, practice behaviors and associated tasks outlined in the Learning Agreement. Please refer to the learning Agreement tasks in completing the evaluation. Please be sure to address the tasks for each competency and any plan for tasks yet to complete.

In the Evaluation Column please indicate **one of three choices below**:

- Acceptable competence demonstrated at this point in the semester
- Needs work to attain acceptable competence for this point in the semester
- NA = Not addressed/Not applicable (explain why not and what the plan is for addressing or not addressing this)

In the Comments column, please comment on any unique work activities in which the student participated during the semester and any needed areas of improvement.

BSW COMPETENCIES

Competencies	Evaluation	Comments
#1. Demonstrate ethical and professional behavior.		
#2. Engage diversity and difference in practice.		
#3. Advance human rights and social, economic and environmental justice.		
#4. Engage in practice-informed research and research-informed practice.		
#5. Engage in policy practice		
#6. Engage with individuals, families, groups, organizations and communities.		
#7. Assess individuals, families, groups, organizations and communities.		
#8. Intervene with individuals, families, groups, organizations and communities.		

#9. Evaluate practice with individuals, families, groups, organizations and communities.		
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PART III: Field Instructor & Task Supervisor Narrative Evaluation Section

Briefly summarize student’s work activities for the semester, thus far. Discuss strengths and any needs that will be addressed in the remaining weeks. Please comment on any activities or projects the student has undertaken, those that remain and, on the student’s, overall performance. Include any additional observations you may have of the student.

PART IV: Student Narrative Evaluation

Briefly summarize your work activities for the semester, thus far. Discuss strengths and any needs that you will be addressing in the remaining weeks. Please comment on any activities or projects that you have undertaken, those that remain and, on your overall performance. Include any additional observations you may have including any concerns.

SIGNATURES

By signing you agree that you have participated in the Mid-Term Evaluation Process and have read and discussed this evaluation.

Student Signature	Date
Field Instructor Signature	Date
Task Supervisor (when applicable) Signature	Date
Faculty Liaison Signature	Date

Please submit a signed original and one copy to the Faculty Liaison. The Student, the Field Instructor, and the Task Supervisor (when utilized) should keep individual copies of this Mid-Term Evaluation.

APPENDIX VIII: BSW FINAL EVALUATION

Student: _____
Agency Name: _____
Agency Address: _____
Field Instructor: _____
Task Supervisor: _____
Faculty Liaison: _____
Dates of Field: _____

Instructions

This Field placement evaluation should reflect the student’s progress in demonstrating the core competencies, practice behaviors, tasks outlined in the learning agreement, and the student’s overall performance in her/his Field placement. The student is rated on practice behaviors that fall under the ten core competencies, as defined by the Council on Social Work Education.

Please consider the student’s learning agreement tasks (which should align with practice behaviors on this evaluation tool) and other observable Field work in completing the evaluation. Field Instructors are encouraged to comment on the student’s strengths and areas of improvement, as well as any unique work activities in which the student participated during the semester. Please be sure to provide a rating for each practice behavior listed. Keep in mind all items need to be addressed by the end of the semester. Submit the original Field evaluation to the Field Liaison after it has been reviewed.

Please use the following scale to rate the student’s level of skill in demonstrating the practice behaviors:

- 5—Student exceeded performance of a BSW Foundation Student at this phase of professional formation.**
- 4—Student consistently demonstrated expected competency at the BSW Foundation level.**
- 3—Student satisfactorily demonstrated progress towards competency at the BSW Foundation level.**
- 2—Student occasionally demonstrated expected competency. Needs improvement.**

1—Student consistently failed to engage in the learning process thus resulting in unacceptable performance.

Please circle or **underline** the student's skill level: 1, 2, 3, 4, 5 as described on previous page.

Foundation Field Evaluation

PETENCIES	PRACTICE BEHAVIORS	EVALUATION				
Competency #1: Demonstrate Ethical and Professional Behavior.	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	5	4	3	2	1
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	5	4	3	2	1
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	5	4	3	2	1
	4. Use technology ethically and appropriately to facilitate practice outcomes.	5	4	3	2	1
	5. Use supervision and consultation to guide professional judgment and behavior.	5	4	3	2	1
Competency #2: Engage Diversity and Difference in Practice.	1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	5	4	3	2	1
	2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	5	4	3	2	1
	3. Apply self-awareness and self-regulation to manage the influence of personal biases and	5	4	3	2	1

	values in working with diverse clients and constituencies.	
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Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice.	1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	5	4	3	2	1
	2. Engage in practices that advance social, economic, and environmental justice.	5	4	3	2	1
Competency #4: Engage in Practice-informed Research and Research-informed Practice.	1. Use practice experience and theory to inform scientific inquiry and research.	5	4	3	2	1
	2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	5	4	3	2	1
	3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	5	4	3	2	1
Competency #5: Engage in Policy Practice.	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	5	4	3	2	1
	2. Assess how social welfare and economic policies impact the delivery of and access to social services.	5	4	3	2	1
	3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	5	4	3	2	1

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities.	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	5	4	3	2	1
	2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	5	4	3	2	1

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities.	1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	1	5	4	3	2
	2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	5	4	3	2
	3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	5	4	3	2
	4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	5	4	3	2

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities.	1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	5	4	3	2	1
	2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	5	4	3	2	1
	3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	5	4	3	2	1
	4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	5	4	3	2	1
	5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	5	4	3	2	1

#9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	1. Select and use appropriate methods for evaluation of outcomes.	5	4	3	2	1
	2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	5	4	3	2	1
	3. Critically analyze, monitor, and evaluate intervention and program processes and outcome.	5	4	3	2	1
	4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	5	4	3	2	1

Field Instructor Narrative Evaluation: Briefly summarize the student's work activities for the semester. Discuss strengths and needs in this area; please comment on any activities or projects the student has undertaken, and on the student's overall performance. Include any additional observations you may have of the student.

Task Supervisor Comments (if applicable): Please comment on any activities or projects the student has undertaken and on the student's overall performance. Include any additional observations you may have of the student.

Liaison's Narrative: Discuss the student's accomplishments and strengths. Note areas needing attention and the student's plan to address these areas.

Signatures

We have read and discussed this evaluation:

Date: _____
Signature of Student

Date: _____
Signature of Field Instructor

Date: _____
Signature of Task Supervisor (if applicable)

Date: _____
Signature of Faculty Liaison

To the Student: In the event that you have a different perception of any aspect of the judgments in this evaluation, please indicate your specific comments by completing the following addendum to the evaluation.

Student Addendum (as indicated) please sign and date

To be completed by Faculty Liaison and submitted to the Field Education Office

- This student has successfully completed the requirements for Field
- This student has not successfully completed the requirements for Field

Please note if the student has completed additional hours beyond the 450 hours per semester

Student has completed _____ additional hours

APPENDIX IX: Grading Rubric SW490-01 (9 Credits)

The total grade for the course is an accumulation of grades earned on each assignment. The following letter grades are used.

	Quality Points	
A	4.00 (96-100)	Excellent
A-	3.67 (92-95)	Excellent
B+	3.33 (89-91)	Good
B	3.00 (86-88)	Good
B-	2.67 (83-85)	Good
C+	2.33 (80-82)	Average
C	2.00 (77-79)	Average
C-	1.67 (74-76)	Average
D+	1.33 (71-73)	Poor, but passing
D	1.00 (65-70)	Poor, but passing
F	0.00 below 65	Failing
F*	0.00	Unofficial withdrawal; failure to resolve "I" /"X" grade
I	Incomplete	Not figured in QPA
W	Withdrew officially	
W P	Withdrew officially with passing grade	
W F	Withdrew officially with failing grade	
X	Temporary delay in reporting final grade	
S	Satisfactory	
U	Unsatisfactory	
A D	Audit	

GRADING FOR COURSE

Field Instructor Final Evaluation	25 Points (Mean x 5)
8 Process Recordings (5 pts each) divided by 2)	20 Points (The total divided by 2)
Rubric for Grading Process Recordings	
• Submissions are completed on time	1 point
• Reflection or Social Work Values, Skills and Knowledge	2 points
• Quality and Thoroughness of Professional Writing	1 point
• Recording Format is followed	1 point
Statistical Reports (1 point per week)	15 Points
• Handed in on time	
• Thorough and neat time sheets	
• Computation is correct and complete	
Reflection of Learning Assignment (Due 12/5/2022)	10 Points
Readiness for the Profession Evaluation	25 Points (Mean x 5)
Responsiveness to Field Liaison Direction	5 Points
• Quality of open dialogue with Liaison	
• Willingness and follow through with Liaison suggestions	
Total	Out of 100 points

APPENDIX X: FIELD INSTRUCTOR RESUME

As part of the preparation for Accreditation Reaffirmation in 2023, please submit an updated Resume to Lea Dougherty (leadougherty@marywood.edu) by September 18, 2023.

APPENDIX XI: MARYWOOD PROFESSIONAL LIABILITY INSURANCE 2023-2024

Students and Field Agencies are provided with a copy of the current year Liability Insurance.

APPENDIX XII: ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES

Academic Accommodations

Marywood University is committed to ensuring an inclusive learning environment that is accessible to all students consistent with the mission of the university and in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability (including a temporary injury or pregnancy) please contact The Office of Student Disability Services (SDS). Please be advised that academic accommodations can be requested at any point during the semester, but accommodations are not retroactive. Additionally, accommodations must be renewed each semester for students already established with the office.

For questions or to schedule a meeting to determine eligibility for reasonable accommodations please contact Student Disability Services by emailing disabilityservices@marywood.edu by calling 570-348-6211 ext 2335, or by stopping by the office in the Learning Commons Room 217. More information can be found at: <https://www.marywood.edu/academics/success/disability-services/>

APPENDIX XIII
MEMORANDUM OF UNDERSTANDING- (EXAMPLE)
BSW FIELD EDUCATION AGREEMENT

This agreement is made this day of by and between Marywood University School of Social Work, BSW program (hereinafter referred to as “SSW”) and hereinafter referred to as “Agency”). The parties participating in this educational agreement bear responsibilities set forth in the following sections.

Name of Student: _____

Agency Name: _____

Location of Field: _____

Times for Field: _____

Field Instructor: _____

Preferred Contact Info: _____

A. SSW will provide:

1. One or more students who are enrolled in the required course for the placement.
2. The Coordinator of BSW Field Instruction or designee, as a resource for facilitating the Field experience.
3. A Faculty Liaison who will serve as the primary contact for the Field Instructor and who will:
 - a. Maintains expectations of the BSW Program for the Field experience through regular contacts with the student and the Field Instructor.
 - b. Review and provide input into the Learning Agreement and the evaluations, and respond to their content.
 - c. Mediate problem situations between the student and the Agency.
 - d. Provide information and communication to Field Instructors about student progress.
 - e. Promote awareness of the student needs, and maximize educational opportunities in both the classroom and the Field.
4. Student liability insurance coverage for the student in Field placement, as well as the Faculty Liaison.
5. The resource manual “BSW Field Instruction Manual” to the Field Instructor.
6. Continuing Education opportunities to the Field Instructor; the scope of which is determined by the SSW.

B. The Agency will provide:

1. A MSW/BSW level professional with at least two (2) years of post social work degree experience who will serve as the Field Instructor. If the Agency does not

have a BSW/MSW available, the Agency will provide Task Supervision and arrangements will be made for the SSW to provide direct social work Field supervision.

2. The Field Instructor will:
 - a. Orient the student to agency and staff policies and procedures.
 - b. Negotiate the Learning Agreement with the student with input from the School.
 - c. Provide task assignments to the student.
 - d. Meet with the student for regular (one hour per week) supervisory conferences to cover the range of service and learning experiences the student is undertaking at the agency.
 - e. Review Process Recordings in a timely manner.
 - f. Confer with Faculty Liaison as necessary.
 - g. As able attend essential meetings for Field Instructors as provided.
 - h. Complete the end of semester evaluation and discuss the evaluation with the student and Liaison.
 - i. Meet with the student and Marywood Liaison at beginning and end of the semester.
3. Adequate Agency resources to complete task assignments.
4. Adequate workspace to allow the student to complete task assignments.
5. Agreement to follow the procedures for Field as outlined in the BSW's "Field Instruction Manual."

Marywood University School of Social Work, BSW program and The Agency agree to abide by the Program's policy to handle "problem situations" should there be serious deficiencies in the student's performance. Deficiencies will be specified by the School and the Agency, and the process outlined in the Field Instruction Manual will be followed.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed on the date indicated below.

For SSW:

Signature:

Print Name:

Title:

Date:

For Agency:

Signature:

Print Name:

Title:

Date:

APPENDIX IXV

CUMULATIVE TIME SHEET OF PRACTICUM HOURS – FALL 2023

Name:

Agency:

Week#	Dates	HOURS WORKED						Weekly Total	Field Instructor Initials
		Mon	Tue	Wed	Thu	Fri	Sat/Sun		
EXAMPLE									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

12									
13									
14									
15									
TOTAL									

Student Intern's Signature

Date

Field Instructor's Signature

Date

**APPENDIX XV
SUMMARY OF SENIOR COURSE REQUIREMENTS
SW 490 SENIOR FIELD EXPERIENCE (9 CREDITS)**

Field Instructor Final Evaluation	25 Points (Mean x 5)
8 Process Recordings (5 pts each) divided by 2)	20 Points (The total divided by 2)
Rubric for Grading Process Recordings (each worth 5 points)	
● Submissions are completed on time	1 point
● Reflection or Social Work Values, Skills and Knowledge	2 points
● Quality and Thoroughness of Professional Writing	1 point
● Recording Format is followed	1 point
Statistical Reports (1 point per week)	15 Points
● Handed in on time	
● Thorough and neat time sheets	
● Computation is correct and complete	
Reflection of Learning Assignment (Due 12/5/2022)	10 Points
Readiness for the Profession Evaluation 5)	25 Points (Mean x 5)
Responsiveness to Field Liaison Direction	5 Points
● Quality of open dialogue with Liaison	
● Willingness and follow through with Liaison suggestions	
Total	Out of 100 points

SW 491 – Integrative Seminar (3 credits)

Attendance and Discussion Postings	30 Points
Assignment #1 – Agency Analysis	15 Points (10/9/2023)
Assignment #2 – Article and Documentary Presentation (Assigned)	10 Points
Assignment #3 – Case Presentation	15 Points (Assigned)
Assignment #4 – Agency & Community Policy Engagement & Practice (11/6/2023)	15 Points
Assignment #5 – Professional Development Plan (12/4/2023)	15 Points
Total	Out of 100 points

Appendix XVI

The Field Education Incident Reporting Form

Appendix XVII

Student Evaluation

