



# **Department of Social Work**

# **Field Education Manual**

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**COPPIN STATE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**FIELD EDUCATION MANUAL**

**Updated Fall 2024**

**BACCALAUREATE SOCIAL WORK PROGRAM**

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## **INTRODUCTION TO FIELD EDUCATION AT COPPIN STATE UNIVERSITY**

Field Education at Coppin State University (CSU) serves as the cornerstone of the Social Work Department, bridging classroom learning with real-world practice. A critical component of the undergraduate social work curriculum, the Field Education program encompasses both a supervised field placement and a concurrent field seminar. This integrated experience provides students with the opportunity to apply theoretical knowledge to diverse social work practices within established agencies and organizations.

Designated as the Signature Pedagogy of social work education, the Field Education program emphasizes experiential learning, professional development, and the cultivation of core social work competencies. Through hands-on practice and guided mentorship, students develop the skills, values, and critical thinking necessary to address the complex needs of individuals, families, and communities.

At CSU, we are committed to fostering a transformative field experience that prepares students to become ethical, competent, and effective social work professionals. The Field Education program is not only a vital step in the academic journey but also a gateway to meaningful, impactful careers in the field of social work.

### **MISSION OF THE SOCIAL WORK PROGRAM**

The mission of the Department of Social Work is to prepare a diverse student population to become skilled, compassionate, and ethical generalist social workers capable of practice, research, leadership and entrepreneurship in a global society. Grounded in a competency-based curriculum, the program equips students with the knowledge, values, and skills necessary to work ethically and effectively with individuals, families, groups, organizations, and communities, with an emphasis on addressing the needs of those in historically marginalized communities.

Central to the program is a commitment to Black liberatory frameworks, cultural humility, and anti-oppressive practices. These principles guide students in being self-reflective, understanding and dismantling systemic inequities, promoting equity, and fostering empowerment within communities. By integrating theoretical learning with hands-on field experiences, the program cultivates critically conscious practitioners who advocate for social justice, embrace diversity, and engage in lifelong learning to meet the evolving challenges of the profession. Coppin State University's social work graduates are globally minded and grounded in principles of anti-racism, diversity, equity, and inclusion.

### **VISION STATEMENT**

The Department of Social Work at Coppin State University envisions a world where social justice prevails, systemic inequities are dismantled, and individuals and communities thrive. Rooted in a legacy of empowerment and service, we aspire to be a leading force in preparing socially conscious, culturally competent, and transformative social workers who champion equity, diversity, and liberation. Through innovation in education, research, and community engagement, we aim to create a global impact by fostering resilience, advocating for marginalized populations, and advancing the profession of social work.

### **COMPONENTS OF THE FIELD INSTRUCTION PROGRAM**

#### **A. DESCRIPTION**

Overall, the social work major at Coppin State University prepares undergraduate students for entry into the beginning level of practicing social work. Students learn to use professional knowledge, values, and skills to implement problem-solving strategies designed to address the needs and problems of diverse populations.

The CSU social work program meets the highest professional standards for undergraduate social work education. It is fully accredited by the Council on Social Work Education (CSWE); thus, the program is framed by the Educational Policy and Accreditation Standards (EPAS). This assures students that the program meets national

standards and offers preparation for state licensing and direct practice as a BSW social worker. Students who complete the requirements for a major in social work earn a BSW degree. See Appendices for the full 2022 CSWE EPAS.

**GOALS OF FIELD INSTRUCTION**

The Field Instruction Program aims to provide students with supervised opportunities to engage in direct and indirect service activities, offering practical experiences that bridge the theory and skills gained in the classroom with real-world social work practice. This goal is achieved through collaborative partnerships with participating agencies, structured learning experiences, and comprehensive orientation and training for field instructors. Field placements occur across diverse agencies and organizations, allowing students to actively participate in delivering social services. These placements emphasize a generalist approach to social work practice and encourage the application of a broad range of intervention strategies, learning experiences, and fostering a comprehensive understanding of professional practice. Agencies are committed to fostering an environment that supports students in working both directly with clients and indirectly on their behalf.

As an integral component of the curriculum, each field placement is designed to provide practice opportunities that cultivate the following essential practice behaviors required of all program graduates (see full list of competencies and practice behaviors in the chart below):

- Application of social work ethical principles and professional behaviors.
- Advancement of human rights and social, racial, economic, and environmental justice.
- Engagement with anti-racism, equity, inclusion, diversity, and difference in practice.
- Integration of research-informed practice and practice-informed research.
- Integration of policy-informed practice.
- Engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

Field instruction provides opportunities for students to develop essential practice behaviors and core competencies required for professional generalist social work. These experiences prepare students to address diverse needs, advance equity, and inspire change in the communities they serve.

Competency	Practice Behaviors
<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</li> <li>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</li> <li>c. use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>d. use supervision and consultation to guide professional judgment and behavior</li> </ul>
<b>Competency 2:</b> Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<ul style="list-style-type: none"> <li>a. advocate for human rights at the individual, family, group, organizational, and community system levels; and</li> <li>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice</li> </ul>

<p><b>Competency 3:</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</p>	<p>a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p> <p>b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences</p>
<p><b>Competency 4:</b> Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>a. apply research findings to inform and improve practice, policy, and programs; and</p> <p>b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work</p>
<p><b>Competency 5:</b> Engage in Policy Practice</p>	<p>a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</p> <p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p>
<p><b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p> <p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p>
<p><b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan</p>
<p><b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p> <p>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies</p>
<p><b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>a. select and use culturally responsive methods for evaluation of outcomes; and</p> <p>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities</p>

These practice behaviors' development is informed by the knowledge and skills reinforced in the methods courses completed concurrently with fieldwork. The field curriculum requires that students work both directly with client systems and indirectly on their behalf, using a range of intervention strategies. While most student assignments are within the agency, special learning in related settings may be helpful. Students must successfully demonstrate these practice behaviors by graduation with a BSW degree.

### **FIELD WORK PREREQUISITES**

Students entering the social work major must have a cumulative GPA of 2.5 or better and have completed the following prerequisites:

- SOWK 210-Introduction to Social Work
- SOWK 260-Introduction to Social Welfare, Social Policy, and Social Work
- SOWK 379- Social Work Methods I: Introduction to Practice
- SOWK 388-Human Behavior and the Social Environment I

Students are encouraged to speak with their instructor, field (faculty) liaison, and classroom instructors as appropriate about career questions or problems arising within class or field work.

### **FIELD INSTRUCTION MODEL**

The generalist model on which field instruction is based at CSU complements the core courses taught in the classroom and is consistent with CSWE curriculum standards. Baccalaureate social work education prepares students for generalist social work practice rather than the specialized practice at the Master's level. The generalist practice method follows an orderly, systematic procedure appropriate for work with individuals, families, groups, organizations, and communities. Learning in class with a diversity of people and problems, field instruction is always taken concurrently with a social work Methods course.

Agencies selected as field placement sites provide opportunities for students to work directly with clients and indirectly on their behalf. Agencies may have a variety of missions or a primary mission such as the delivery of services to individuals, groups, families, or neighborhoods. For example, departments of social services, general hospitals, schools, community action agencies, mental health programs, nursing homes are examples of agencies often used for field instruction.

An attempt is made to recognize individual student needs and interests and to match them with educationally sound field instruction settings. Students must participate in the field placement process by identifying their own learning needs and career goals and joining the field instructor in establishing a learning contract. Learning contract guidelines are provided for this purpose (see Appendix D).

### **STANDARDS FOR THE FIELD INSTRUCTION PROGRAM**

The social work department at CSU implements the Curriculum Policy Statement for Baccalaureate Degree Programs established by the Council on Social Work Education (see Appendix A). This is done by setting forth the division of responsibility between field agencies and the Social Work Department regarding the administration of the field practicum, the establishment of criteria for the selection of field settings, and the appointment of field instructors.

### **Requirements for Field Instructors**

- Field Instructors must hold a CSWE-accredited baccalaureate or master's social work degree with at least two years post graduate experience.



- Persons not holding a CSWE-accredited degree will serve as the Task Supervisor in providing to the student. A person with a BSW or MSW from a CSWE-accredited program with at least two years' post-graduate experience must also be appointed as the Field Instructor in supervision of the student.
- Those not having an MSW from a CSWE-accredited program work with the Director of Field Education to ensure that an alternative arrangement is provided so that the student is supervised by someone with an earned BSW or MSW from a CSWE-accredited program with at least two years post graduate experience. This person can be assigned internally by the placement agency or externally by the Director of Field Education.
- Those providing supervision of students in field must be approved by the Director of Field Education and are asked to provide the Department with their resume/CV which notes their BSW and/or MSW from a CSWE-accredited program.
- These requirements are also noted in the Field Instructor's training.

## **AGENCY-SCHOOL RELATIONSHIPS**

Field instruction necessitates close cooperation among the agency, the field instructor, the school, and the student. Each has a part in the development of a learning contract that establishes the parameters of these relationships. Each also plays a role in the ongoing assessment of the field instruction experience.

The prime requirement of an agency affiliated with the school is commitment to active participation as a partner in professional social work education. This involves acceptance of the basic objectives of the school's educational programming and a readiness to invest time and effort in working with students, the school, and its faculty.

The workload for agency-based field instructors is expected to be adjusted to ensure adequate time to meet the learning needs of students. Any agency considering affiliation with the school should assess its capability to assume the obligations involved and the advantages derived from the affiliation. A substantial agency investment is the crux of assuming the responsibility for students.

### **A. Expectations of Field Agencies**

- The agency should provide an appropriate variety of learning experiences at beginning level practice for students.
- The agency will provide the physical facilities necessary to accommodate students. These include desk space, facilities for privacy in interviewing and tutorial instruction, resources for necessary travel, including reimbursement for home visits if students use their own cars, and provisions for dictation and other essential clerical services.
- Field instructors must provide at least one hour per week of supervision to the student. Students can have a combination of individual and group supervision.
- New Field Instructors/Task Supervisors must be willing to participate in a Field Orientation at the beginning of the Fall semester during the academic year. If they are not able to attend, they must review the information sent regarding the Field Orientation (i.e. slide deck, field forms, presentation recording).
- It is important that field instructors be willing to commit themselves to the following:
  - Becoming familiar with the field education curriculum;
  - Developing learning opportunities related to the curriculum and determine specific assignments in consultation with the student and, in some cases, the field (faculty) liaison;
  - Providing one hour of weekly supervision and ongoing feedback during the student's field placement.

- Students must complete at least one process recording per semester.
- Working together with students in completion of the Learning Contract each semester. See Appendix C and D for more information;
- Communicating any problems in meeting the learning contract objectives to the student first and then to the Field Liaison as necessary;
- Evaluating the student's performance at midterm and end of each semester. A link to an electronic evaluation form will be provided by Field Liaison to the Field Instructor during the midterm and final evaluation period each semester. See Appendix G for a copy of the evaluation form for your information. Please remember that an electronic evaluation form link will be provided for completion.

## **B. Expectations of Students**

- Students accepting a field placement must take seriously their commitment to clients, field instructor, agency, and school. Students will interact with staff and clients professionally.
- Students are expected to conform to the placement hours, dress code, rules, regulations, and policies of the field work agency. These should be incorporated into the learning contract as appropriate.
- Students should work with their Field Instructor and/or Task Supervisor in determining their placement schedule for the academic school year. If evening or weekend hours are necessary, this should be communicated when determining the placement schedule. If students are late or need to be absent from field, they must notify their field instructor in a timely manner. Students are advised to call their instructor personally, rather than having a third party make the call. Speaking directly with the field instructor allows the student to inform the field instructor of any appointments that must either be canceled or covered by another student or worker.
- If there are problems in the placement, the student should discuss them first with the field instructor. If the situation is not resolved, the student should inform the field liaison, and a meeting should be held to resolve the issue. If the problem persists, the student can schedule time with the Director of Field Education to discuss.
- Attend bi-weekly field seminar class sessions.
- Students must complete necessary field forms and assignments during their placement. Students are responsible for sharing field forms that require signature and assistance from Field Instructor promptly. All forms and assignments must be uploaded/submitted to the students Field Seminar course.
- Students will have the opportunity to share feedback regarding the field placement setting and field instructor in field seminar class at the end of each semester in an open forum conducted by their field liaison, and will submit a formal written evaluation of the field placement setting and field instructor at the end of the spring semester (or final semester if the student's placement extends through the summer). See Appendix O for the evaluation form.

## **C. Expectations of the School**

- The school's field instruction staff will work with the agency's designated representative (i.e. Agency Director, Internship Coordinator, Field Instructor) during the placement process in an effort to provide an appropriate match between student and agency.
- The school will facilitate the affiliation process (i.e. New Agency Form, Field Instructor documentation, Agency Site Visit, and Affiliation Agreement) with the agency.
- The school will maintain ongoing communication with the agency. This function will be done by the Field Instruction staff and Field (faculty) liaisons who will make at least one visit to the agency during the academic year.
- The Field (faculty) liaison will become familiar with the nature of the field experience within the particular agency.
- The field (faculty) liaison will provide prompt assistance in dealing with all concerns that the agency may have in relation to field placement.
- As warranted, the school will provide feedback to the field instructors as to the student's evaluation of the field experience.
- At the year's end, the school and agency will evaluate the field experience.
- As resources permit, the school will provide additional educational support for field instructors such as special seminars, consultations with classroom faculty, short-term loan of textbooks, etc.
- The school will explore ways in which it can engage agency personnel in fulfilling the overall goal mission of the school and field instruction program.

**D. The Role of the Field (Faculty) Liaison**

- **Activities Related to Field Instructors and Field Agencies**

- Share information about the Social Work program with the field instructor, and other appropriate agency staff.
- Schedule at least one visit to the agency each year, unless otherwise indicated, to confer with field instructor and the student.
- Help field instructors design meaningful learning experiences for students placed in the agency.
- Provide consultation to the field instructor regarding the student's progress in the field.
- Assign final grades based on the field instructor's evaluation, assessment of written materials, and information derived from liaison conferences.
- Provide ongoing evaluation of the placement agency and field instructor's willingness and ability to provide learning opportunities and field instruction. These must be consistent with the learning objectives of the social work curriculum and with the curriculum standards set forth by the Council on Social Work Education (see Appendix A).

- **Activities Related to Students**

- Review field instruction manual and other policies with students.
- Orient students to the field seminar course, requirements, and expectations.
- Meet bi-weekly with students in class.
- Review, grade, and provide feedback to students regarding their assignments (i.e. process recording, learning contracts, timesheets, reflections) and other records or materials provided by the student.
- Provide feedback to students regarding their progress in the field.
- Be available to students during office hours or by telephone for consultation and problem-solving.
- Provide written feedback to students when there are difficulties, including a plan for remediation.

### **STUDENTS INTERESTED IN A POTENTIAL PLACE OF EMPLOYMENT PLACEMENT**

Students are permitted the opportunity to have a place of employment placement with their employer. Like non-place of employment placements, the field office supports onsite, hybrid, and virtual placements in conjunction with agency's delivery of client services and/or training formats. Ideally the Field Education office prefers that students have been with their employer at least one year; however, time less than one year will be considered as well. Students conducting place of employment placements are required to be placed in a different unit, department, or location within the employer structure for their field placement and assigned to a Field Supervisor who is different from their direct employment supervisor. All potential place of employment agencies must enter into an affiliation agreement (if the agency is not already affiliated with the Department of Social Work) with the Department of Social Work (University), complete all required field agency forms, and have a pre-placement site visit with the Director of Field Education or placement coordinator prior to the student being officially placed for field placement. Students are permitted to complete "unofficial" interview/meetings with prospective field instructors and/or other staff during their search for a department/field instructor to host their field placement before/during the affiliation process. Once the affiliation process (if the agency is not currently affiliated) is complete, the agency and student will receive notification that the placement has been confirmed.

Students can initiate their interest in a place of employment placement when completing the Field Student Application. Students will list their employer's name, potential department they are interested in completing placement, a point of contact information for the field personnel to contact. Students can also share their interest with field personnel before or after the submission of their Field Application. The Field Director and/or placement coordinator will schedule a meeting with the student to discuss the potential placement opportunity. During the meeting, the student will share at least:

- the potential learning experience(s) available,
- the potential department and field instructor,
- their current job/department and responsibilities,
- potential placement hours and days, and
- if they have discussed this option with their direct employment supervisor and the potential placement department/field instructor.

Once the potential placement of employment option has been assessed to offer an appropriate learning experience, the student is permitted to begin coordinating the place of employment option on their end by directly talking with potential departments and field instructors regarding the option. Once a potential placement department/field instructor is identified, the student will begin to complete their place of employment write up. This proposal write up should include:

1. The student's name

2. Agency's name
3. Agency address
4. Student's current employment department
5. Overview of employment responsibilities
6. Date of hire/time with employment
7. Current supervisor's name
8. Proposed department for field placement
9. Proposed learning opportunities based on the field placement requirements (i.e. learning contract, core competencies)
10. Proposed field instructor (person is different from direct employment supervisor)
11. Proposed field instructor's credentials (i.e. MSW, LCSW), plan for release time from work for field placement
12. Proposed field instructor's contact information
13. Proposed days and times dedicated to field to include field supervision (at least one hour per week) time/date.
14. Signature and date lines for student, employment supervisor, proposed field instructor, agency director (if necessary), and Director of Education

Students will submit the typed proposal write up to the Director of Field Education via email for review to approval. Once the proposal write up is approved, the Director of Field Education will return the proposal to the student via email from the student to obtain the necessary signatures/dates from their employment personnel and resubmit the finalized proposal to the Director of Field Education via email for final review/signature to finalize.

The above process regarding the student coordinating certain parts of their place of employment placement can be altered based on the place of employment agency. For instance, if the agency prefers to communicate all coordination aspects with field placement personnel, for the student to be officially referred for an interview with the potential field instructor/department, and then complete the place of employment write up, field placement staff will pivot to the agency's preferred process.

Director of Field Education or placement coordinator will reach out to the potential place of employment to discuss the potential placement option for the student and learning opportunities, discuss the agency's process for employers completing their placement within the agency (to include the protocol/expectation if the employment is terminated during the placement), and the field education requirements, the student's requirements for coordinating the placement, and the affiliation process (affiliation agreement, agency form, field instructor form, and site visit) if the agency is not currently affiliated with the Department of Social Work (University).

The process of the student communicating and coordinating aspects of the placement with their employer and the Director of Field Education or placement coordinator communicating with potential place of employment can occur in tandem.

## **LEARNING CONTRACT**

A learning contract is an agreement between the student and field instructor about what the two parties will do in the field setting to achieve specific learning objectives.

During the fall semester, the field instructor may need to be more active in helping some students understand the purpose and construction of a learning contract. By the spring semester, students should be able to take a more active role in identifying their own learning objectives in conjunction with their Field Instructor.

In social work field education, learning contracts have been used to improve performance and satisfaction of field instruction for students and field instructors. A learning contract can reduce the subjectivity and ambiguity of field instruction goals, objectives, experiences, and evaluations. It also allows students to be more self-directed and responsible in determining their learning needs. The contract will also facilitate locating information and learning resources and critiquing their own performance. The underlying premise is that a student learns better, and more willingly, when they participate in designing the learning program.

Learning contracts usually include the following components:

1. Learning goals and objectives for each competency/practice behaviors
2. Specific learning activities
3. Evaluation criteria
4. Target dates for the goals to be accomplished
5. Effective dates and signature of student and field instructor

A sample of potential learning activities are provided in Appendix C.

## **POLICIES GOVERNING FIELD INSTRUCTION**

### **A. Field Instruction Policy Statement**

Field instruction policies consider both student interests and the requirements for field placement. Group and individual meetings are held to discuss the process and engage students in an educational exchange that will assist them in preparation for field placements.

Field work begins in August after participating in the mandatory meeting for the fall semester and continues through the spring semester to early May. The time required for field work is 14-16 hours per week for students beginning field in the fall. The total number of hours required for the field placement per course of the academic year is a **minimum** of 400 hours specified in the CSWE Curriculum Policy Standards. The expectation is that students will remain in the same agency for the entire academic year.

Toward the middle of the spring term, the Director of Field Education holds a meeting for all student field applicants who have qualified for a field placement. The field instructor may then accept the student or determine that the student is not suitable. Likewise, the student may accept the placement or state reasons/concerns regarding why they are not suited for the placement and/or prefer another placement option.

Each field work course is six credits. The required field courses are SOWK 480 (Beginning Field Experience in Social Work) and SOWK 482 (Advanced Field Experience in Social Work). Permission to pre-register for SOWK 480 and SOWK 482 is required. Field courses and Methods courses (SOWK 481 – Methods II (fall semester) and SOWK 483 – Methods III (spring semester)) are linked courses and must be taken concurrently. If students drop either Field Instruction or Methods, they must also drop the linked course.

A requirement for Coppin State social work students engaged in field work is that they have professional liability insurance through a group plan offered by the University of Maryland System. The University pays for the insurance.

All social work students enrolled in field work must also have health insurance. Any illness requiring medical attention or hospitalization during field placement is the student and their family's responsibility.

### **B. Eligibility for Field Instruction**

Students are responsible for becoming familiar with the requirements of the social work major as described in the Coppin State University catalog. To qualify for field placement, students must:

- Complete SOWK 210, SOWK, 260, SOWK 379, and SOWK 388 with a grade of “C” or better by the end of the spring semester prior to beginning field work.
- Have a cumulative GPA of at least 2.5, including transfer credits by the end of spring semester that preceded the fall placement.
- Be able to graduate within three semesters of beginning field work.
- Submit all field application materials by March 31st including an acceptable resume and profile of experiences and learning needs for fall placement.
- In addition to meeting the above field instruction requirements, students must have demonstrated responsible, professional conduct at Coppin State University before starting field work. This includes, but is not limited to:
  - The student’s having a record of regular class attendance.
  - Punctuality with respect to class arrival and the timely submission of course.
  - Professional behavior consistent with the high standards of the social work profession.

Faculty views these prerequisites as particularly important. Students in their field placement are expected to assume significant responsibilities for helping real clients in need. They also represent Coppin State University to the social community and the community at large. Near the end of each spring semester, faculty approves or denies permission to enter a field placement to those students who submitted a completed application by the announced deadline. Students who fail to meet one or more of the above requirements may not be permitted to register for the field experience until any deficiencies are corrected.

Students denied permission to enter field work are notified by the Director of Field Education or by the student’s faculty advisor. Routine course advising authorization to pre-register of SOWK 480 and SOWK 481 should not be interpreted as the pre-requisite approval to participate in the Field Instruction and Methods II courses since pre-registration usually occurs prior to the faculty’s review of field placement applications.

### **C. Field Placement Procedures**

1. In the spring semester prior to starting field in the fall, potential eligible students are provided with an email outlining the field placement process to include the requirement to attend a Field Interest Meeting (group) and an individual meeting/mock interview with the Director of Field Education, a timeline, and link to the field application.
2. An electronic Field application is provided to the student for them to complete and upload a current resume. Students are encouraged to use the Writing and/or Career Center to get help with their resumes and other potential documents (i.e. agency-specific required documents (Cover Letter)).
3. Students will attend a Field Interest prior to the field application being due on March 31<sup>st</sup> where the field process is explained in detail. Several meetings at various times throughout the month of March to accommodate students’ schedules. There will also be in-person and virtual meeting options for students to attend.
4. By March 31st, students must submit their field applications packets electronically and have completed one of the Field Interest meetings.

5. In April, the Director of Field Education reviews students' field application packets to determine if eligibility requirements for a field placement have been satisfied for placement in the fall and sends students a designated calendar link for them to schedule their individual meeting/mock interview.
6. After the individual student meetings, the Director of Field Education will begin to make referrals to potential placement agencies. An email is sent to the agency and the student with the necessary agency and student information along with a copy of the student's resume. If the agency requested more documentation, that will be attached to the referral email. Students are referred to one agency at a time.
7. After the referral email has been sent, students will receive another email outlining next steps such as scheduling their interview, completing on boarding requirements, contacting field office if there are any concerns, and interview tips.
8. Once the student has been accepted, the student will begin onboarding requirements from the agency, determine their field placement schedule, and communication plan before the fall semester.
9. In July, the student will receive an email with a Confirmation of Placement form link for them to complete and the information regarding the Field Orientation to be held in August. The placement agency will also receive a separate email with the details of the Field Instructor Orientation to be held in August.
10. If the student is denied placement from the agency or denies the placement, the process of referral will begin again.

#### **D. Assignments**

The following is a suggested guide for developing specific student assignments and for the learning contract. Ideally, students should have all the following experiences while two semesters in field:

1. The student should have a combination of direct client interactions with individuals and/or families, mezzo, and macro practice experiences.
2. Opportunity to participate in appropriate agency meetings like staff meetings and case conferences, including appropriate student presentations.
3. Opportunities to participate in research and policy as part of the practice experience.
4. Participation in activities related to the formulation and evaluation of agency policies such as board meetings or staff committees.
5. Resource mobilization using the community as well as the agency in serving the clients.
6. Involvement in the network of social agencies serving clients of the field placement agency.
7. Collaboration and consultation with other staff.
8. Appropriate record-keeping to meet agency requirements for records, summaries, referrals, and the school's requirement for process recording.

See Appendix C for Sample Learning Activities.



## **E. Evaluation and Grading of Student Performance**

### **1. Evaluation**

An ongoing evaluation process is the key element for both the student and field instructor in the field experience. It is the process by which the student and field instructor monitor the student as a developing social work professional. The Field Curriculum and Evaluation form as well as the Learning Contract (see Appendix D and G) provide the specific educational objectives against which the student is evaluated.

The program stipulates that twice (midterm and final evaluation) each semester there should be a formal review of the student's performance and an identification of further learning needs and objectives. The evaluation must be based on the student's performance in field work rather than on their potential for future practice. The field instructor is asked to complete the electronic version of the midterm and final evaluations sent via email each semester. A copy of the Field Evaluation is provided in Appendix G.

### **2. Grading**

The faculty field liaison, in consultation with the field instructor, is responsible for assigning the student's grade for the field instruction course. The student must pass both Beginning Field Instruction and Methods II in the fall semester in order to be eligible to continue in both Advanced Field Instruction and Methods III in the spring semester. See syllabi for grading instructions.

## **C. Withdrawal from Field Instruction**

An exception to the college policy (See Student Handbook) is made in regard to administrative Withdrawal (W) from a field instruction course.

1. Students may not withdraw from a field instruction course without prior consultation with, and approval from, their field liaison and their advisor.
2. Consultation must include developing an alternative plan for the course that meets the curriculum requirements.
3. At the time of withdrawal, the reasons for withdrawal and the plan for completion of the course must be submitted, in writing, to the Director of Field Education and the Chair of the Department of Social Work. The field liaison's signature is required to indicate approval of the plan.

A student who has withdrawn from field (prior to the official withdrawal deadline for that semester) for reasons related to documented deficient performance, will be replaced one time. If the student withdraws from a second field placement for reasons again related to documented deficient performances, they will need to have a meeting with the Director of Field Education, the Chair of the Department of Social Work, and their Academic Advisor to determine the next course of action.

1. Rearrangements of the student's program to complete field instruction in a later semester.
2. Providing one additional field placement opportunity.
3. Not permitting the student to enroll again in Field Instruction.

Prior to dismissal from placement, actions will be taken to assist the student and the agency in assisting the student in maintaining the placement such as a performance improvement plan.

## **G. Procedures for Appeal of Grades**

Coppin State University has established procedures for review and appeal of grades (see Student Handbook). These policies apply to field instruction grades as well as classroom grades. The procedures provide the student with a means for an independent review of course grades that the student considers to be arbitrary and capricious. The student should first attempt to resolve such grievances informally. Normally this informal process includes consultation first with the field (faculty) liaison responsible for assigning the field grade, then with the Director of Field Education if the matter cannot be resolved after contacting the field liaison. When the informal process does not resolve the matter to the student's satisfaction, they may request that the Social Work Field Appeals Committee reviews the decision. If the student is still dissatisfied, the decision of the Committee may be appealed to the Chair of the Social Work Department. If the matter is not then resolved to the student's satisfaction, at the department level, the student may appeal to higher levels as outlined in the Coppin State University Student Handbook.

Field Work Appeals Committee: The Field Work Appeals Committee was established to ensure greater objectivity in decisions related to the assignments of Fail (F) grades or removal of a student from a field agency for non-academic reasons. This safeguard is important as the implications of a Fail (F) grade in a field course are even more serious than a regular academic course. Field course are six (6) credits each, and students may not continue in the major after failing field course. The Field Work Appeals Committee consists of all full-time social work faculty except for the Chair of the Social Work Department.

## **H. Procedures for Dismissal of a student from a Field Agency**

The request for dismissal of a student may be initiated by the field instructor, the agency executive, the faculty field liaison, or the student. In all cases the person initiating the request should prepare a written statement that documents the applicable issues and/or concerns.

### **1. Dismissal at request of the Agency, Field Instructor, or Field Liaison**

A student may be dismissed from the field placement agency for documented unprofessional conduct or a demonstrable lack of progress in attaining the learning objective for field instruction.

Procedures for Dismissal:

- a. The student will be apprised, orally or in writing of the specific concern(s) about their behavior, progress in learning, general in performance.
- b. The field instructor and field (faculty) liaison, as applicable, will be informed of the concern(s). The field (faculty) liaison will alert the Director of Field Education.
- c. A meeting will be held with the student and the field liaison staff. The student's academic advisor and the Director of Field Education may also attend as appropriate. This meeting's purpose is to ascertain the facts provide all parties an opportunity to raise their concerns and explore possible means of resolving the problem.

The potential dispositions include:

- Continuation in the agency with a specific plan, including time limits, to correct the areas identified as deficient.
- Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.
- Removal from the agency for documented cause, resulting in a Fail (F) grade.

- d. The student may request a meeting with the Director of Field Education in the event the situation has not been resolved to their satisfaction.
- e. Steps “a” to “d” should be completed within a three-week period.
- f. If said student is not satisfied with the outcome after the meeting the Director of Field Education, they may request a meeting with the Field Work Appeals Committee to review the decision. The student may submit documentation in support of their case. Materials must be submitted at least two school days prior to the meeting. The committee's decision is recorded by the meeting chair.
- g. The last appeal at the department level is to the Chair of the Department of Social Work. An appeal must be filed (5) school days following the student’s meeting with the Field Work Appeals Committee. The Committee will forward all materials and their decision to the Chair of the Department of Social Work. The Chair of the Social Work Department will then issue a decision on the grievance to all parties involved within (10 days). Procedures for filing an administrative appeal to higher administrative levels are found in the Coppin State Student Handbook.

## 2. Dismissal at Request of Student Due to Serious Obstacles to the Student’s Learning at the agency.

### Procedures for Dismissal

- a. The student should first discuss the situation with the field instructor and attempt to resolve the problem(s)
- b. If the issue remains unresolved, the student should consult with the field liaison to discuss why they wants to be placed in another agency. The Director of Field Education will be informed of the student’s request.
- c. If the matter has not been resolved to the satisfaction of all parties after the student’s meeting with the field liaison, the field liaison will convene a meeting with the student, the field instructor, and Director of Field Education. The student’s academic advisor may also be included as appropriate. The purpose of this meeting will be to ascertain the facts, provide all parties with an opportunity to voice their concerns, and basis for the Director of Field Education to determine the outcome of the student’s appeal.
- d. The Director of Field Education will then make a decision in this matter. The possibilities include:
  - Continuation in the agency, with a specific plan (including time limits) for the areas identified as deficient.
  - Dismissal from the agency, without grade penalty, and reassignment to another field agency to complete the course requirements.
  - Dismissal from the agency, for documented cause, resulting in a Fail (F) grade.
    - Steps “a” to “d” should be completed in a period not to exceed three weeks.
    - If as a result of these procedures, a student is removed from the field placement for documented unprofessional conduct or demonstrated failure to progress in attaining field objectives, grade of Fail (F) will be assigned in the course.
    - A student who is removed from the field placement agency for the reasons stated in “F” \*above), under such circumstances, and for whom a grade of Fail (F) is assigned for a field instruction course, will be removed immediately from the social work program, without regard to cumulative grade-point average.

## I. Field Instruction Schedule

Students are in the field from September until May. This includes the January winter session for most placement agencies. Students and Field Instructors will determine the January winter session expectations at the beginning of the placement. Students must complete 14-16 hours of field. Ideally, students will keep the same schedule for the entire academic school year. Also, when possible, students should keep the same hours as their field instructor. Variations, when necessary, should be worked out by the field instructor and student with the approval of the field liaison of the Director of Field Education. Students who participate in field during the winter session do not require registration or additional payment of fees or tuition. Students attend field classes on Mondays or Saturdays, providing flexibility to manage their fieldwork hours and balance personal responsibilities.

1. **Holidays/Personal leave**

Students can observe their own religious holidays without making up the time. Absences for religious observances should be cleared in advance with the field instructor.

Students observe regular school holidays, i.e., **Labor Day, Martin Luther King’s Birthday**. In the State of Maryland agency holidays are observed by field students. Students observe regular school holidays, i.e., agencies, students do not have time off from field on “floating holidays,” but they do have time off on state holidays when the agency’s social work department is closed.

Students can serve on jury duty without making up missed time if the jury date occurs on a field workday.

2. **Unscheduled Absences**

Students are expected to be in the field on a regular schedule and are expected to notify the field instructor promptly in case of an unexpected absence. Students must make up time they miss from field work, except for religious holidays and jury duty. In the role of social worker, students are important to their clients and the agency’s dependable delivery of service. Unscheduled absences interfere with effective practice and the agency’s operation. Extended absences from field instruction must be reported to the field (faculty) liaison and the Director of Field Education because they adversely affect the learning experience, and the quality of services provided. Excessive absenteeism can be grounds for dismissal from the agency.

3. **Closure of placement due to natural or human-caused disaster, pandemic, and/or government shutdown**

In the event a student’s placement is interrupted, a contingency plan is developed with the Field Liaison, and the Director of Field Education to assist the student. Some examples of interruptions can be due to safety, critical incidents, government shut-downs, public health crisis, natural/human-caused crisis, etc. Depending on the situation, this plan can be created with or without the field instructor and/or Task Supervisor. If it is not completed with the field placement setting, the respective agency personnel will be notified.

4. **Snow Days**

In the event of an agency closing due to inclement weather, students are to abide by the decision of their field placement agency, not the University. In other words, if the field placement agency is open for business, the student must attend field work even though classes may be canceled at Coppin State University.

If a student cannot travel to an agency open during inclement weather, the absence must be made up by them. Field instructors are encouraged to adopt a “liberal leave” policy for students who cannot safely travel to the agency because of snow or ice.

## **J. Field Instruction Expenses**

Students pay their own transportation and parking costs for commuting to and from the agency. Agencies are required to pay transportation costs incurred by field assignments during the course of the field day and other petty cash expenses which may be incurred in the course of carrying out field assignments. Students must follow agency procedures regarding reimbursement.

## **K. Professional Liability Insurance**

Students engaged in field work must have professional liability insurance through the group plan offered through the University System of Maryland. The field placement site is added to the rider and is either provided a copy or they can request a copy at any time. The policy is renewed annually in August. There is no charge to Coppin students for paying the insurance premium. Below is a brief description of the plan:

- Individual limits/coverage applies to each insured of 1, 000, 000 per incident and 3,000,000 annual aggregates.
- Legal fees and other related defense costs are covered even if a claim is without merit.
- Coverage will apply individually under a master scheduled policy on file in the Administrative Offices of the school.
- Coverage does not apply:
  - a) Professional activities not recognized as part of academic training, or without approval of the school authorities.
  - b) Acts in conflict with State, Federal, or Municipal Laws
  - c) Reporting of Claims Incidents:

The policy requires a written narrative description of the sequence of events associated with the alleged act or omission, including the name, address, and telephone number of all involved parties. The original is to be forwarded to the program administrator and one copy retained by the insured

## **L. Health Insurance**

Health insurance is required for all students enrolled in the field program. Coverage is necessary in case of accidental injury or serious illness requiring hospitalization. Students commonly obtain health insurance as a dependent on their parents'/caregivers'/ spouse's family policy or through the University-sponsored policy for students, or through their individual plan. Any illness requiring medical attention or hospitalization during field placement is the student and his/her family's responsibility.

## **M. Student Accessibility Services Statement | Reasonable Accommodations**

Coppin State University (CSU) is committed to supporting all students in their academic endeavors. Students with disabilities who need academic accommodations must register with CSU's Center for Counseling and Accessibility. Students may begin registering for or renewing ADA accommodations by using the following web

address <https://coppin-accommodate.symlicity.com/>, visiting the center for Counseling and Accessibility office at 208 Grace Hill Jacobs building, or by contacting Ms. Jade Nesbitt at 410-951-3940.

Students registered to receive accommodation should meet with their professors immediately to discuss their ADA accommodation and its implementation.

For additional information about the Center for Counseling and Accessibility at [cca@coppin.edu](mailto:cca@coppin.edu)

## **N. Title IX Statement**

Coppin State University is committed to providing a learning and working environment free from all forms of sex discrimination. If you or someone you know has experienced sexual harassment, sexual assault, stalking, dating/domestic violence, or discrimination based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, or gender identity, we encourage you to seek support and report incidents to the Title IX Coordinator. If you are pregnant or experiencing a pregnancy related condition, the Title IX Coordinator can assist you to explain your rights and options as well as provide reasonable modifications. Please be aware that faculty members are not confidential resources, and if you share an experience relating to Title IX, they are required to report incidents to the Title IX Coordinator. The Title IX Coordinator will then reach out to offer resources, explain your rights, and provide resolution options.

Ms. Katsura Kurita, Title IX Coordinator, is available in-person in the Physical Education Complex (PEC) Room 224, by phone at (410) 951-6543 or by email at [kkurita@coppin.edu](mailto:kkurita@coppin.edu). If you wish to speak to a confidential resource who does not have this reporting responsibility, please contact the Center for Counseling and Accessibility at (410) 951-3939 or email at [cca@coppin.edu](mailto:cca@coppin.edu).

To view CSU's Policy and Procedures on Sex Discrimination, make a report online, or access resources, visit the [Title IX website](#).

## **ELEMENT OF RISK/SAFETY IN FIELD**

Students' safety in field placement is essential. Students need to be aware that when working in the field, there is an element of risk related to violent behavior and other problems. Students should review their field placement agency's policies regarding agency safety and safe procedures for making home/community visits. Students who have concerns for their safety, or the safety of others in relation to clients or circumstances, should discuss these concerns with their instructor. Together, they can determine the best course of action. If concern for safety persists, students should discuss the situation with their field (faculty) liaison or the Director of Field Education. Students should not take extraordinary or unnecessary risks in their field work.

### **Key factors in assisting students in being safe in field:**

- Work with Field Instructor in identifying the agency's policies and protocols regarding safety in field and outlining a safety plan.
- Students should not use personal vehicles to transport clients, and they should not be the only person at the field placement site.

- The Field Instructor/Task Supervisor will provide consistent supervision in helping teach problem solving and de-escalation techniques, especially as it relates to ensuring safety in various situations/settings.
- Field Liaisons will also discuss safety and self-care planning detail during field seminar course(s). additional resources such as safety tips, NASW Workplace Safety Guidelines, Self-Care planning and documents, on topic videos, and other helpful publications (i.e. CDC). A designated Student Safety Tips in Field Placement document is shared to assist students with safety planning and conversations with their Field Instructors/Task Supervisors.

See Appendix I for Safety Tips in Field Placement.

### **Incidents of Concern in Field**

Students who have concerns for their safety, or the safety of others in relation to clients or circumstances, should discuss these concerns with their Field Instructor/Task Supervisor. Together, they can determine the best course of action. If concern for safety persists, students discuss the situation with their Field Liaison and/or the Director of Field Education. The safety concern/incident will be documented and follow up communication will occur with the Field Instructor/Task Supervisor. Based on the concern, it will determine if a meeting will be held and/or another appropriate course of action (i.e. removal from placement) will occur in ensuring safety. In general, students should not take extraordinary or unnecessary risks during their field work/placement.

If a student's placement is interrupted, a contingency plan is developed with the Field Liaison and the Director of Field Education in assisting the student. Some examples of interruptions can be due to safety, critical incidents, government shut-downs, public health crisis, natural/human-caused crisis, etc. Depending on the situation, this plan can be created with or without the field placement setting. If it is not completed with the field placement setting, the respective agency personnel will be notified.

### **CONCLUSION**

Field placement is a transformative and often the most impactful component of the social work curriculum. It is a unique opportunity for students to translate their academic preparation into practice, testing their skills, commitment, and knowledge in real-world settings. This experience marks the beginning of their journey as professional social workers, as they take on the profound responsibility of supporting and intervening in the lives of others.

While the demands of field placement can be challenging and, at times, stressful, we aim to ensure it is an enriching and rewarding experience for every student. Through these experiences, students gain direction, build confidence, and develop the essential skills needed for effective and ethical social work practice. We hope that the knowledge and growth attained during field placement will inspire and empower students as they embark on meaningful careers, making a positive impact in their communities.

# APPENDICES

- Governing Statements – Appendix A and B
- Student Placement and Field Instructor Forms – Appendix C, D, E, F, G, H, I and J
- Field Liaison Forms – Appendix K and L
- Agency Forms – Appendix M and N
- Miscellaneous – Appendix O





## **Educational Policy and Accreditation Standards**

Educational Policy 3.3: Signature Pedagogy—Field Education Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students’ access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. The program’s field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

For the complete 2022 CSWE EPAS, please visit:

<https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>



## National Association of Social Workers (NASW) Code of Ethics

### Overview

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, **Purpose of the NASW Code of Ethics**, provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, **Ethical Principles**, presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, **Ethical Standards**, includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

For the complete code of ethics please visit:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Department of Social Work

**Office of Field Education: Sample Learning Activities to assist in completing the Learning Contract**

The list below includes suggestions for each competency to place the suggested activities. While some activities might reflect multiple competencies, a student cannot list the same activity under multiple competencies on the Learning Agreement. You would need to adjust the activity to fit the necessary competency.

	Sample Activities	BSW
<b>1. Demonstrate Ethical &amp; Professional Behavior</b>		
	Prepare a presentation to be used as a part of an agency social work training module.	<input type="checkbox"/>
	Review necessary and pertinent agency policies and procedures related to social work role.	<input type="checkbox"/>
	Complete agency-specific orientation activities.	<input type="checkbox"/>
	Review the agency's policy manual, mission statement, funding streams, confidentiality, and documentation requirements.	<input type="checkbox"/>
	Interview a Board member about their role and compare the agency's documentation regarding Board responsibilities.	<input type="checkbox"/>
	Interview an administrator of the agency.	<input type="checkbox"/>
	Shadow and/or interview other disciplines at your agency (psychiatry, nutrition, case aide, transportation aide, educator, administrator, etc.).	<input type="checkbox"/>
	Spend time in different departments of the agency to understand client service.	<input type="checkbox"/>
	Attending staff, team, or other professional meetings.	<input type="checkbox"/>
	Practice at least one self-care activity each week.	<input type="checkbox"/>
	Explore career options in social work.	<input type="checkbox"/>
	Bring an agenda to supervisory meetings.	<input type="checkbox"/>
	Write a group progress note based upon observations.	<input type="checkbox"/>
	Review [###] of case files completed by various social workers.	<input type="checkbox"/>
	Review how someone becomes a client at the agency and explain it to the field instructor.	<input type="checkbox"/>
	Read about/find ethical dilemmas in studies, or in meetings and daily activities.	<input type="checkbox"/>
	Identify and explain at least two different ethical decision models and discuss/compare/contrast the models and their application(s).	<input type="checkbox"/>

Read agency policy on client confidentiality and maintain client confidentiality throughout field experience.	<input type="checkbox"/>
Discuss each social work ethic core value and what its application and presentation might look like within this agency (in which the student is placed).	<input type="checkbox"/>
Gather information about how agencies use social media and social media policies.	<input type="checkbox"/>
Develop a social media campaign/presence for agency or a specific event.	<input type="checkbox"/>
<b>2. Advance Human Rights and Social, Racial, Economic, &amp; Environmental Justice</b>	
Select a social justice issue and research 3 articles.	<input type="checkbox"/>
Interview/Meet with [##] social workers engaged in human rights work.	<input type="checkbox"/>
Shadow a patient rights advocate and write a reflection in their weekly journal.	<input type="checkbox"/>
Research a current issue or legislative action that requires advocacy, and organize a letter- writing campaign among your staff, volunteers, etc.	<input type="checkbox"/>
Discuss a current event that impacts how a specific service is delivered to the agency and identify methods of advocating for the service or impacted population.	<input type="checkbox"/>
Identify an outdated policy and advocate for change to better serve the client population.	<input type="checkbox"/>
Research social justice issues as they relate to [issue] & interventions on the macro level.	<input type="checkbox"/>
<b>3. Engage Anti-racism, diversity, equity, and inclusion (A DEI) in practice</b>	
Attend an A DEI training.	<input type="checkbox"/>
Attend an arts/cultural/community event outside of student's own culture.	<input type="checkbox"/>
Interview a social worker who works with a culture different from the student's culture.	<input type="checkbox"/>
Interview staff members of diverse cultures than students.	<input type="checkbox"/>
Complete a reading (journal, book, news articles) relevant to client or neighborhood culture.	<input type="checkbox"/>
Identify and discuss instances when culture and diversity influence the outcomes of practice, policy, and program implementation in context with this current placement agency.	<input type="checkbox"/>
Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group.	<input type="checkbox"/>
Interview a minority client about their experiences as a mental health consumer.	<input type="checkbox"/>
Observe agency programs to recognize different populations served and to identify how this observation helps engage diversity in practice.	<input type="checkbox"/>
Research ways in which diverse cultures may present and experience depression.	<input type="checkbox"/>
Attend a community meeting or celebration in the agency's neighborhood.	<input type="checkbox"/>
Identify agency practices that promote diversity.	<input type="checkbox"/>
Student located in an urban agency shadow a worker in a rural agency (or vice versa).	<input type="checkbox"/>
<b>4. Advance Human Rights &amp; Social, Economic, &amp; Environmental Justice</b>	
Select a social justice issue and research 3 articles.	<input type="checkbox"/>
Interview/Meet with [##] social workers engaged in human rights work.	<input type="checkbox"/>
Shadow a patient rights advocate and write a reflection in their weekly journal.	<input type="checkbox"/>
Research a current issue or legislative action that requires advocacy, and organize a letter- writing campaign among your staff, volunteers, etc.	<input type="checkbox"/>
Discuss a current event that impacts how a specific service is delivered at the agency and identify methods of advocating for the service or impacted population.	<input type="checkbox"/>

	Identify an outdated policy and advocate for change to better serve the client population.	<input type="checkbox"/>
	Research social justice issues as they relate to [issue] & interventions on the macro level which address these issues.	<input type="checkbox"/>
<b>5. Engage in Practice-informed Research &amp; Research-informed Practice</b>		
	Review research and books on a topic relevant to your work.	<input type="checkbox"/>
	Interview an agency representative to see how client outcomes are assessed and how research is utilized at the agency.	<input type="checkbox"/>
	Research self-soothing techniques to teach clients.	<input type="checkbox"/>
	Research poverty statistics, incidences of homelessness, incarceration and other items related to agency work to better understand community and to state need for services.	<input type="checkbox"/>
	Identify ways in which evidence-based practice is used in funding and grant writing.	<input type="checkbox"/>
	Identify government bodies that regulate or fund the agency.	<input type="checkbox"/>
	Help prep, or interview, staff about the process for accreditation/re-accreditation. (CARF, JCAHO, etc.)	<input type="checkbox"/>
	Complete the agency's HIPPA training.	<input type="checkbox"/>
	Review patient rights policy and write a reflection in weekly journal.	<input type="checkbox"/>
	Attend a court hearing or legal proceedings.	<input type="checkbox"/>
	Attend an Area Commission meeting or community meeting in the agency's neighborhood.	<input type="checkbox"/>
	Attend a Board meeting.	<input type="checkbox"/>
	Attend meetings of "umbrella" organization or affiliating agency such as ADAMH or CSB.	<input type="checkbox"/>
<b>6. Engage with Individuals, Families, Groups, Organizations, &amp; Communities</b>		
	Observe [###] of intake interviews.	<input type="checkbox"/>
	Gather the "story" of 1-2 clients that have used and/or benefited from the agency's services.	<input type="checkbox"/>
	Take intake calls, calls for agency information, or constituent calls.	<input type="checkbox"/>
	Learn techniques to engage resistant clients.	<input type="checkbox"/>
	If student is at an "umbrella agency" or advocacy organization: Visit direct service "member" agencies or affiliates to see its operation; meet with a client via that partner agency.	<input type="checkbox"/>
	If a student is at a state agency. Visit a local agency; meet and interview direct service workers; shadow client interactions; and/or participate in assessments.	<input type="checkbox"/>
	Call parents to communicate student behaviors, performance (positive and negative), and other program information.	<input type="checkbox"/>
	Engage tenants through work on the tenant outreach hotline to gather information to improve services.	<input type="checkbox"/>
<b>7. Assess with Individuals, Families, Groups, Organizations, &amp; Communities</b>		
	Attend at least one board meeting, training, or data warehouse meeting to learn about board governance.	<input type="checkbox"/>
	Read DSM-V on most frequently dealt with diagnoses.	<input type="checkbox"/>
	Sit with agency's clinical and/or medical staff to observe an unfamiliar perspective/evaluation of a client.	<input type="checkbox"/>
	Observe a psychological evaluation given by a psychiatrist within the agency.	<input type="checkbox"/>
	Discuss with supervisor typical family structures and stressors that clients have and how those structures and stressors could affect clients.	<input type="checkbox"/>

	Apply for benefits through the local Job & Family Services in order to understand the process that clients go through.	<input type="checkbox"/>
	Shadow a worker at another agency that offers a similar service. Identify differences in worker approach and agency culture.	<input type="checkbox"/>
	Identify the major social service agencies and services in the target environment and compare to services offered by internship agency.	<input type="checkbox"/>
	Identify ways in which theories of organizational culture and the role of culture in shaping organizational performance are applied in macro-level practice.	<input type="checkbox"/>
<b>8. Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b>		
	Observe the field instructor or other staff members engaged in interaction with clients.	<input type="checkbox"/>
	Shadow and observe a social worker doing a home visit.	<input type="checkbox"/>
	Conduct at least 3 interactions with clients, groups, or committees in the presence of field instructor.	<input type="checkbox"/>
	Provide case management to a minimum of XX clients.	<input type="checkbox"/>
	Observe [##] of _____ [type of] groups.	<input type="checkbox"/>
	Develop a new psychoeducational group and run the group at the agency.	<input type="checkbox"/>
	Demonstrate effective termination skills prior to the last day of field placement.	<input type="checkbox"/>
	Complete two client discharge summaries by end of placement.	<input type="checkbox"/>
	Interview and shadow at least two social workers who perform _[type of service].	<input type="checkbox"/>
	Identify agencies that provide services to which agency clients are most commonly linked.	<input type="checkbox"/>
	Visit other agencies or relevant settings; understand referral processes for linking clients.	<input type="checkbox"/>
	Teach a class or workshop for clients. (Example: ESL, citizenship, personal finance/budgeting, resume preparation, interviewing skills)	<input type="checkbox"/>
	Start a program for agency clients that the student has interest in. (Ex. A student initiated a Girls on the Run program at her field placement agency.)	<input type="checkbox"/>
	Work on writing a grant application with partner agencies.	<input type="checkbox"/>
	Create a flyer to market your agency and the internship to future students.	<input type="checkbox"/>
	Update the agency's website.	<input type="checkbox"/>
<b>9. Evaluate with Individuals, Families, Groups, Organizations, &amp; Communities</b>		
	Participate in the preparation of audits.	<input type="checkbox"/>
	Participate in a peer review.	<input type="checkbox"/>
	Actively participate in case reviews/team meetings.	<input type="checkbox"/>
	Observe at a different agency that uses similar interventions.	<input type="checkbox"/>
	Accompany agency professionals to various sites to view specific evaluations.	<input type="checkbox"/>
	Develop a survey/evaluation to use with a client group and administer with several clients.	<input type="checkbox"/>
	Create a method to evaluate the staff's perception of the usefulness of the [xxx] activity.	<input type="checkbox"/>
	Engage agency professionals to gain guidance and increase understanding of methods and measures used to determine the value of program/intervention.	<input type="checkbox"/>
	Document and evaluate patient progress on a discharge summary prepared for patients.	<input type="checkbox"/>
	Students will document client progress on individual and group notes using an electronic record.	<input type="checkbox"/>

Outline personal thoughts/ideas concerning improvement of service delivery of various programs pertaining to <i>[a type of service such as offender re-entry]</i> .	<input type="checkbox"/>
Identify & explain the appropriate method(s) for evaluation to be used in assigned field placement projects and tasks.	<input type="checkbox"/>

Revised: Fall 2023 (2022 CSWE EPAS)

*Adopted from The Ohio State University College of Social Work*

**DEPARTMENT OF SOCIAL WORK | OFFICE OF FIELD EDUCATION**

**Baccalaureate Social Work Program**

Field Internship Learning Contract

Field Internship is a time for blending classroom lectures and assignments to actual practice in the social work field. The Learning Contract is intended to be a working document that will guide your activities in internship.

Guide to Completing the Learning Contract in Fall Semester:

1. During agency orientation and your first few weeks of practicum, make a list of activities that you and/or your Field Instructor have identified as potential practicum tasks.
2. During supervision meetings during your first 4-5 weeks of practicum, discuss the Competencies and Practice Behaviors with your Field Instructor. Document specific activities that connect with the Competencies and Practice Behaviors identified in the contract.
  - a. Please see the Sample Learning Activities document for examples of activities.
3. Complete your Learning Contract.
  - a. Complete this contract with your Field Instructor.
  - b. Signatures required from all parties.
4. Submit your Learning Contract to your Field Liaison by the due date. Learning Contracts should be uploaded electronically in the learning management system for the course.
5. Your Liaison will provide you with feedback and may request that you revise and re-submit the Learning Contract.

Guide to Completing the Learning Contract Revision in Spring Semester:

1. Review your learning contract during the mid-year evaluation. During supervision meetings with your Field Instructor, identify any practice behaviors you still need to address in order to gain competence.
2. Revise and/or identify additional activities to include for the Spring Semester.
3. Upload your learning contract revision to your field liaison by the due date.
4. Your liaison will provide you with feedback and may request that you revise and re-submit the learning contract.

NOTE: Helpful resources for completing the Learning Contract can be found at the websites listed below.

[http://www.ssw.umaryland.edu/media/ssw/field-education/Learning\\_Contract.pdf](http://www.ssw.umaryland.edu/media/ssw/field-education/Learning_Contract.pdf)



Student \_\_\_\_\_  
 Field Instructor \_\_\_\_\_  
 Year/Semester \_\_\_\_\_

Agency \_\_\_\_\_  
 Field Liaison \_\_\_\_\_  
 Task Supervisor (if applicable) \_\_\_\_\_

CORE COMPETENCY	COURSE OBJECTIVES/PR ACTICE BEHAVIORS  Student will:	ACTIVITIES  (There are a few added sample activities listed for example purposes only. They can be used, revised, and/or deleted as appropriate to the student and placement.)	EVALUATION MEASURE (below are examples of measures; feel free to add additional ones; check all you think apply)	TIME FRAME  (Examples: duration of the semester; hard deadline, October 31 <sup>st</sup> , etc.)
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p>	<ol style="list-style-type: none"> <li>1. Intern will attend two case staffing meetings with FI and maintain professional boundaries while working with all clients on caseload.</li> <li>2. Intern will complete paperwork in timely and appropriate manner; field instructor will review.</li> <li>3. Intern will maintain appropriate boundaries with clients who Intern has known in other capacities and discuss with FI.</li> <li>4. Intern will adhere to role as a volunteer supervisor and maintain appropriate boundaries and client confidentiality with volunteers known outside of internship.</li> <li>5. Intern will talk with FI about roles and boundaries within the agency setting.</li> <li>6. FI will observe Intern in an interview w/client and review with Intern about professionalism in that context</li> </ol>	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>use technology ethically and appropriately to facilitate practice outcomes; and</p>		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>use supervision and consultation to guide professional judgment and behavior.</p>	<ol style="list-style-type: none"> <li>1. At the end of each week, Intern will reflect on cases (w/FI) worked to assess areas that need improvement.</li> <li>2. Intern will keep a daily journal of activities and self-reflection and discuss performance with FI at weekly meetings</li> </ol>	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision	

			<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	advocate for human rights at the individual, family, group, organizational, and community system levels; and	<ol style="list-style-type: none"> <li>1. For two cases, Intern will locate agency/organization that will provide needed services for free and advocate for client to receive the needed services.</li> <li>2. Intern will use resources/resource system and other professionals to advocate for a client and their families to obtain quality services.</li> </ol>	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<ol style="list-style-type: none"> <li>1. Intern will go the Student Day at the Legislature and meet with senators to advocate for agency funding (macro).</li> <li>2. Intern will speak to an agency on behalf of a client's needs under FI supervision (micro).</li> </ol>	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 3: Engage Anti-Racism, Diversity, Equity,</b>	demonstrate anti-racist and anti-oppressive social work practice at the		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	

<b>and Inclusion (A DEI) in Practice</b>	individual, family, group, organizational, community, research, and policy levels; and		<input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	apply research findings to inform and improve practice, policy, and programs; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____	

			<input type="checkbox"/> _____ <input type="checkbox"/> _____	
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	a.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 5: Engage in Policy Practice</b>	use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Competency 5: Engage in Policy Practice	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social,		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____	

	racial, economic, and environmental justice.		<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 7: Assess Individuals, Families, Groups,</b>	apply theories of human behavior and person-in-environment, as		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion	

<b>Organizations, and Communities</b>	well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		<input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

	achieve client and constituency goals; and		<input type="checkbox"/> _____	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	select and use culturally responsive methods for evaluation of outcomes; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups,		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written <input type="checkbox"/> Supervision <input type="checkbox"/> _____ <input type="checkbox"/> _____	



	organizations, and communities.		<input type="checkbox"/> _____ <input type="checkbox"/> _____	

**SIGNATURES**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

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## DEPARTMENT OF SOCIAL WORK | OFFICE OF FIELD EDUCATION

### Process Recording A Tool for Student Education

Process Recording is a specialized, highly detailed form of recording everything that takes place in an interview, as opposed to summary recording where only highlights are noted. Process recording is used almost exclusively as a teaching/learning tool in field instruction.

**Some purposes and uses of process recording:**

1. Allows the field instructor to get an idea of how the student is functioning and to identify where effective techniques are being used and where guidance may be needed.
2. Helps the student conceptualize his/her approach to professional practice;
3. Increases the student's self-awareness and helps him/her differentiate between factual data and his/her own gut-level reactions and judgments as to what is occurring in relation to the client.
4. Provides students with an opportunity to develop an objective analysis of what took place during an interaction with a client.
5. Assists students in concentrating on what clients say and how they behave throughout the interview.
6. Helps develop student's assessment skills and conscious use of self.
7. Helps alleviate some student anxiety about having responsibility for a client by keeping the field instructor informed of work with clients.
8. Permits the field instructor to be aware of key dynamics that may affect the entire case situation if the beginning student is required to even record transactions that she/he considers to be unimportant.
9. Permits the field instructor to intervene in situations that a beginning student may be unable to handle.
10. Allows student, field instructor, and field (faculty) liaison to observe and evaluate the student's progress over time.



## **DIRECT PRACTICE PROCESS RECORDING FORM FOR SOCIAL WORK PRACTICE**

**Purpose:** The purpose of completing a process recording is to assist you in the development and assessment of your communication skills as well as to provide a structured opportunity for demonstrating competence.

**Directions:** Select a client system and, using the following form, provide a detailed account of an interview or interaction. The process recording should include the following:

1. Brief description of client and presenting issue
2. Who was present and when and where the interview took place
3. The purpose of the interview
4. What phase of the helping process you are in and what you are hoping to accomplish
5. Your role and overall goal for the interview
6. A full transcript of the interview, including what you said and what the client said back to you, verbatim; the specific dialogue, back and forth (like a script)
7. A detailed description of your thoughts, feelings, and reactions during the interview, addressing what was going on for you, these should be written across from what was said and run through the entire process recording.
- a. Your analysis of your communication skills: what you were trying to accomplish, what was effective, what you think the client was thinking or feeling, and what you would do the same or differently in the future, this analysis should be written across from what was said and run through the entire process recording.
8. Your overall analysis of the client's situation, needs, issues, affect, strengths, and so on, based on the interview
9. Your analysis of the outcome of the skills used and/or specific interventions in the interview, incorporating feedback from field instructor
10. The plan for the next interaction or contact (if any)
11. Your level of competence in demonstrating professional demeanor in oral communication and your ability to engage the client using empathy, reflection, and interpersonal skills.
12. Your summary and assessment of the interview/client meeting to include connecting to a social work theory, value/virtue, and your analysis of your strengths/weaknesses and gut reactions during the interview.

Student's Name: \_\_\_\_\_

Field Agency Instructor: \_\_\_\_\_

Field Education Liaison: \_\_\_\_\_

### **CLIENT OVERVIEW**

Client (initials or pseudonym only): \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Brief Description of Client (i.e. age, race/ethnicity, gender/orientation, ability, type of residence, education, occupation/school year, family composition, social support system, and any pertinent data information):

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Presenting Issue and Role of Agency regarding: \_\_\_\_\_

---

Purpose of the Interview: \_\_\_\_\_

---

Impression of the Physical/Emotional Climate (client setting):

---



---

Location and Who was Present at the Interview:

---

**INTERVIEW**

Interview Transcript: Using the first column, Interview dialogue, write out the transcript, # 5 from directions. Then, in the column Gut-Reactions, address all aspects of #6 from directions. Next, complete the Overall Analysis #7 from directions. After you have completed the Process Recording, submit it to your field Instructor. Field instructor, in the column, Field Instructor Feedback, provide the student with detailed feedback and sign and date at the signature line.

Date of Interview: \_\_\_\_\_

Interview (transcript) Content:	Gut-Level Reactions:	Overall Analysis/Skills Utilized:	Field Agency Instructor Comments:

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ASSESSMENT

Assessment/Summary of Student's Impression of Client's Situation and What Went on During the Interview:
Intervention Plan:
Student's Role:
Comments or Questions for Field Instructor/Task Supervisor/Field Liaison:

**SUMMARY**

As a result of this interview, how has your understanding of this client and his/her/their problem in social functioning changed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In thinking about this interview, are you able to connect it to at least one human behavior theory and apply the concept(s) to the client's situation.

\_\_\_\_\_

\_\_\_\_\_

Evaluate your work by (1) analyzing the strengths and weaknesses of your analysis column; (2) evaluating your ability to follow the content and process of the interview; and (3) identifying a gut feeling or emotional reaction you had which surprised you.

\_\_\_\_\_

\_\_\_\_\_

Ethical social workers are guided by personal virtues and professional values. Identify and discuss one virtue that affected your interaction with this client. Identify and discuss one value of professional social work that you feel was activated in this situation.

\_\_\_\_\_

\_\_\_\_\_

**SIGNATURES**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

*Thank you for taking the time to review, discuss, and offer feedback in the Field Instructor Feedback column on this process recording.*



## **MACRO PROCESS RECORDING FORM FOR SOCIAL WORK PRACTICE**

**Purpose:** The purpose of completing a process recording is to assist you in the development and assessment of your communication skills as well as to provide a structured opportunity for demonstrating competence.

**Directions:** Select a group meeting and, using the following form, provide a detailed account of an interview or interaction. The process recording should include the following:

2. Brief description of meeting and presenting issue
3. Who was present and when and where the meeting/group took place
4. The purpose of the meeting or group
5. Initial impressions and observations of the meeting and group process
6. Your role and overall goal for the interview
7. A summary of the meeting and/or group process
8. A detailed description of your thoughts, feelings, and reactions during the meeting, addressing what was going on for you, these should be written across from what was said and run through the entire process recording.
- b. Your analysis of your communication skills: what you were trying to accomplish, what was effective, what you think the client was thinking or feeling, and what you would do the same or differently in the future, this analysis should be written across from what was said and run through the entire process recording.
9. Your overall analysis of the meeting, group process, interactions, activities, etc.
10. Your analysis of the outcome of the skills used and/or specific tools used during the meeting/group, incorporating feedback from field instructor
11. The plan for the next interaction or contact (if any)
12. Your level of competence in demonstrating professional demeanor in oral communication and your ability to engage during the meeting/group.
13. Your summary and assessment of the meeting/group to include connecting to a social work theory, value/virtue, and your analysis of your strengths/weaknesses and gut reactions during the meeting/group.

## **MACRO PROCESS RECORDING FORM FOR SOCIAL WORK PRACTICE**

Date:

Student:

Field Agency Instructor:

Mezzo or Macro

Field Education Liaison:

Presenting Issue:

Purpose of Meeting/Outreach/Engagement:

Impression of the Physical/Emotional Climate:

Date of Interview:

Summary of Meeting:	Gut-Level Reactions:	Analysis/Skills Utilized:	Field Agency Instructor Comments:



--	--	--	--

Assessment/Summary of Student's Impression of Situation and What Went on During the Meeting:

Intervention Plan and/or Follow up Plan:
Student's Role:
Comments or Questions:

Describe your understanding of this situation and the need in being addressed and/or discussed:
Identify and discuss any human behavior theories and/or evidence-based practices this meeting could connect to:
Evaluate your work by (1) analyzing the strengths and weaknesses of your analysis column; (2) evaluating your ability to follow the content and process of the interview; and (3) identifying a gut feeling or emotional reaction you had which surprised you:
Ethical social workers are guided by personal virtues and professional values. Identify and discuss one virtue that affected your interaction. Identify and discuss one value of professional social work that you feel was activated in this situation:

SIGNATURES

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

*Thank you for taking the time to review, discuss, and offer feedback in the Field Instructor Feedback column on this process recording.*



**COPPIN**  
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**DEPARTMENT OF SOCIAL WORK | OFFICE OF FIELD EDUCATION**

Student \_\_\_\_\_ Agency \_\_\_\_\_  
 Field Instructor \_\_\_\_\_ CSU Faculty Liaison \_\_\_\_\_  
 Task Supervisor (if applicable) \_\_\_\_\_ Year/Semester \_\_\_\_\_  
 Midterm Evaluation Date \_\_\_\_\_ Final Evaluation Date \_\_\_\_\_

**Baccalaureate Social Work Program**

**Field Evaluation**

The evaluation should reflect the student's actual performance in field education, not the student's potential. Please rate the student's level of proficiency for each expected practice behavior noted in column 1 in consideration of the specified learning activity noted in column 4. The fall semester evaluation emphasizes the need for students to have established a basic foundation for generalist social work practice.

Based on the following scale, the field instruction is asked to evaluate the extent to which the student has met each educational objective. Space is provided for comments to give more specific feedback to the student relative to learning needs of the remainder of the semester or academic year.

1 - LACKING 2- SUPERFICIAL 3- NOVICE 4- COMPETENT 5- OUTSTANDING

1 – Lacking	The student has not yet met this competency and/or practice behavior.
2 – Superficial	The student grasps the idea and is beginning to understand it.
3 – Novice	The student meets this objective at a beginning level. Performance is uneven. Need time and practice.
4 – Competent	The student meets this objective quite consistently but there are gaps, ex. Not used with some clients or some feelings are avoided, etc.
5 - Outstanding	The student has integrated this objective into his/her/their stance and style.

After evaluating the student's progress toward achieving the expected educational outcome, the field instructor is requested to rate the student's performance regarding their professional work habits, professional interactions, communication proficiency, and overall performance. Finally, the field instructor is asked to write a brief narrative statement describing the student's overall performance at the midterm and the end of the semester.

<b>CORE COMPETENCY</b>	<b>PRACTICE BEHAVIORS</b>	<b><u>Mid-term Evaluation</u></b> <b><u>(5-1)</u></b>	<b><u>Final Evaluation</u></b> <b><u>(5-1)</u></b>
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	c. use technology ethically and appropriately to facilitate practice outcomes; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	d. use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			

<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			
<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	a. apply research findings to inform and improve practice, policy, and programs; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking

	b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			
<b>Competency 5: Engage in Policy Practice</b>	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial

		<input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	a. select and use culturally responsive methods for evaluation of outcomes; and	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
	b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking	<input type="checkbox"/> 5 - Outstanding <input type="checkbox"/> 4 - Competent <input type="checkbox"/> 3 - Novice <input type="checkbox"/> 2 - Superficial <input type="checkbox"/> 1 - Lacking
<b>Midterm Comments</b>			
<b>Final Comments</b>			

Legend: 5=Outstanding 4=Competent 3=Novice 2=Superficial 1=Lacking X=Not Known

**Professional Work Habits**

This section highlights soft skills for our implicit curriculum; however, it is not included in the overall competency assessment rating in reaching the benchmarks.

<b><u>WORK HABITS</u></b>	<b>MID-TERM</b>	<b>FINAL</b>	<b><u>COMMENTS</u></b>
Attendance*			
Punctuality			
Reliability			
Initiative			
Organization			



Follow-Through			
Dress			
Hygiene/Grooming			
Demeanor			

**\*Student must make up any missed field education time.**

*Legend: 5=Outstanding 4=Competent 3=Novice 2=Superficial 1=Lacking X=Not Known*

**Professional Interactions**

<u>Interactions with</u>	<b>MID-TERM</b>	<b>FINAL</b>	<u>COMMENTS</u>
Supervisor			
Colleagues			
Clients			
Support Staff			

**Communication Proficiency**

<b>Type of Communication</b>	<b>MID-TERM</b>	<b>FINAL</b>	<u>COMMENTS</u>
Written			
Oral: Clients			
Oral: Colleagues			
Listening			

Physical (body language, touching, personal space)			
Countenance (eye contact & expressions)			
Timing & Parameter (Appreciation of how much time to spend interacting in various situations)			

Legend: 5=Outstanding 4=Competent 3=Novice 2=Superficial 1=Lacking X=Not Known

**General Performance**

Performance Area	MID-TERM	FINAL	<u>COMMENTS</u>
Attitude			
Quality of Work			
Quantity of Work			
Ability to Prioritize			
Judgment			
Maturity			

**SIGNATURES**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Task Supervisor (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**COPPIN STATE UNIVERSITY  
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIAL WORK | OFFICE OF FIELD EDUCATION**

**Field Placement Timesheet**

Please upload your signed timesheet to your Field Liaison in your field course by the due date each month.

Student Name: \_\_\_\_\_

Week of: \_\_\_\_\_

Month: \_\_\_\_\_

Day	Date	Time In	Time Out	Total Hours
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Weekly Supervision				
Comments:				Total Hours:

Week of: \_\_\_\_\_

Month: \_\_\_\_\_

Day	Date	Time in	Time Out	Total Hours:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Weekly Supervision				
Comments:				Total Hours:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**DEPARTMENT OF SOCIAL WORK | OFFICE OF FIELD EDUCATION**

**STUDENT SAFETY TIPS IN FIELD PLACEMENT**

**Potential conversations for students and Field Instructors/Task Supervisors**

Safety is a topic in field education that must be addressed and continuously incorporated into our work with students. Safety has various aspects: self-care, emotional safety, physical safety, safety in the work with clients and safety in the community and during home visits. Orientation is a good place to start this conversation. Agency safety protocols should be addressed. Helping the student clearly understand her/his role, ensuring an understanding of agency policy and procedures, addressing how to engage with clients and show concern for and validating their circumstances, making sure student has regular access to supervision to process work, teaching how to focus on strengths as a problem solving strategy and how to set firm and clear boundaries in a compassionate and respectful manner, as well as understanding when and how to de-escalate a situation are all social work skills and/or values that work toward ensuring safety.

**CONSIDERATIONS:**

**SELF- CARE**

- Discuss and/or create a self-care plan with and for your student (exercise, nutrition, socialization, boundaries.)  
Share (and model) how you practice self-care.  
Discuss concerns about work at the end of the day.  
Share agency safety training information with your student.

**HOME VISIT SAFETY TIPS | Student encouraged tips:**

- Engage clients with respect and compassion. Respect client's space and property.
- Show concern about client and their situation.
- Get to know community members (i.e. neighbors, police officers, etc.) in the neighborhoods they frequent.
- Keep a detailed calendar of scheduled visits/calls and know how to access your client(s) necessary contact information (i.e. client file) at your placement.
- Look at the size, number and kinds of shoes sitting by the door or around the apartment, so they have a sense of who is in the house.
- Consider keeping hand sanitizer, wipes, anti-bacterial soap/lotion handy.
- If s/he senses a safety issue, find something to agree about with a client, instead of escalating a situation and then leave.
- Always wait to be invited to sit; sit in straight-back chair and close to an exit.
- Set firm limits in a compassionate, respectful manner. Use specific behavioral language.
- If verbal redirection does not work, move to limit setting in a firm but flexible manner, offering choices when possible.
- Following resolution of a crisis debrief with the supervisor and all involved staff.

### **DE-ESCALATION TECHNIQUES | Examples for students:**

- Use observational data to recognize the signs of escalation (i.e. client posture, eye contact, facial expressions, physical gestures, muscle tone, voice and speech patterns, etc).
- Call for back-up assistance (i.e. supervisor or another clinician) when possible, for direct assistance or to simply stand back and observe discreetly.
- Choose the safest possible location to talk to the client. Consider moving other clients out of the waiting area, step just outside the front door. Get assistance as needed.
- Use your own body language (i.e. a relaxed and empathic stance, reasonable distance, lowered voice with slow speech, friendly and confident) to cue the client's body language toward calming down and self-control.
- Identify what the client's immediate goal is at the time.
- Express a desire to help without making promises you can't keep.
- Avoid questions, statements, or information that may imply the client is to blame for his/her circumstance.

### **COMMUNITY SAFETY | Students should think about these things:**

- Know the agency's policies and procedures for safety in the community.
- Make sure her/his car has gas, is well maintained and has a local map available. Park her/his car facing the direction s/he will be going when leaving.
- Drive around the community prior to parking, taking note of key places -grocery stores, community center and people.
- Carry a charged cell phone and know how to use it to call emergency numbers.
- Always leave your destination and contact numbers with Field Instructor/Task Supervisor and/or another designated person.
- Carry an emergency health bag in her/his car (latex gloves, first aid kit)
- Walk confidently to the home, while using your eyes to scan the area.

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| Adopted from Stoney Brook University, School of Social Welfare, Office of Field Education



**DEPARTMENT OF SOCIAL WORK | OFFICE OF FIELD EDUCATION**

**Field Agency Site Visit – Liaison Summary Report**

Liaison Name: \_\_\_\_\_ Field Instructor Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Field Instructor Email: \_\_\_\_\_

Agency Name: \_\_\_\_\_ Field Instructor Phone: \_\_\_\_\_

Days/Hours of Placement: \_\_\_\_\_

Site Visit conducted with: (Circle all that apply.)

1. Field Instructor
2. Student
3. Joint conference with field instructor and student
4. Other (specify)

\_\_\_\_\_

Please specify field materials reviewed (i.e., learning contract, evaluation(s) (midterm and/or final), process recording, agency documentation, special projects, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STUDENT PRACTICE**

Student maintain a professional presence? Yes \_\_\_ No\_\_\_ Uncertain\_\_\_

Student is punctual? Yes \_\_\_ No\_\_\_ Uncertain\_\_\_

Student is able to look at their own behaviors, attitudes, feelings regarding clients?

Yes \_\_\_ No\_\_\_ Uncertain\_\_\_

Student is able to seek out assistance and information from colleagues? Yes \_\_\_ No\_\_\_ Uncertain\_\_\_

Student seeks out learning opportunities? Yes \_\_\_ No\_\_\_ Uncertain\_\_\_

Student shows initiative in all areas of practice? Yes \_\_\_ No\_\_\_ Uncertain\_\_\_

Are students being assigned individuals, groups/and or family cases? Please describe.

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Are students being assigned opportunities for involvement with communities, administration, advocacy, policy, and/or research opportunities? Please describe.

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How are students progressing with activities outlined in the learning contract?

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Any areas of concerns to be discussed or addressed:

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Additional pertinent information to report or follow up with (need to send information to FI)?

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Additional Notes or Next Steps to follow up with and timeline

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**FALL SEMESTER ONLY**

Potential Goals and/or changes for the Spring semester?

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Plan discussed for returning to field in the Spring semester (i.e. returning full time or part time during winter semester, not returning to field until the start of the semester in late January)

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Follow-up timeline and/or next liaison site visit:

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**FIELD LIAISON FOLLOW UP NOTES AFTER SITE VISIT**

**SUPERVISION**

Is the student receiving at least one hour of supervision per week? Yes \_\_\_\_\_ No \_\_\_\_\_

Student prepares for supervision? Yes \_\_\_ No\_\_ Uncertain\_\_

Student is reflective? Yes \_\_\_ No\_\_ Uncertain\_\_

Student is an active learner? Yes \_\_\_ No\_\_ Uncertain\_\_



Student submits process recordings each week, on time? Yes \_\_\_ No\_\_ Uncertain\_\_

Student's process recordings are comprehensive? Yes \_\_\_ No\_\_ Uncertain\_\_

**FIELD INSTRUCTOR**

Is FI accessible to student? Yes \_\_\_ No\_\_ Uncertain\_\_

FI holds regular supervision? Yes \_\_\_ No\_\_ Uncertain\_\_

FI provides attentive feedback on process recordings? Yes \_\_\_ No\_\_ Uncertain\_\_

FI shows clarity of supervisory comments? Yes \_\_\_ No\_\_ Uncertain\_\_

FI has a reasonable expectation of student? Yes \_\_\_ No\_\_ Uncertain\_\_

FI's teaching skills are appropriate? Yes \_\_\_ No\_\_ Uncertain\_\_

FI is responsive to liaison's calls? Yes \_\_\_ No\_\_ Uncertain\_\_

FI would like to request additional and/or second semester site visit? Yes \_\_\_ No\_\_ Uncertain

**Rating of Placement:** \_\_\_ Excellent\_\_\_ Good \_\_\_Satisfactory \_\_\_Unsatisfactory

Comment:

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Should agency/unit remain a placement? \_\_\_Yes \_\_\_No

Should FI be used again? \_\_\_Yes \_\_\_No

**Rating of student progress** \_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Unsatisfactory

Comments:

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LIAISON SIGNATURE \_\_\_\_\_ DATE\_\_\_\_\_

Additional Notes (if necessary)

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Comments: (indicate learning needs- positive or negative feedback.)

Date of last contact with liaison:

A. Agency \_\_\_\_\_

B. School \_\_\_\_\_

C. Telephone\_\_\_\_\_

(From the University of Maryland Baltimore County Social Work Manual)



**DEPARTMENT OF SOCIAL WORK | OFFICE OF FIELD EDUCATION**

**Potential New Field Agency Inquiry and Field Instructor Form**

Agency Name:

Agency Address:

Agency Contact Information:

Agency Website:

How many Coppin State University Social Work Students are you interested in hosting?

Commitment to participating in training BSW students, administrators are expected to adjust their workload of the agency field instructors to allow adequate time for student learning. A minimum of one hour a week is required for supervision. In addition, reading and providing feedback on process recordings. Completion of learning plan and evaluating the intern twice a semester:

Yes No

The agency will orient the student to the agency practices and procedures, documentation requirements, safety issues, and provide needed specialized training to work with the agency's client population:

Yes No

Number of Staff Members who are social workers:

**Evaluate the following statements:**

Stipends for Interns  Yes  No

Car Needed  Yes  No

Home Visits  Yes  No

Travel reimbursements  Yes  No

Language Preference(s):

Ideal Placement Days and Times

Evening and Weekend avail?

Any Required Meetings? If so, what are the days and times?

Any Other Schedule Requirements?

If a public health pandemic, natural disasters, and/or government shut downs emerges will you support interns working remotely?

Yes  No

Can you describe the type of setting your agency provides (Example: Children & Families, Court, Residential, and etc.)

**Practice Areas:**

- End of
- Aging  Intimate Partner Violence  Crisis Interventions  Life/Grief
- Child Welfare  Criminal Justice  Foster care/ Adoptions  LBGTQ  Health
- Developmental disabilities  HIV/AIDS  Homelessness  Parenting  PRP/OMHC
- Crisis  Housing
- Immigrants/Refugees  Mental Health  Policy Development
- Substance Abuse  Trauma  Community Engagement  Grant Writing

**Additional Information:**

Suggestions regarding the type of learners who would do best in your agency:

Will a field experience at this setting allow social work students to practice with diverse populations?

Students are able to complete a minimum of 14-16 hours a week? Has your agency utilized interns in the past?  Yes  No

Are there any special considerations regarding student placement?

Contact person who will complete the on-boarding process to determine if your agency is viable field agency (Name and Contact Information):

**BSW/MSW Prospective Field Instructor Information** (Field Instructor(s) are required to have a BSW or MSW from a CSWE accredited program with at least two years post grad experience.)

Name:

Email Address and phone number:

Degree and Licensure (if applicable) Credentials:

CSWE Accredited degree granting institution:

***\*Prospective Field Instructor(s) must submit a copy of their resume or CV to the field office via email and must be approved by the field office to serve as a field instructor.***

***\*Agency field instructors are invited to attend a Field Instructor Orientation prior to the start of the fall***

This is a fillable form that the field office will send to you directly.



**FIELD TRAINING AGREEMENT  
COPPIN STATE UNIVERSITY**

**Coppin State University** and \_\_\_\_\_ hereby agree to the following terms and conditions in regard to the provision of field instruction by staff at \_\_\_\_\_ hereafter referred to as \_\_\_\_\_ to students engaged in the undergraduate social work program at Coppin State University:

1. Coppin State University shall send to \_\_\_\_\_, students who are prepared to engage in a field instruction experience. Qualified students, interested in the placement, must set up an appointment with the field instructor at least two (2) weeks prior to the beginning of the field experience. The field instructor will interview the student(s) regarding the student's suitability for the placement. The field instructor may accept the student or determine the student is not suitable for the placement. Likewise, a student may accept the placement or determine he/she is not suited to it or that another placement is preferable. The field instructor will forward to the Coordinator of Field Instruction the names of students who have been accepted for placement.
2. Students will be in field placement up to two (2) days (sixteen hours) per week during the fall semester, winter session, and spring semester. Students are expected to adhere to the agency dress code and to be in the agency during the normal office hours except on Coppin State and/or agency holidays as set forth in the Field Instruction Manual (the "Manual"). A copy of the "Manual" is online at the Coppin Website [www.coppin.edu](http://www.coppin.edu). The field instructor and Coppin State's coordinator of social work field instruction or faculty liaison must approve any change in regular field instruction hours.
3. \_\_\_\_\_ will provide students with physical space, supplies, and secretarial support services as approved by the field instructor and as available to carry out fieldwork assignments.
4. Health insurance is required of all students enrolled in the field instruction program. Any illness that requires medical attention or hospitalization during field placement is the responsibility of the student and his/her family. Illness or injury to the student due to negligence or site conditions is the responsibility of the agency. When required by the agency, students must provide verification of necessary health screening tests, such as for tuberculosis, rubella, or drug screening; or the student may have the necessary screenings performed by the agency's employee health center prior to the beginning of field instruction. \_\_\_\_\_ must inform Coppin State's coordinator of social work field instruction of any medical screenings or tests



required of students as a condition for the field placement. Students must be informed of the requirement of health screenings before their field placement with the agency is confirmed.

5. The agency must inform Coppin State's coordinator of social work field instruction if a police background check is required of students as a condition of field placement. Students will be informed of this requirement prior to the beginning of their field placement experience.
6. Students must follow agency protocol in matters of confidentiality.  
\_\_\_\_\_, property, including client information, may not be removed from the agency.
7. New field instructors must be willing to participate in orientation seminars provided by the college prior to the beginning of each academic year.
8. The field instructor must have a M.S.W. Degree and at least 6 months at the field instruction agency. The field instructor must provide Coppin State with a resume/curriculum vitae.
9. The field instructor must provide students with a minimum of one 1 hour per week of formal tutorial conference time. To the extent possible, such supervisory time should be on a regularly scheduled basis. Such instruction and guidance shall be in accordance with the field instruction learning points as set forth in the Manual and in the individualized student learning contract.
10. Prior to the weekly conference, the student shall provide the field instructor with some evidence of performance in a social work role. Such evidence must be either written (process recording) or taped. Such material should be maintained by the field instructor throughout the semester for purposes of possible review by student, faculty liaison, and agency personnel as part of the student's evaluation. The field instructor shall complete a mid-term and final student evaluation in accordance with guidelines developed by the School.
11. \_\_\_\_\_ must provide the student with the quantity and quality of assignments to meet all educational requirements as set forth in the Manual.
12. The agency shall pay or reimburse student expenses for transportation related to agency's services. Students shall not be required to transport clients in their personal cars.
13. The University will designate a liaison that will provide the field instructor with consultation regarding learning assignments, student evaluations, and other questions or problems regarding students as the situations arise. The faculty liaison will be accessible and available to the field instructor and will visit the agency at least twice during the program year. Grading will be on a letter grade system, and the faculty liaison will have ultimate responsibility for assigning the grade.
14. The University will provide the field instructor with at least one annual workshop aimed at enhancing field instruction or social work skills.

15. Students participating in field instruction are not employees of the agency, and the agency is not required to provide any employee benefits to the student. However, students may receive benefits allowed by the agency, such as discount meals, special parking privileges, and one-time employee health screenings.
16. Students engaged in field placement are covered by professional liability insurance offered through the University of Maryland System. The agency may require verification of the student's professional liability coverage.
17. \_\_\_\_\_ certifies that it does not discriminate against any individual on the basis of age, sex, race, color, religion, creed, marital status, sexual orientation, national origin, ancestry, or physical or mental handicap.
18. This agreement will continue for a period of seven years. This agreement may be terminated, revised, or modified by either party by giving written notification to the other. Termination of the individual students shall be by consultation with the field instructor and the field liaison. Except under unusual circumstances, information regarding termination will be submitted prior to the beginning of a new semester.

**COPPIN STATE UNIVERSITY**

**Agency**

By: \_\_\_\_\_

By: \_\_\_\_\_

**Vice President for Academic Affairs**

**Senior Administrator**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

By: \_\_\_\_\_

By: \_\_\_\_\_

**Coordinator of Field Instruction**

**Social Work Representative**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

*This is a fillable form that the field office will send to you directly.*



**Coppin State University**  
**COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES**

**DEPARTMENT OF SOCIAL WORK**

**STUDENT EVALUATION OF FIELD EDUCATION EXPERIENCE**

NOTE: Student evaluation of the field education experience provides important feedback for the Coppin State University program and individual field instructors. Your evaluation would be shared with your field instructor and your field (faculty) liaison after your field placement has ended, and your grade has been recorded. If you wish for confidentiality regarding any part of this evaluation, please make a note at the end of this form (age 3, question 6). Thank you for your valuable cooperation.

Name of Agency: \_\_\_\_\_

Name of Field Instructor: \_\_\_\_\_ Name of Liaison: \_\_\_\_\_

<b>I. Evaluation <u>of Agency</u></b>	<b><u>Disagree</u></b>			<b><u>Agree</u></b>	
1. I received an adequate orientation to the overall agency, including an explanation of the agency's policies and procedures.	1	2	3	4	5
2. I received an adequate orientation to the specific service or department to which I was assigned.	1	2	3	4	5
3. I received an adequate orientation to my specific assignments.	1	2	3	4	5
4. I received an adequate explanation of my role as a student in training.	1	2	3	4	5
5. There was an acceptance of social workers as professionals in my agency.	1	2	3	4	5
6. I felt accepted as a student social worker and supported in my work by the interdisciplinary team.	1	2	3	4	5
7. I felt physically safe while providing service for my agency.	1	2	3	4	5
8. I felt emotionally safe while providing service for my agency.	1	2	3	4	5

II.	<b><u>Evaluation of Field Instructor</u></b>	<b>Disagree</b>			<b>Agree</b>	
1.	My field instructor was accessible and available.	1	2	3	4	5
2.	My field instructor was helpful in translating concepts and theories into actual practice	1	2	3	4	5
3.	My field instructor was helpful in facilitating awareness of how to use my “self” consciously in relation to clients.	1	2	3	4	5
4.	My field instructor was helpful in facilitating my work with non-social work staff	1	2	3	4	5
5.	My field instructor was helpful in facilitating my gaining an understanding of and carrying out my social work roles and tasks.	1	2	3	4	5
6.	My field instructor encouraged my own initiative and creativity.	1	2	3	4	5
7.	My field instructor was helpful in facilitating An awareness of my own values in relation to my client’s values.	1	2	3	4	5
8.	My field instructor conveyed expectations clearly.	1	2	3	4	5
9.	I had a regular weekly tutorial conference with my field instructor.	1	2	3	4	5
10.	My field instructor assisted me in implementing the objective of my individual learning contract.	1	2	3	4	5
11.	My field instructor provided regular feedback about my learning throughout the semester(s)	1	2	3	4	5
12.	My field instructor required me to complete process recordings or tape recordings of interviews on a regular basis throughout the semester(s).	1	2	3	4	5

III.	<b><u>Evaluation of Assignments</u></b>	<b>Disagree</b>			<b>Agree</b>	
1.	I received an adequate number of assignments to meet my learning objectives.	1	2	3	4	5
2.	The case assignments I received promoted a learning of social work practice.	1	2	3	4	5

**Students: For question 3, rank the extent of your experiences in the following areas:**

		<b>Low</b>			<b>High</b>	
3.	A. Group Assignments	1	2	3	4	5
	B. Family Assignments	1	2	3	4	5
	C. Individual Clients	1	2	3	4	5
	D. Intake/Assessment	1	2	3	4	5
	E. Discharge/Aftercare Planning	1	2	3	4	5
	F. Community Involvements/Contacts	1	2	3	4	5
	G. Opportunities of Engage in Research	1	2	3	4	5
	H. Other _____					
4.	To what extent do you think your Interventions influenced your clients' lives?	1	2	3	4	5

**IV. Overall Evaluation (Please feel free to use the back if you need additional space.)**

1. Please describe the major strengths that you think this agency has to offer as a learning setting for students:
  
2. Please describe any major weaknesses that you see in this agency as a field setting:
  
3. Please describe your field instructor's major strengths as a teacher:

4. Please describe any areas in which you think your field instructor might improve as a teacher:
  
5. Do you have any suggestions regarding the overall operation of the Field Education Program for orientation to final evaluation?
  
6. Do you have any specific statements that you wish to be held confidential, that is, not be shared with the field instructor, and/or the field (faculty) liaison?