



# Elizabethtown College

## *SOCIAL WORK SENIOR FIELD INSTRUCTION MANUAL*

Department of Social Work

Revised 10/22/18



Social Work Senior Field Instruction Manual  
TABLE OF CONTENTS

I. Introduction	2
II. An Overview	2
A. The Mission of Elizabethtown College	2
B. Mission, Goals and Objectives of Social Work Program	3
III. Educational Program	4
A. Liberal Arts Base	4
B. Professional Curriculum	5
IV. Field Instruction	7
A. Competencies, Course Objectives and Professional Practice Behaviors	8
B. SW 470 Introductory Field Instruction	12
C. SW 471 Advanced Field Instruction	13
V. Policies and Procedures	14
A. Selection of Agencies	14
B. Selection of Field Instructors	14
C. Timing of Placement Arrangements	15
D. Field Instruction Agency/Student Contract	16
E. Expectations for Student/Instructors/Director	16
F. Probation and Dismissal Policy	17
G. Assistance for Individuals With Disabilities	22
H. NASW Code of Ethics	23
I. Hours/Holidays/Absences	25
J. Social Actions and Strikes	25
K. Changing Field Placements	26
L. Student Stipends/Reimbursement	26
M. Insurance	26
N. Criminal Clearances	26
O. Employment by Field Placement Agency	26
Appendixes	27
A. Introduction to the major & suggested sequence for a BSW	28
B. Field Instruction Interest Form	30
C. Agency/Student Contract	32
D. Student/Agency Learning Contract Supplement	36
E. Mid-term Student Evaluation Form	38
F. Final Student Evaluation Forms – Fall Semester	42
G. Final Student Evaluation Form – Spring Semester	50
H. Student Evaluation of Field Placement	58
I. Field Instruction Time Sheet	64



## **I. INTRODUCTION**

Elizabethtown College is a comprehensive college offering over 50 majors and 90+ minors or concentrations. Through the core program, all students receive a strong liberal arts foundation regardless of their choice of major. The college is accredited by the Middle States Association and the American Council of Education. The College has been ranked as one of the best regional colleges in the country by U.S. News & World Report. Elizabethtown College is a residential college where 85 percent of the students live in campus residents. The college enrolls approximately 1900 students from the United States and 40 foreign countries.

The social work program at Elizabethtown College was established in 1972 and received accreditation from the Council on Social Work Education in 1977. The program has been accredited continuously since 1977. We currently have over 75 majors and 4 full time professors. Elizabethtown College awards a Bachelor's of Social Work. An important aspect of the overall curriculum is the experiential learning component. It begins with Community Based Learning in the first year and culminates with 600 hours of field instruction in the senior year.

### **Concept of Generalist Social Worker**

Students graduating from our program are prepared for entry-level generalist social work practice. They must draw upon their liberal arts preparatory knowledge as the foundation for developing critical thinking skills for beginning social work practice. Particular attention is given to the needs and empowerment of all people who are vulnerable, oppressed, or living in poverty. A generalist social worker is firmly committed to social work values and ethics as described in the NASW Code of Ethics.

The following definition is communicated to the students:

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

## **II. AN OVERVIEW**

### **A. The Mission of Elizabethtown College**

Molded by a commitment to educate for service, Elizabethtown College is a community of learners dedicated to educating students intellectually, socially, aesthetically and ethically for lives of service and leadership as citizens of the world. As a comprehensive institution, the College offers academic programs in the liberal arts, sciences and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal

integrity and social responsibility as the foundations for a life of learning. Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, non-violence, human dignity and social justice.

## B. Mission, Goals and Objectives of the Social Work Program

Building upon the Elizabethtown College motto, “Educate for Service,” the Social Work Department uses relationship-centered learning to provide a strong generalist social work education based upon a liberal arts foundation integrated with extensive field experience, to achieve the established competencies of social work.

Goal One: To prepare dedicated social workers who have integrated professional knowledge, values, and skills with an understanding of the intersection of cultural identities to promote social change and work for human rights worldwide.

Goal Two: To develop ethical social workers who can engage with multi-level systems to address structural inequalities and life challenges through an integration of the liberal arts and professional knowledge.

### Student Learning outcomes for Social Work

Competency #1: Demonstrate Ethical and Professional Behavior

Competency #2: Engage Diversity and Difference in Practice

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

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

Competency #5: Engage in Policy Practice

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

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

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

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

### III. EDUCATIONAL PROGRAM

#### A. Liberal Arts Base

Elizabethtown College emphasizes its liberal arts foundation: This provides a strong base for the professional social work program, through offering a breadth of knowledge for our students and exposure to a variety of experiences. A liberal arts foundation supplies the foundation for a lifelong process of growth. As this occurs the student and faculty alike, increase in ability to understand a wide variety of people, value their differences and to skillfully and sensitively work with them to solve problems, meet needs and acquire justice. This new understanding gives them the capacity to deal with a variety of cultural contexts and individual differences. The liberal arts core program assists the student in developing a variety of interests so that they may develop to their fullest potential.

Elizabethtown College's approach to providing this foundation is the Core Program. Through Elizabethtown's core program, students develop skills for critical analysis, effective communication, and habits of mind that ensure adaptability in the ever-changing global job market.

The core program supports the academic goals expressed in the mission statement of Elizabethtown College. As stated in the college catalog, the core program has four major purposes:

- To provide a sense of mission and purpose to general education;
- To provide a foundation for successful study in liberal arts and profession;
- To integrate knowledge across the disciplines by engaging students in the study of the natural world and the human experience; and
- To develop habits of the mind that foster continued intellectual growth.

The Core Program offers two basic categories of courses. Students engage in a common core educational experience in the First-Year Seminar. In addition to this common experience, students enroll in courses in eight Areas of Understanding. A total of eleven courses (44 credits) are required to complete the Elizabethtown Core. These eight Areas of Understanding include:

- Power of Language (2) 4 credit classes (1 of these must be a foreign language course)
- Mathematics (1) 4 credit class - Social Work requires MA251 Probability & Statistics
- Creative Expression (1) 4 credit class
- Western Cultural Heritage (1) 4 credit class
- Non-Western Cultural Heritage (1) 4 credit class
- Natural and Physical Sciences (2) 4 credit classes – Social Work requires a 100-level Biology class
- Social Science (1) 4 credit course – Social Work requires SO101 Discovering Society
- Humanities (1) 4 credit class

## B. Social Work Professional Curriculum

The Social Work curriculum seeks to be a full integrative program which encompasses the objectives of our program, our expected educational outcomes, and the experiential component. The Department of Social Work offers students a Bachelor of Social Work degree upon successful completion of all departmental and college requirements. Students must earn a minimum of 125 credits. There is no social work course credit given for life experience or previous work experience.

Social Work majors typically complete a majority of the required core classes by the beginning of the junior year. This assures an understanding of and appreciation for the liberal arts content. The values, knowledge, and ideals of a liberal arts education form the foundation for the Social Work curriculum. It is at this point that the upper-level social work sequencing intensifies, culminating in field instruction and the completion of the program.

### **Required Related Courses**

The following non-social work courses are required for all social work students and are considered to be part of the degree program. Students can complete 3 of these classes as part of their core requirements.

One 100-level Biology Class

Psychology 105: General Psychology

Sociology 101: Discovering Society (Social Science Core)

Math 251: Probability and Statistics (Mathematics Core)

### **Required Social Work Courses**

The social work courses are taught by the Department of Social Work Faculty. The required social work courses represent 54 hours of the student's total 125 credits needed for graduation. The course work begins with SW 160 Social Problems and the Response of Social Welfare Institutions and culminates with SW 498 Senior Seminar, which is designed to integrate the various courses that are taken outside of the Social Work Department with the social work courses and field experiences.

#### **160 Social Problems and the Response of Social Welfare Institutions**

4.00 credits. **(Social Sciences Core Course)** An orientation to the sociological and social work approaches of examining social problems and the development of social welfare policies and programs to reduce their severity and extent. An understanding of both sociological and social work theories and the way in which these theories form the foundation for research, service and advocacy is emphasized. Fifteen (15) hours of service-learning are required.

#### **233 Human Behavior in the Social Environment**

4.00 credits. This course provides a study of the interrelationships of social systems, with particular emphasis upon the impact of the environment on human development throughout the life span. Special consideration is given to the influence of ethnicity, racism, sexism and ageism upon human behavior. Fifteen (15) hours of service-learning is required.



### **280 Multicultural Counseling Skills**

4.00 credits. Theories explaining human behavior and social interaction, in the context of social systems and social welfare, are discussed, analyzed and critically reviewed. Students learn to appreciate their own cultural heritage and how it has shaped them; and they learn about the cultural heritage of other diverse groups, about the need for equality and social and economic justice for all oppressed people, and effective interpersonal and multicultural counseling. Fifteen (15) hours of service-learning in a diverse setting is required.

### **330 Methods of Social Work Research**

4.00 credits. A focus upon the basic elements of the scientific method providing an overview of research designs commonly used in social sciences, including techniques for gathering, analyzing and presenting data.

*\*Prerequisite or co-requisite: MA 251 and prerequisites: SW 160, 233, or permission of the instructor.*

Fall semester.

### **367 Generalist Social Work Practice I: Individuals**

4.00 credits. A focus on problem solving in generalist practice at the micro level (i.e., individuals) with diverse populations. A variety of interventions, assessment techniques and theories are studied in preparation for a required 40-hour supervised field experience.

*\*Prerequisites: SW 160, 223, or permission of the instructor, and social work majors only.*

Fall semester.

### **368 Generalist Social Work Practice II: Families and Small Groups**

4.00 credits. A study of the knowledge, values and skills that comprise the generalist base of social work practice. It is designed to assist students in developing basic entry-level social work competencies to work with groups and families from a systems perspective. A 40-hour supervised field experience is required.

*\*Prerequisite: SW 367, or permission of the instructor; co-requisite: SW 369; and social work majors only.*

### **369 Generalist Social Work Practice III: Communities and Organizations**

4.00 credits. Theory and skills development for macro generalist social work practice are presented. Promoting the social welfare of communities and organizations by enhancing social and economic justice is stressed.

*\*Prerequisite: SW 330, or permission of the instructor; co-requisite: SW 368; and social work majors only.*

Spring semester.

### **380 Social Policy**

4.00 credits. Students build their knowledge of social welfare and social work's historical and philosophical foundation. They learn why and how social policy is formulated and implemented, how policy impacts direct practice, and frameworks for policy analysis.

*\*Prerequisites: SW 330, 367 or permission of the instructor, and social work majors only.*

Spring semester.

### **470 Field Instruction I**

6.00 credits. Supervised field instruction for at least 200 hours in an agency. Student begins to assume responsibility with client systems in such ways as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional responsibilities.

*\*Prerequisites: SW 401 or permission of the instructor, and social work majors only.*

Graded Pass/No Pass.

Fall semester.

### **471 Field Instruction II**

12.00 credits. Supervised field instruction for at least 400 hours plus a weekly on-campus seminar. Students proceed from an "assistant" position to one of complete client responsibility under direct supervision. Roles students assume may include advocate, enabler, social broker and program planner.

*\*Prerequisites: SW 470 or permission of the instructor, and social work majors only, and co-requisite: SW 498.*

Graded Pass/No Pass.

Spring semester.

### **498 Senior Seminar**

4.00 credits. Final course integrating the theory from preceding courses with the professional experience of field instruction. A major project is required.

*\*Co-requisite: SW 471, or permission of the instructor, and social work majors only.*

Spring semester.

In addition to the above courses, the Department of Social Work offers electives and special topic courses as the students are interested and as faculty time is available. Although there are no required social work electives, students are encouraged to take electives dependent on their class schedule and their career goals. The social work elective courses include:

- SW 339 Human Sexuality
- SW 344 Aging: Social Responses and Implication
- SW 346 Exploring the Culture and Services in Vietnam
- SW 347 May Term in Vietnam
- SW 355 Women in Society
- SW 357 Child Welfare
- SW 360 International Social Development
- SW 366 Addiction and Society
- SW 400 Senior Research Project

## **IV. FIELD INSTRUCTION**

Field Instruction (SW 470, SW 471) is required of all senior social work majors. In order to register for the field practicum the student must:

- Be an accepted social work major
- Have completed all required classes with a social work prefix with grades of C or higher
- Have completed a Field Interest Form (Appendix B) and met with the Director of Field.

The senior year field experience provides the students with supervised social work activities that encourage the integration and application of the theory and skills acquired in earlier coursework.

In the fall semester of the senior year, students take SW 470 Introductory Field Instruction and are placed in an agency two days per week for a minimum of 200 hours during the semester. In the Spring semester of the senior year, students take SW 471 Advanced Field Instruction and complete a minimum of 400 hours.

In unusual circumstances, students may complete their senior field requirements through two different internship placements. Examples of unusual circumstances include, but are not limited to, the closing of an agency or the inability of an agency to continue to provide suitable hosting for students.

Students also have the option of completing an international internship during the fall of their senior year. In this case, students will plan for and meet with the International Field Coordinator in order to learn about the Department's approved international internship placements. In the spring of their junior year, students will complete a required pre-departure class, SW 371 International Social Work Field Preparation. In the fall of their senior year, while abroad, they will complete a modified SW 470 (Introductory International Field Instruction) and 200 hours of internship. Students must return to complete SW 471 and a 400 hour local internship during their final semester.

All students must complete the required hours. Academic credit for life experience and previous work experience is not given in whole or in part, in lieu of the field practicum.

#### A. Competencies, Course Objectives and Professional Practice Behaviors

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2015:2). Field education is considered the primary means for socializing students to the profession of social work. As such, all competencies considered essential for a social worker are considered by each student in field. As such, unlike other courses, all competencies are primary.

### **COMPETENCIES FOR FIELD**

#### **Competency 1–Demonstrate Ethical and Professional Behavior**

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

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

## **Competency 2 –Engage Diversity and Difference in Practice**

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

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

## **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

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

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

#### **Competency 4 –Engage In Practice-informed Research and Research-informed Practice**

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

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

#### **Competency 5 –Engage in Policy Practice**

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

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

#### **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

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

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

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

### **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the

goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

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

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

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

#### **B. SW 470 Introductory Field Instruction**

SW 470, taken in the fall semester of the senior year, is the student's opportunity to have an educationally guided field placement. This placement requires at least 200 hours of field work in a social service agency. Under direct professional supervision, the student begins to assume responsibility with client systems such as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional responsibilities.

There is a one hour seminar required of all students in which discussion centers around field experiences and questions. Each student will submit a weekly "log" that includes the following information:

1. What was the most meaningful lesson learned this week and to which core competency does this relate?
2. What challenge did you experience this week?
3. Are there concerns that need/should be addressed by your field supervisor, liaison or during in-class discussion?

This summary will be emailed to your field liaison by Sunday, noon for the preceding week.

Students will also be required to write process recordings of client contacts. The student will complete an evaluation of the field placement at the end of the semester if he/she is not returning to that placement for the spring semester (Appendix H). This written evaluation is submitted by the students to the Director of Field Instruction.

Final grades are on a Pass/No Pass system. A passing grade indicates that minimum hours have been met and at least acceptable progress has been made by the student in obtaining the course objectives. The Field Instructors complete mid-term and final evaluations (Appendix E & F) of the students, which the students have the opportunity to review and sign indicating that they have read it prior to submission to the Field Liaison. The written evaluations are reviewed and discussed in a joint meeting with the student, Field Instructor and the Field Liaison.

### C. SW 471 Advanced Field Instruction

The modified block placement design of SW 471 allows the student to work in the field for four days per week during the spring semester. The student must complete a minimum of 400 hours of work. The spring block placement allows the student to concentrate more intensely on the field experience and the concurrent seminars. The modified block placement also provides a smoother transition period from the academic world to the working world. In addition to working in an agency, the student participates in a weekly one hour Field Seminar and a weekly three-hour Senior Seminar.

The Field Seminar provides the opportunity for the student to share experiences, problems, concerns, and successes. Each student will provide a weekly log of experiences, process recordings of client contacts, and present a client case to the field seminar. The student will complete an evaluation of the field placement at the end of the semester (Appendix H). The evaluation will be discussed with the Field Supervisor and submitted by the student to the Director of Field Instruction.

As with SW 470, final grades in SW 471 are on a Pass/No Pass system. This method of grading is utilized because it is inherently difficult to equate different levels of student performance in diverse social work settings. A passing grade indicates that minimum hours have been met and at least acceptable progress has been made by the student in obtaining the course objectives. The Field Instructors complete mid-term and final evaluations (Appendix E & G) with the students.



## **V. POLICIES AND PROCEDURES**

### **A. Selection of Agencies**

Potential field agency sites are brought to the attention of the Director of Field Instruction through direct inquiry and application, student and faculty suggestion, alumni and other social workers' suggestions and through all means of communication. The number and type of field sites available is constantly evolving with agency changes, staff turnover and shifting community environment. No agency is promised that students will be placed in that agency every year.

Criteria for selection include:

1. Ability to provide an experience in Social Work consistent with the definition espoused by the program and suitable for baccalaureate practice.
2. Social Work values regarding human diversity and policy of nondiscrimination toward staff, clients, and students.
3. Potential opportunity for in-depth skill development, as well as exposure to a variety of Social Work experiences to promote the development of professional competence.
4. Agency ability and commitment to provide a quality learning experience for students.
5. Potential field instructor(s) with: (a) an MSW or (b) a BSW from a CSWE-accredited degree program, (c) some Social Work education, or (d) substantial Social Work skills, knowledge and values and substantial experience in Social Work related activities. When the field instructor does not have a Social Work degree from a CSWE-accredited degree program, the Director of Field Instruction, or his or her designee, provides additional supervisory involvement to reinforce a social work perspective.
6. Agencies that provide an opportunity for the student to work with diverse ethnic and/or cultural groups are given preference.
7. Students cannot be placed at an agency where there is a potential conflict of interest (i.e.: family member or close friend) without permission from the Director of Field Instruction.
8. Agencies agree to and sign a Letter of Agreement provided by the Social Work Department describing the obligations and commitments of the Agency, Department, and student.

### **B. Selection of Field Instructors**

The agency-based Field Instructor is an essential component of the field experience. The agency will provide a staff member to serve as a Field Instructor based on the following criteria:

1. Should have: (a) an MSW, (b) a BSW from a CSWE-accredited degree program, (c) some social work education, or (d) substantial social work related experience. When the field instructor is not a social worker from a CSWE-accredited program, the Director of Field Instruction provides additional supervisory involvement and a consistent social work foundation that is guided by social work knowledge, professional values, and ethical standards of behavior.
2. Must have sufficient time for the student and can give a minimum of one hour per week to planned supervision.
3. Ability to assist the student to integrate empirical and practice-based knowledge.
4. Be available to the Department for communication in regards to the student and for planned field instructors' workshops.
5. Have sufficient experience/time at the agency to be able to teach the student about the agency and pertinent skills.
6. Be willing to provide feedback to the Department about the field instruction process.

### C. Timing of Placement Arrangements

The process of placement of students begins during the spring semester of their junior year. The emphasis throughout the placement process is on the student taking responsibility for negotiating his/her field experience. In consultation with the director of field, the student is encouraged to make contacts, arrange for interviews, and handle the majority of the field related paperwork. The Director of Field Instruction will have final approval of all placements. Failure to follow this process can result in disciplinary action including dismissal from the social work program.

January/February: The junior student completes a Field Interest Form for placement in the following fall and spring semesters. After discussion with the Director of Field, the student contacts several potential agencies regarding Fall placement. The students will not contact any agencies without approval of the Director of Field Instruction.

March/April: The Fall placement (SW 470 Introductory Field Instruction) is finalized after a conference between the student and the Director of Field. The most appropriate agency site will be selected based on the student's interests and overall academic plan. Students should consult with the Director of Field Instruction if they need accommodations in the field placement.

August: The Fall placement usually begins during the last week of August.

November/December: If a separate spring semester placement is needed, the student contacts potential placement sites and arranges interviews.

December: Spring semester placements are finalized.

January: Spring semester placements usually begin in the second or third week of the month.

#### D. Field Instruction Agency/Student Contract

During the first two weeks of placement in the fall and spring semesters, the student and the Field Instructor complete the Agency/Student Contract (Appendix C). The Contract is designed to clarify student tasks at the agency that will be performed to meet the educational goals of placement. The form also provides a structured opportunity to finalize work hours and weekly conference times. The student returns the completed, signed form to the Field Liaison.

#### E. Expectations for Student, Field Instructor, Field Liaison, and Director of Field Instruction

There are four partners in this educational experience, each with major responsibilities.

##### 1. Expectations of the Student

To establish a weekly internship schedule. This schedule must meet required hours. A time sheet must be completed and signed by the field instructor and student (Appendix I).

To be responsible to the agency for the scheduled hours. If for any reason a student cannot get to the agency, the appropriate person at the agency must be notified as soon as possible.

To complete all required assignments as detailed on class syllabi.

To work within the guidelines set forth by the agency and field instructor.

To be open to learning about the field agency, its policies and procedures, and the practice approaches.

To attend the weekly field seminar.

##### 2. Expectations of the Field Instructor

To attend the field instructor orientation held at the college at the beginning of the semester.

To complete the required Agency/Student Contract.

To provide the student with weekly one hour supervisory meetings.

To provide guided professional social work experience in working with clients.

To provide some opportunities for the student to learn about the complete services of the agency through reading, observations, and participation in agency activities.

To provide written evaluations, on the form provided, of the student's performance at the midway point and at the end of the semester. (see F below)

To accept an ongoing relationship with the college for adequate communication, including participation in meetings, workshops, and conferences.

### 3. Expectations of the Director of Field Instruction

To ensure that all students entering the field have met all prerequisites.

To refer students to agencies that match their professional goals. This selection process is done jointly with the student.

To plan a field instructor orientation.

To provide a social work field manual describing the curriculum, department goals and objectives.

To provide an annual agency-college seminar for the instructors, students and social work faculty.

### 4. Expectations of the Field Liaison

To maintain active contact with the agency to provide mutual information, sharing, and problem solving.

To make at least two on-site visits during the fall and spring semester, but as many that are appropriate according to the situation.

To provide all necessary forms and due dates to the field instructors.

To assume full responsibility for the final evaluation of the student and the field instructor in the process. The final "Pass" or "No-Pass" grade for the student will be the responsibility of the Field Liaison in consultation with the Director of Field.

### F. Probation and Dismissal Policy

The Social Work Department Chair has the responsibility of placing students on probation and/or dismissing students from the Social Work program when social work faculty assess, in their best professional judgment, that probation or dismissal is the most appropriate option for the student and/or the social work program. Professional judgment is based on a number of factors including, but not limited to, student grade reports and/or direct behavioral observation of students. Probation or dismissal will be based on a student not meeting academic standards. Academic standards include course grades and observable behaviors in the classroom, campus or field education.

Generally speaking, it is the policy that students will first be placed on probation, with a development plan, when it is determined that they are not meeting academic or professional (non-academic) program standards. However, dismissal from the program may occur without a prior probationary period if, in the professional judgment of the Social Work Department Chair, in consultation with other faculty, and other parties as deemed appropriate, it is determined that immediate dismissal is the best interest of the Social Work Program, profession, student and/or clients.

Judgments regarding probation or dismissal will be based on the type and/or frequency of student behaviors.

### **Academic Dismissal Policy**

A social work major must achieve at least a C in all social work courses required within our department and maintain a 2.0 GPA within the courses required by the major. Students' academic performance is reviewed by the social work faculty at the conclusion of each semester. If the student receives a grade of a C or below in a social work course required by the major, they will be required to repeat the class and placed on probation. If a student does not have a 2.0 GPA within all courses required by the major, the student will also be placed on probation. Students will receive written notice of their probationary status from the Chair of the Social Work Department explaining the reason(s) for probation and requirements for removal from probation. Students will receive written notice of their academic standing at the end of the semester. Status possibilities include removal from probation (course has been repeated and a grade higher than a C has been obtained and/or a major 2.0 GPA is obtained), continued probation (grades and GPA do not meet standards but progress is made), or dismissal from the social work program (grades and GPA do not meet program standards and no satisfactory progress has occurred). Students will also be subject to all of the college's academic dismissal policies

Students will not be allowed to enroll in SW470 (Field Instruction I), SW471 (Field Instruction II), or SW498 (Senior Seminar) if a letter grade of a C or better in all required social work courses is not met and/or their GPA is below a 2.0.

### **Professional Performance Dismissal Policy**

#### **1. Performance**

##### **a. Standards:**

- i. Plans and organizes work effectively
- ii. Turns in assignments that are complete and on time
- iii. Makes arrangements for learning accommodations in a timely manner
- iv. Attends class regularly
- v. Maintains at least a 2.0 GPA in all courses required by the major
- vi. Maintains at least a 2.0 overall grade point average
- vii. Obtains a letter grade of a C- or better in all social work courses required by major

##### **b. Indicators of concern:**

- i. Poor organizational skills
- ii. Repeated requests for extensions on assignments and exams
- iii. Late or incomplete assignments
- iv. Multiple absences from class or field placement
- v. Lying, cheating, or plagiarizing
- vi. Low grades

#### **2. Conduct/Behavior**

##### **a. Standards:**

- i. Demonstrates ability to work cooperatively with others
- ii. Actively participates in class

- iii. Shows respect for others' opinions
- iv. Open to feedback from peers and faculty
- v. Demonstrates a willingness to understand diversity in people regarding age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- vi. Conducts himself or herself according to the NASW Code of Ethics
- vii. Passes criminal background checks and child abuse clearances

**b. Indicators of concern:**

- i. Creates conflict in class
- ii. Uncooperative or unwilling to participate in class activities
- iii. Consistently late for class or field placement or leaves class or field placement early
- iv. Sleeps during class
- v. Disrupts class process by talking to others
- vi. Uses derogatory language or demeaning remarks
- vii. Appears unwilling or unable to accept feedback from faculty or peers
- viii. Monopolizes class discussion
- ix. Unwilling or unable to develop an understanding of people or worldviews different from oneself or one's own.
- x. Discriminatory behavior or harassment towards others on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- xi. Unethical professional behavior and/or unwillingness to uphold social work code of ethics and social work values
- xii. Academic misconduct
- xiii. Inability to pass annual criminal background checks and child abuse clearances
- xiv. Lack of respect to clients, peers, professors, and supervisors

**3. Self-awareness and self-control**

**a. Standards:**

- i. Uses self-disclosure appropriately
- ii. Able to engage in discussion and processing of uncomfortable topics
- iii. Deals appropriately with issues which arouse emotions
- iv. Demonstrates an awareness of one's personal limits
- v. Understands the effects of one's behavior on others
- vi. Able to form positive working relationships with clients, faculty, supervisors, and peers
- vii. Able to work toward resolving one's personal issues that may impair performance in the classroom, field placement, or the profession

**b. Indicators of concern:**

- i. Unable or unwilling to work through unresolved personal issues
- ii. Unable or unwilling to control emotional reactions

- iii. Demonstrates behavior consistent with impairment as a result of using alcohol or drugs
- iv. Demonstrates emotional problems that interfere with his or her ability to work effectively with clients, faculty, supervisors, or peers
- v. Makes verbal or physical threats to faculty, peers, clients, supervisors, or others
- vi. Demonstrates impaired judgment, decision-making, or problem solving skills
- vii. Unable to form effective relationships with clients, faculty, supervisors, or peers

#### **4. Communication skills**

##### **a. Standards:**

- i. Demonstrates ability to follow the conventions of writing in written documents
- ii. Demonstrates good organization of writing that follows a logical sequence
- iii. Demonstrates use of critical thinking skills in communication
- iv. Able to clearly articulate ideas, thoughts, and concepts
- v. Able to communicate clearly with clients, supervisors, peers, and faculty
- vi. Communicate honesty and consistently

##### **b. Indicators of concern:**

- i. Unable to express information clearly and concisely verbally and/or in writing
- ii. Unable to master the conventions of writing in written documents
- iii. Unable to communicate clearly with clients, supervisors, peers, and faculty
- iv. Denial of issues that are detrimental to perform adequately in the program

#### **Professional Performance Expectation Policy Committee Review Process**

1. When a faculty member has identified that a student demonstrates at least one of the indicators of concern, he or she will meet with the student. At this meeting, the student and faculty member will develop a plan for addressing the concern. The plan will include a description of specific behaviors/concerns, goals for improvement, specific tasks for achieving goals and time limit for accomplishing the changes. The student, faculty member, and Social Work Department Chair will receive a copy of the plan. The Social Work Department Chair will meet with the student periodically to review his or her progress.
2. If the student has not made significant progress within the time allotted or continues to demonstrate indicators of concern, the faculty member will submit a brief written statement to the Standards Committee (all full-time social work faculty members) regarding the issues, concerns, and a recommendation regarding the student. The statement should include a copy of the plan and any pertinent documentation. The faculty member should inform the student that he/she is proceeding with this step in the review process and send a copy of the letter with the guidelines for the Review Process.

3. The Social Work Department Chair will call a meeting within seven working days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student will be given the name(s) of witnesses and faculty members who will be attending, and the specific issues that are to be addressed. This notice will also include a list of possible recommendations the committee could make. The student is asked to appear and bring documentation on his/her own behalf.
4. The committee members, faculty member, and the student will meet at the designated date and time for issues and concerns to be presented. The student is given the opportunity to present his or her own response and produce oral testimony or written statements of witnesses. The student may present any other supportive documentation.
5. The committee will then meet to decide what action should be taken. The following may be recommended:
  - a. Dismissal of the original plan
  - b. Continuation of the original plan
  - c. Revision of the original plan

If either b or c is recommended, then the committee will set up another date with the student to review the student's progress.

6. If the student again fails to complete the plan or abide by the plan or the student's academic behavior is such that she or he would be unable to satisfactorily perform as a social worker, then the committee shall have the authority to select one or more of the following options:
  - a. Recommend to the faculty member in whose course the student is enrolled that a failing grade be given to the student for the course.
  - b. Institute a probationary period for the student with specific tasks, goals, and timelines.
  - c. Suspend the student from the Social Work Program for a period of up to one year.
  - d. Terminate the student from the Social Work Program.
7. If the decision is made to suspend or terminate the student from the Social Work Program, the student has the right to appeal.
8. The student is informed of the decision in writing within three days of the meeting of the Student Standards Review Committee.
9. A copy of the decision of the Student Standards Review Committee is placed in the student's file.

### **Appeals Process**

A student can appeal with a written statement to the Social Work Department Chair within ten days of the letter of notification from the Student Standards Review Committee. The statement must specify reasons for disagreement with the committee's decision and the rationale for considering a different decision. The committee will then convene within ten days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the



committee. The committee will render in writing a follow-up decision that may involve a revised decision or continuation of the original decision. If the student believes the committee's appeal decision was made in error, a written statement of appeal may be submitted to the Department Chair, who will confer with the Dean of the Faculty and the Provost.

#### G. Assistance For Individuals With Disabilities

The social work program goals and outcomes may be met with, or without, accommodations. Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disability Services, Lynne Davies, by phone (361-1227) or e-mail [daviesl@etown.edu](mailto:daviesl@etown.edu). If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments.

#### Reasonable Accommodations

Students shall consult with the Director of Field Instruction if they have a documented disability (e.g. physical, learning, emotional, etc.). In this conversation they will explore whether they will require accommodations at their field placement in order to successfully complete the expected tasks required in field. The Director of Field Instruction and the student will work with the Director of Disability services to devise a plan to notify the fieldwork facility (preferably prior to the beginning of fieldwork) and request specific accommodations. This notification may be in the form of a letter, personal meeting and/or phone call from the student to disclose the disability and respective needs. The Director of Field Instruction and the Director of Disability Services will assist the student and the fieldwork facility to identify realistic accommodations for the student to help facilitate successful fieldwork performance.

Please know that students who do not disclose a disability or request specific accommodations are not guaranteed accommodations. In this case the supervisor is not obligated to change the evaluation of the student's performance in the event that a student is not passing or meeting expectations. Only after a disclosure is made can a supervisor and student move forward and make accommodations. It is advisable to disclose prior to the start of fieldwork. Students should discuss the advantages and disadvantages of disclosure with the Director of Field Instruction and/or the Director of Disability Services.

#### Confidentiality

Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, the Social Work Department personnel to whom such information has been communicated shall maintain such information in a manner that preserves its confidentiality.

In the case of student impairment that could endanger clients and impact the student's ability to meet the obligations of the field placement tasks, the Director of

Field Instruction may have an ethical obligation to break confidentiality and communicate such information to the Field Supervisor.

#### H. NASW Code of Ethics

Social Work students are required to follow the standards of the profession advanced by the National Association of Social Workers (NASW) and the Council of Social Work Education (CSWE). Any violation of these standards may result in termination from the social work program. The major standards for practice as described in the NASW Code of Ethics are as follows:

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

#### 1. Social Workers' Ethical Responsibilities to Clients

##### 1.01 Commitment to Clients

Social Workers' primary responsibility is to promote the well-being of clients.

##### 1.02 Self-Determination

Social Workers' respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

##### 1.03 Informed Consent

Social Workers' should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent.

##### 1.06 Conflicts of Interest

Social Workers' should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.

##### 1.07 Privacy and Confidentiality

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

##### 1.09 Sexual Relationships

Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

##### 1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

##### 1.11 Sexual Harassment

Social workers should not sexually harass clients.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients.

2. Social Workers Ethical Responsibilities to Colleagues

Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

2.01 Respect

Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

2.07 Sexual Relationships

Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.04 Client Records

Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

4. Social Worker's Ethical Responsibilities in Practice Settings

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

Discussion, Grievance, and Appeal Process for Non-Academic Infraction

The procedure for dealing with a student who has allegedly committed a non-academic infraction involves an initial consultation by the concerned faculty member with the student to discuss the professional standard issue. If the problem is one of misperception of inadequate information, the discussion ends. If the faculty member is still concerned, a second meeting is scheduled for the purpose of developing a written plan to improve the specific behavior or areas of concern,

specific tasks and goals, and time limit. This plan will be signed by the faculty member and student and forwarded to the Social Work Department Chair.

If the student has not made significant progress on the plan within the specified time limit, a meeting with a social work faculty committee and the student will be held. The student and the Office of the Provost are informed in writing of the time and date for the meeting. At the meeting, the student will have an opportunity to express their concerns with written documentation regarding the issue or problem.

After the meeting with the student, the faculty committee will convene to take action. The committee has the right to dismiss the concern, revise the action plan, or terminate the student from the program. The student will be informed in writing of the faculty committee's decision within seven days. A copy of the letter is placed in the permanent student file.

The student has a right to appeal the decision to the Office of the Provost.

#### I. Hours/Holidays/Absences

Dates for the beginning and ending of the field instruction period are established each semester by the Director of Field Instruction.

Students are generally in the field on Tuesday and Thursday in the fall semester and on Tuesday, Wednesday, Thursday, and Friday in the spring semester. However, the specific details of the student's schedule are to be negotiated with the Field Instructor.

Students will observe all agency regulations with regards to hours of work. Continued lateness or excessive overtime by a student should be called to the attention of the Field Liaison.

Regularly scheduled agency holidays are also observed by the student, in addition to college holidays. Care must be given that holidays do not detract from the student meeting the minimum hours required.

For unavoidable and essential reasons, such as illness, the student is expected to observe professional principles, notifying as quickly as possible the appropriate agency staff about being absent.

#### J. Social Actions and Strikes

It is expected that the student will become involved in social action components of the agency which are appropriate to the student's learning. However, no student may be required by the agency to participate in an illegal activity as part of the educational program. The Department will inform students that they may not become engaged in such action as a student. They may choose to do so as private citizens outside field placement hours. In the event of a strike situation the Department reserves the right to withdraw students from the agency and provide alternative placements.

#### K. Changing Field Placements

Careful attention is given to the process of matching students and agencies. Occasionally a change of field placement is necessary for one of the following reasons:

1. Change in Department policy.
2. Internal matters of the agency.
3. Irreconcilable differences between the student and Field Instructor.
4. Changes in the student's overall educational or personal situation.

The student must discuss the desire for change of field placement with the field instructor. If the issues are not resolved, the student must discuss the problem with the Field Liaison and Director of Field. If the Field Instructor initiates the request for a change, the problem must be discussed with the student first. A conference with the student, Field Instructor, Field Liaison, and Director of Field will then take place and a decision will be made regarding the desired change.

#### L. Student Stipends/Reimbursement

Student stipends are not required, but are not prohibited. With the ever-rising cost of education, many students are pressed financially. Agencies are asked to at least reimburse the student for expenses incurred in the performance of agency tasks, such as mileage reimbursement for home visits.

#### M. Insurance

Elizabethtown College maintains a professional liability policy that covers the social work faculty and the students in placement. A copy of the policy number will be provided to the field agencies. Agencies may provide additional coverage by including students in their own volunteer or staff coverage policies.

#### N. Criminal Clearances

All students, regardless of placement, will complete a Child Abuse Clearance and a State Police Criminal Background Check prior to the beginning of their placement at the start of the academic year. The cost of the clearances are the responsibility of the student.

#### O. Employment by Field Placement Agency

It is the policy of the BSW program that when students complete field requirements in agencies where they are formerly or currently employed that they engage in new learning activities distinct from their employment.

The Director of Field Education may allow a work study field placement if the following conditions are met:

- a. The agency must be diverse enough to offer educational experiences that broaden the student's knowledge base and degree of expertise beyond traditional job tasks and assignments.

- b. The agency must be formally affiliated with the Elizabethtown College Bachelor of Social Work Program.
- c. The student must be under the supervision of a Field Education Instructor, who is not their ongoing supervisor, who is qualified under the Social Work program policies.
- d. Field assignments in the agency must have an educational focus, must differ significantly from the student's current or past job assignments, and must be in a different (i.e., separate) program area.
- e. The agency must submit written documentation that explicitly addresses points a. through d. above, and that clearly delineates release time provided that student for completion of field course requirements.

Due to the difficulty of establishing clear learning expectations in a work study environment, these placements will be approved at the discretion of the Director of Field Education. Additionally, the burden for demonstrating that all conditions for the placement have been met are upon the student applying for such an internship.

## APPENDIXES

A.	Introduction to the major and suggested sequence for a BSW	28
B.	Field Instruction Interest Form	30
C.	Agency/Student Contract	32
D.	Student/Agency Learning Contract Supplement	36
E.	Mid-term Student Evaluation Form	38
F.	Final Student Evaluation Form – Fall Semester	42
G.	Final Student Evaluation Form – Spring Semester	50
H.	Student Evaluation of Field Placement	57
I.	Field Instruction Time Sheet	62

**I. Introduction**

The Social Work Program has been developed to prepare students to enter a career in professional social work after graduation or to attend graduate school to obtain a Master's Degree in Social Work. Elizabethtown College awards a Bachelor of Social Work Degree (BSW). The program has been accredited by the Council on Social Work Education (CSWE) since 1977.

**II. Requirements**

The social work major requires the following courses:

General Education: Biology 100 level, SOC 101, PSY 105, MA 251.

**Major Courses:**

SW 160	Social Problems and the Response of Social Welfare Institutions
SW 233	Human Behavior in the Social Environment I
SW 280	Multicultural Counseling Skills
SW 330	Methods of Social Work Research
SW 367	Generalist Social Work Practice I: Individuals
SW 368	Generalist Social Work Practice II: Families & Small Groups
SW 369	Generalist Social Work Practice III: Communities & Organizations
SW 380	Social Policy
SW 470/471	Field Instruction
SW 498	Senior Seminar

**III. Elective Social Work Courses:**

SW 339	Human Sexuality
SW 344	Aging: Social Response and Implications
SW 346	Exploring the Culture and Services of Vietnam
SW 347	May Term in Vietnam
SW 355	Women in Society
SW 357	Child Welfare
SW 360	International Social Development
SW 366	Addiction and Society
SW 366	Addictions and Society
SW 370-378	Special Topics in Social Work
SW 400	Senior Project
SW 480-489	Independent Study in Social Work

**Field Instruction**

The program provides an extensive opportunity for field experience, beginning with the student's first year. The major culminates with 600 hours of field instruction during the student's senior year. Field experiences include, but are not limited to such areas as child welfare, corrections, mental health, rehabilitation, health care, schools, and aging.

**Suggested Sequence to Meet  
Minimum Requirements for B.A. Degree in Social Work**

<u>Fall Semester</u>		<u><i>First Year</i></u>	<u>Spring Semester</u>	
SW 160	4		*Western Cult. Heritage	4
*First Year Seminar 100	4		*Biology 100 level	4
*Power of Language 100 (PL)	4		Psy 105	4
*Mod. Lang. (PLO)	<u>4</u>		*SOC 101 (SSC)	<u>4</u>
	16			16

<u>Fall Semester</u>		<u><i>Sophomore Year</i></u>	<u>Spring Semester</u>	
SW 280	4		SW 233	4
*Natural & Physical Sciences (NPS)	4		*Humanities	4
*NonWestern Cultural Heritage	4		*MA 251 (MA)	4
*Creative Expression	<u>4</u>		Elective	<u>4</u>
	16			16

<u>Fall Semester</u>		<u><i>Junior Year</i></u>	<u>Spring Semester</u>	
SW 330	4		SW 368	4
SW 367	4		SW 369	4
Elective	4		SW 380	4
Elective	<u>4</u>		Elective	<u>4</u>
	16			16

<u>Fall Semester</u>		<u><i>Senior Year</i></u>	<u>Spring Semester</u>	
SW 470	6		SW 471	12
Elective	4		SW 498	<u>4</u>
Elective	<u>4</u>			16
	14			

**Total: 125 Credits**

\* **CORE**      Effective Fall 2006



**ELIZABETHTOWN COLLEGE**  
**Department of Social Work**  
**Field Instruction Interest**

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

Home Address: \_\_\_\_\_

\_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Etown Email Address: \_\_\_\_\_

Etown Box Number: \_\_\_\_\_ Minor \_\_\_\_\_

Car available for field experience? \_\_\_\_\_

Physical, mental, or other disability that would impact field placement? \_\_\_\_\_

\_\_\_\_\_

Anything that would impact your hours? (sports, work, etc.) \_\_\_\_\_

Fluency in foreign language? \_\_\_\_\_

Fields of interest (i.e., mental health, family counseling, aging, etc.) \_\_\_\_\_

\_\_\_\_\_

Target populations of interest (i.e., pregnant teens, elderly, adults, pre-school age children, etc.)

\_\_\_\_\_

Specific agencies you are interested in: \_\_\_\_\_

\_\_\_\_\_

Previous service learning experiences: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Elizabethtown College Social Work Program

SW 470 Intro and 471 Advanced Field Instruction

### **Field Instruction Agency/Student Contract**

Semester \_\_\_\_\_

Year \_\_\_\_\_

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

Agency: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

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

#### **1. Schedule**

The student will work \_\_\_\_\_ hours during the semester at the Agency on the following days and times:

\_\_\_\_\_

The student's first day of work \_\_\_\_\_ and last day \_\_\_\_\_

The student agrees to notify the field instructor of absences and to make up missed time.

#### **2. Supervision**

Weekly supervisory conferences will be held on \_\_\_\_\_ at \_\_\_\_\_ between the field instructor and student.

#### **3. Competencies for the Field**

Given that field education is an evolving collaboration, what goals might the student work towards while in the placement? In order to aid in the evaluation process, please sort activities by CSWE competency.

1. Demonstrate Ethical and Professional Behavior

2. Engage Diversity and Difference in Practice

3. Advance Human Rights and Social, Economic, and Environmental Justice
  
4. Engage In Practice-informed Research and Research-informed Practice
  
5. Engage in Policy Practice
  
6. Engage with Individuals, Families, Groups, Organizations, and Communities
  
7. Assess Individuals, Families, Groups, Organizations, and Communities
  
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
  
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

4. **Other Aspects of Placement** (reimbursement for mileage, parking, etc.)

Requested Accommodations Discussed with Field Instructor

Signature:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Elizabethtown College  
Student/Agency Learning Contract Supplement**

Student Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Agency: \_\_\_\_\_

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

Please indicate any additions or changes to the tasks or activities to develop practice competency during this semester.

1. Demonstrate Ethical and Professional Behavior

2. Engage Diversity and Difference in Practice

3. Advance Human Rights and Social, Economic, and Environmental Justice

4. Engage In Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice

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

7. Assess Individuals, Families, Groups, Organizations, and Communities

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

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

Requested Accommodations Discussed with Field Instructor

Signatures:

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date





4. Engage In Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice

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

7. Assess Individuals, Families, Groups, Organizations, and Communities

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

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

**Overall Midterm Evaluation**

Please check one of the following:

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



**Elizabethtown College**  
**Social Work Department**  
 470 Student Evaluation **Fall Semester**

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

Agency: \_\_\_\_\_

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

Year \_\_\_\_\_ Semester \_\_\_\_\_

This form is divided into categories which reflect the competencies, course objectives and professional practice behaviors of SW 470/471 Advanced Field Instruction.

*Instructions for rating interns on the 9 competencies in the first part of the evaluation:*

The standard by which an intern is to be compared is that of a new beginning-level social worker. The nine competencies that are specified in this evaluation form are those established by our national accrediting organization (The Council on Social Work Education). **These competencies are fully described at the end of this evaluation form.** Under each competency statement are several items that we ask that you rate according to the following criteria.

1	The intern is functioning far above expectations in this area
2	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
4	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
5	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

It is important to use the space designated for comments to elaborate on the checkmark and to provide information which does not fall within one of the categories.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor has the responsibility of assigning the grade for the course.

**Competency #1: *Demonstrate Ethical and Professional Behavior***

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

Overall Rating of Competency #1	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

**Competency #2: *Engage Diversity and Difference in Practice***

2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	5	n/a
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	5	n/a
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5	n/a

Overall Rating of Competency #2	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5	n/a
3.2	Engage in practices that advance social, economic, and environmental justice	1	2	3	4	5	n/a

Overall Rating of Competency #3	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

4.1	Use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	n/a
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	n/a
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	n/a

Overall Rating of Competency #4	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

**Competency #5: Engage in Policy Practice**

5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5	n/a
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	n/a
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5	n/a

Overall Rating of Competency #5	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	n/a
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	n/a

Overall Rating of Competency #6	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:



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

7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5	n/a
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	n/a
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	n/a
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	n/a

Overall Rating of Competency #7	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	n/a
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	n/a
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	n/a
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	5	n/a
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5	n/a

Overall Rating of Competency #8	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

9.1	Select and use appropriate methods for evaluation of outcomes	1	2	3	4	5	n/a
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	n/a
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	5	n/a
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	n/a

Overall Rating of Competency #9	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

1. What do you see as the student's strengths in his/her field assignment?

2. What areas does the student need to work on improving?

3. Other comments:

### Final Overall Evaluation

Please check one of the following at the final evaluation.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

---

Field Instructor's Signature

---

Date

---

Student's Signature

---

Date



**Elizabethtown College**  
**Social Work Department**  
 471 Student Evaluation **Spring Semester**

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

Agency: \_\_\_\_\_

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

Year \_\_\_\_\_ Semester \_\_\_\_\_

This form is divided into categories which reflect the competencies, course objectives and professional practice behaviors of SW 470/471 Advanced Field Instruction.

*Instructions for rating interns on the 9 competencies in the first part of the evaluation:*

The standard by which an intern is to be compared is that of a new beginning-level social worker. The nine competencies that are specified in this evaluation form are those established by our national accrediting organization (The Council on Social Work Education). **These competencies are fully described at the end of this evaluation form.** Under each competency statement are several items that we ask that you rate according to the following criteria.

1	The intern is functioning far above expectations for interns in this area
2	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
4	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
5	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

It is important to use the space designated for comments to elaborate on the checkmark and to provide information which does not fall within one of the categories.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor has the responsibility of assigning the grade for the course.

**Competency #1: *Demonstrate Ethical and Professional Behavior***

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

Overall Rating of Competency #1	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

**Competency #2: *Engage Diversity and Difference in Practice***

2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	5
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	5
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5

Overall Rating of Competency #2	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5
3.2	Engage in practices that advance social, economic, and environmental justice	1	2	3	4	5

Overall Rating of Competency #3	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

4.1	Use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5

Overall Rating of Competency #4	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

**Competency #5: Engage in Policy Practice**

5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5

Overall Rating of Competency #5	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5

Overall Rating of Competency #6	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:



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

7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5
7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5

Overall Rating of Competency #7	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	5
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5

Overall Rating of Competency #8	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

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

9.1	Select and use appropriate methods for evaluation of outcomes	1	2	3	4	5
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	5
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5

Overall Rating of Competency #9	1	2	3	4	5
---------------------------------	---	---	---	---	---

Comments:

1. What do you see as the student's strengths in his/her field assignment?

2. What areas does the student need to work on improving?

3. Other comments:

### Final Overall Evaluation

Please check one of the following at the final evaluation.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

---

Field Instructor's Signature

---

Date

---

Student's Signature

---

Date



**Elizabethtown College**  
**Department of Social Work**

STUDENT EVALUATION OF FIELDWORK PLACEMENT

Student \_\_\_\_\_

Agency \_\_\_\_\_ Phone \_\_\_\_\_ Period Covered \_\_\_\_\_

Agency Address \_\_\_\_\_

Fieldwork Instructor \_\_\_\_\_

**PART I: AGENCY LEARNING ENVIRONMENT**

A. Orientation and Training Procedures

1. Did you receive an agency orientation? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Check those topics that were covered in the orientation and training period:

- |   |  |
|---|--|
| _____ Introduction to staff               | _____ Agency programs and services             |
| _____ Individual staff responsibilities   | _____ Agency client demographics               |
| _____ Tour of agency/physical layout      | _____ Characteristics of community served      |
| _____ Your physical work space            | _____ Community resources                      |
| _____ Agency structure                    | _____ Your roles/responsibilities as an intern |
| _____ Agency policies and procedures      | _____ Observation of staff                     |
| _____ In service training sessions        | _____ Discussion of supervision process        |
| _____ Agency goals, objectives/philosophy |  |

3. Evaluate the extent to which the orientation process was helpful, including recommendations for changes.

B. Physical Setting

1. Check as many of the following as apply. I had:

- |  |   |
|--|---|
| _____ A place to store materials               | _____ Access to a phone                   |
| _____ A permanent desk at which to work        | _____ An office of my own                 |
| _____ An office with other people              | _____ Access to supplies as I needed them |
| _____ A place to conduct confidential business |   |

2. Comment on the following: To what extent did you feel physically and psychologically part of the agency staff, including availability of other staff for providing assistance to you.

C. Learning Opportunities and Responsibilities

1. Were cases, groups, or projects relevant to your learning needs available for assignment?

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

2. Did the assignments call for a level of skill appropriate to your development?

\_\_\_ Yes                      \_\_\_ Too High                      \_\_\_ Too Low

3. Discuss what proportion of your time was spent in direct work with individuals, families, groups, or community groups.

4. Describe your own growth in this placement (agency, personal, and professional).

5. To what extent were you able to integrate and apply the academic knowledge you learned in the classroom with actual social work situations?

**PART II: FIELDWORK INSTRUCTION**

A. How often were regular, planned supervisory conferences held?

- Every week
- Every two weeks
- Every month
- Other (specify)

Specify duration of conferences:

B. Evaluate the extent to which the supervisory conferences were helpful, including recommendations for change.

C. Please rate your fieldwork instructor using the following scale:

	<u>Excep- tional</u>	<u>Very Good</u>	<u>Satis- factory</u>	<u>Unsatis- factory</u>	<u>Not Applicable</u>
1. Facilitated the process of integration into the agency system	_____	_____	_____	_____	_____
2. Encouraged and supported responsible decision-making concerning attendance at staff meetings, seminars and conferences.	_____	_____	_____	_____	_____
3. Encouraged critical assessment, appraisal and evaluation of evaluation of my work with clients and understanding and use of agency policy and procedures.	_____	_____	_____	_____	_____
4. Facilitated learning of specific practice skills.	_____	_____	_____	_____	_____
5. Encouraged identification with professional values and encouraged professional behavior consistent with those values.	_____	_____	_____	_____	_____
6. Was clear and consistent about the Expectations of this placement.	_____	_____	_____	_____	_____
7. Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis.	_____	_____	_____	_____	_____
8. Was aware of academic content and helped the integration of class and field experience.	_____	_____	_____	_____	_____
9. Provided clear, understandable feedback on an on-going basis.	_____	_____	_____	_____	_____
10. Was accessible to answer my questions and concerns.	_____	_____	_____	_____	_____



COMMENTS:

Please make any comments or examples which would further clarify or expand on your ratings (e.g., teaching method, areas of strengths and weaknesses, suggestions for change, etc.).

Would you recommend that students be placed in this agency in the future? Why or why not?

**SIGNATURE**

Student \_\_\_\_\_

Date \_\_\_\_\_

Semester \_\_\_\_\_

Year \_\_\_\_\_



**Field Instruction Time Sheet**      Year \_\_\_\_\_ Semester \_\_\_\_\_

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

	<u>Date</u>	<u>Hours Worked</u>	<u>Comments</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____
23.	_____	_____	_____
24.	_____	_____	_____
25.	_____	_____	_____
26.	_____	_____	_____
27.	_____	_____	_____
28.	_____	_____	_____

Total Hours Worked: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Field Supervisor Signature: \_\_\_\_\_