One of the 14 universities in Pennsylvania’s State System of Higher Education

BACCALAUREATE SOCIAL WORK PROGRAM

FIELD MANUAL

Revised 11/2013
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OVERVIEW OF SOCIAL WORK FIELD EDUCATION

Semester of Field Internship/Practicum: Spring semester of the final year, immediately prior to graduation

Hours of Field Internship: 450 minimum during spring semester; an average of approximately 32 hours per week

Length of Field Internship/Practicum: 14 weeks during the spring semester (January through May)

Field Personnel Roles: The Director of Field Education (Dr. Margaret Smith) is the overall coordinator of undergraduate field education in the department of social work. She is in charge of arranging field placements and serves as the initial contact person for host settings. She also monitors the pre-field experience, which takes place during the fall semester of the senior year as part of SOWK 410 (Social Work Practice III).

The Faculty Field Liaison is the faculty member who is listed as the instructor for SOWK 495 (Internship). The faculty field liaison makes a minimum of two site visits during the spring semester. The faculty field liaison also receives and provides feedback on weekly field logs.

The Field Instructor is an employee at the host site who is in charge of providing social work supervision, guidance, and professional socialization to interns. The field instructor meets with the faculty field liaison during site visits and completes the midterm and final evaluations of the intern. The field instructor is the main contact for the faculty field liaison and the director of field education.

Some interns may also have a Task Supervisor at the internship site. Task supervisors are used when there is an employee other than the field instructor who has close day-to-day contact with the intern. A task supervisor may be included in site visits and/or involved in the midterm and final evaluations of the intern.

Supervision: Formal supervision with the field instructor is to be provided for a minimum of one hour per week by a BSW or an MSW degree with two years of post-degree practice experience. It is the hallmark for helping students identify with the social work profession. Supervision is designed to help the student process the practicum experience, integrate academic knowledge with application to the field experience and demonstrate BSW core competencies. Social work students may complete their field internship/practicum in an interdisciplinary program or host setting (educational, therapeutic and community-based macro level) in which the field instructor may not hold an earned social work degree. In those instances, the senior seminar instructor will provide the additional support to the student through classroom discussion and feedback on assignments while the faculty field liaison will provide feedback on logs, as well as conduct site visits.

Nature of the Experience: Students are to experience social work activities across the three levels: micro (individual), mezzo (smalls group), and macro (organizational and community).
They should have the opportunity to participate in agency-based program meetings, complete assessments, conduct interviews with clients, complete documentation for clients, and become acclimated to the agency culture.

**University Support:** The Field Director will assign each student a faculty member who will serve as a liaison among the university, the student and the agency. The liaison conducts two visits with the agency-based field staff and the student. The first visit is at the beginning of the practicum to review the learning contract and discuss potential learning activities, and the second visit is at the end of the semester to review the overall practicum experience.

Should any concerns arise with the student in the field practicum, the agency-based instructor will contact the faculty field liaison first. The liaison will work with the field instructor and the student to try to resolve the concerns. If the faculty field liaison is not able to resolve the issue, then she/he will work with the Field Director to determine the appropriate course of action.

If there are questions concerning the field education policies, then the Director of Field, Dr. Margaret Smith, should be contacted at (814) 732-1747.

**THE BSW PROGRAM AT EDINBORO UNIVERSITY**

The Baccalaureate Social Work Program at Edinboro University is fully accredited by the Council on Social Work Education. Accredited social work programs are required to meet national standards set by CSWE and to complete periodic self-studies, site visits, and Council on Accreditation reviews.

**Mission Statement**

The mission of the Baccalaureate Social Work Program at Edinboro University of Pennsylvania is to prepare graduates with the knowledge, values and skills for competent and effective beginning-level generalist social work practice and for a commitment to social and economic justice, cultural competency, advocacy for oppressed and at-risk populations, lifelong learning, and active participation, contributions, and leadership in the larger community. The program strives to achieve its mission by providing access to a quality education that offers a range of learning experiences and opportunities for students.

This mission statement serves as a guide to the work of social work faculty, staff and students in the program and clearly represents social work's purposes, value system, and ethical beliefs through its emphasis on the enhancement of well-being and social functioning, commitment to meet basic human needs, promotion of social justice and advancement of human rights.

**Social Work Core Values**

The social work program affirms and is guided by the core values of the social work profession, including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
Social Work Program Goals

The social work program adheres to the belief that the beginning level generalist social work practitioner is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The program is further committed to provide opportunity for people to enhance their problem-solving, coping and developmental capacities; to promote the effective and humane operation of the systems that provide them with resources; and to link people with systems that provide them with resources, services and opportunities (Baer & Federico, Educating the Baccalaureate Social Worker, 1978). The program believes that social workers should practice in accordance with these purposes and adhere to the profession's Code of Ethics.

The social work program has identified the following four program goals which reflect the stated mission of the program and the mission of the University. The goals as stated are consistent with the purposes, beliefs, and ethics of the social work profession.

1. To prepare graduates to develop a professional identity which integrates the values and history of the social work profession.

2. To prepare graduates for culturally competent and effective generalist social work practice with individuals, families, small groups, organizations, and communities.

3. To prepare graduates for competent and effective practice that reflects a life-long commitment to the principles of social and economic justice and advocacy for oppressed and at-risk populations.

4. To prepare graduates for competent and effective practice that reflects a commitment to life-long learning, research, professional growth and development, and service to their communities.

Generalist Social Work Practice

The social work program at Edinboro University of Pennsylvania prepares students for beginning-level generalist social work practice. The program is based on the belief that the generalist needs a broad knowledge base grounded in a systems framework, a range of practice skills, and an orientation to the values and ethics of the profession.

Generalist social work practice is characterized by the ability to engage a wide range of clients in a variety of settings to actively participate in solving problems. Graduates of the Edinboro University of Pennsylvania social work program will be able to work with clients at various levels ranging from individuals, families, and small groups to organizations and communities. They will be able to work in a variety of settings, such as health, mental health, child welfare, substance abuse, economic security, and education. They will have the knowledge and skill to engage the clients in a way that facilitates a comprehensive assessment of the biological, psychological, and social conditions contributing to the problems and to then implement a plan to change those conditions by building on existing strengths. Graduates will be able to evaluate
the effectiveness of their interventions, to modify their efforts if necessary, to effectively terminate services when appropriate, and to provide follow-up services as indicated.

BSW PROGRAM REQUIREMENTS

Social work program students at Edinboro University complete a 42 credit liberal arts program and 60 credits of required social work courses and required supporting courses. With 18 additional credits in electives, students complete 120 credits for their degree.

Required Social Work Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 100</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 115</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 205</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 250</td>
<td>Introduction to Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 300</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 310</td>
<td>Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 312</td>
<td>Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 315</td>
<td>Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 410</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 495</td>
<td>Internship: Senior Field Work</td>
<td>12</td>
</tr>
<tr>
<td>SOWK 496</td>
<td>Senior Seminar (taken concurrently with SOWK495)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Social Work Credits..........................................................................................................................42

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Society and the Individual</td>
<td>3</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Sociology of the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 225</td>
<td>Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Human Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Supporting Credits ..............................................................................................................18

Program requirements are more fully explained in the BSW program handbook. The University Catalog contains additional information about University-wide academic and related requirements.
FIELD EDUCATION: SOCIAL WORK’S SIGNATURE PEDAGOGY

The Council on Social Work Education has identified social work as the signature pedagogy of social work. “Signature pedagogy represents the central form of instruction and learning in which a professional socializes its students to perform the role of practitioner…The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice” (Educational Policy and Accreditation Standards, 2008).

Field education is implemented through field instruction at an agency-based site with a field supervisor in collaboration with the Department of Social Work field office. Field instruction is designed to enable the student to have an opportunity for a supervised practice experience in the application of knowledge, values, and ethics and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely. Students apply the content of diversity, social and economic justice, populations at risk, human behavior in the social environment, social welfare policy and services, and research informed practice learned previously throughout the program’s curriculum.

Through the field experience, students develop a deeper appreciation of the impact of such problems as addictions, delinquency, discrimination, inadequate housing, poverty, family disruption, trauma, abuse, physical and mental disabilities, and aging with individuals, families, and communities. Students internalize social work core values, ethics, principles and standards, and have the opportunity to develop and master social work techniques and skills which prepare students for generalist practice through experience in observation, data collection and organization, planning intervention strategies, interviewing, reporting, and evaluating contacts in both written and oral form. Students also develop skill in planning appropriate use of time and carrying responsibilities for maintaining professionally appropriate relationships with clients, agency personnel, and personnel from other related agencies. Additionally, students develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice and should help the student to evaluate his/her commitment to profession of social work. Finally, students are expected to use professional supervision to enhance learning.

The Council on Social Work Education has identified ten core competencies that are essential to generalist social work practice. The social work program at Edinboro has structured its curriculum around these areas of competency, including the field learning contract and the evaluation of student performance in the field. The ten core competencies are listed below, followed by practice behaviors that are related to each competency.
SOCIAL WORK CORE COMPETENCIES

Competency 1: Identify as a professional social worker and conduct oneself accordingly

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Social workers:
- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

Competency 2: Apply social work ethical principles to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers:
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Competency 3: Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
Competency 4: Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers:
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experience
- View themselves as learners and engage those with whom they work as informants

Competency 5: Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

Competency 6: Engage in research-informed practice and practice-informed research

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers:
- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice


Competency 7: Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:
- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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:
- Analyze, formulate, and advocate for policies that advance social well-being
- Collaborate with colleagues and clients for effective policy action

Competency 9: Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Social workers:
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Competency 10(a-d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes
and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

a) Engagement

Social workers:
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

b) Assessment

Social workers:
- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

c) Intervention

Social workers:
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capabilities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

d) Evaluation

Social workers:
- Critically analyze, monitor, and evaluate intervention
STRUCTURE OF FIELD EDUCATION

Students have their first formal experiences in the field during their first year as Level II students (traditionally, the junior year). Social Work Practice I and II (SOWK 310 & 312) are taken during fall and spring, respectively, and each requires 40 hours of volunteer experience in social work settings. The purpose of these volunteer hours is to introduce students to a range of social work populations and practice settings, and to allow students to begin to acclimate to the field prior to their pre-field and field placement.

During the fall semester of the final year, students enroll in SOWK 410 (Social Work Practice III) and complete a pre-field experience comprised of 45 hours of agency-based field work as a component of the course. Pre-field is designed to provide the student the opportunity to initiate the development of a professional self through integration of values and attitudes of social work; understand the application of the NASW Code of Ethics within the field site; learn the agency’s mission, organizational structure, client systems, policies, and procedures regarding the delivery of social work services; demonstrate professional skills such as communicating ideas and feelings both orally and in writing; organize and carry out work assignments; demonstrate working with client systems; and utilize problem solving skills.

The field internship at Edinboro University is structured as a block placement during the last semester of the final year of study. SOWK 495 (Internship: Senior Field Work) is offered in the spring semester only. Students attend their field internship four days a week, 7.5-8 hours a day at the field internship site. Students are required to complete a minimum of 450 hours in the field internship over the course of the semester. While completing the field internship, students enroll in a concurrent field education seminar (SOWK 496) to support their field internship.

The field internship is completed in a social agency or organization in the community. Each student will be assigned an experienced agency-based field instructor and/or task supervisor and a university-based faculty field liaison. Students are required to have a minimum of one hour per week of formal supervision with the agency based field instructor or designee.

Only social work majors who have completed all of their course work, both in the major and in general education, are eligible to enroll in SOWK495. This requires a minimum of 105 credits earned prior to the spring semester. Students must have an overall Q.P.A. of 2.00, a 2.00 average in the required supporting courses, a C or higher in all required social work courses, and a 2.50 Q.P.A. in required social work courses. In addition, if a student is experiencing active current personal or mental health issues that interfere with their ability to function appropriately and ethically with clients or in an agency setting, she/he will not be allowed to enter the field until these issues have been sufficiently addressed. Placement for the spring internship is initiated during the semester prior to beginning the field internship.
PRE-FIELD AND FIELD PRACTICUM

The Pre-Field Process

Students complete an application for pre-field education in the spring semester prior to the final year. The pre-field application form is included in Appendix A of this manual and is available in the online myEdinboro social work community. On the pre-field application, students rank their areas of interest and location preferences. The Field Director reviews the application and identifies a potential placement site, consistent with the student’s interests and location preferences when possible.

Field sites are selected based on their willingness to provide meaningful educational opportunities and to provide quality social work supervision. The Field Director initiates contact with the agency and discusses the referral of a student based on field of interest and location. Upon confirmation with the agency staff that they are willing to accept a student referral, the Field Director provides the student with the contact information to follow up with the referral. The student is directed to contact the agency to schedule an interview to discuss the pre-field opportunities. Students are strongly discouraged from contacting sites on their own.

The field instructor or other representative of the agency interviews the student. This provides an opportunity for the student as well as the agency to determine if the site is a “good fit” with the student’s learning objectives. When the student and the agency representative mutually agree on the placement, the placement is confirmed and the Field Director is notified by the student and/or agency representative. In the event that there is not a mutual agreement, the student will be given another placement referral. A maximum of three placement referrals will be provided for any one student. All field education placements are finalized by the Director of Field Education.

Prior to entering pre-field, students must obtain the following clearances: PA Child Abuse History, PA State Police Criminal Record, and the FBI fingerprint check. Student must also obtain personal liability insurance prior to entering the field. Students are directed to join NASW as student members, which qualifies them for low cost student liability insurance through NASW. Proof of insurance must be provided to the Field Director. The Field Director will provide additional information to students about obtaining clearances and liability insurance at the time they apply for field education.

The Field Practicum Process

The student will make a formal application to the Field Internship/Practicum during their enrollment in SOWK 410 (Social Work Practice III) during the fall semester of the final year. Each candidate for field is to submit a BSW Field Application (included in Appendix B of this manual and available online in the myEdinboro social work community), a current resume, and a copy of their detailed degree evaluation. The candidate for field education must have earned 105 credits; completed all required social work courses, required related courses, and general education requirements; and met all minimum grade and Q.P.A. requirements to be eligible to submit an application.
Students typically remain in the pre-field site for the field practicum, but under some circumstances students are placed in new field internship/practicum sites. Students notify their field sites a minimum of one week in advance of their beginning field in the spring so that their field instructor can prepare for their arrival to complete the field practicum.

**SELECTION OF FIELD EDUCATION AGENCIES AND FIELD INSTRUCTORS**

The Edinboro University BSW Program recognizes that field education represents a partnership among the BSW program, the field practicum agency, the field instructor, and the student. For this reason the program uses feedback from all partners to develop and evaluate quality field placements. Practicum agencies are generally selected based on their ability to give a student the opportunity to gain social work practice experience through qualified professional instruction and supervision.

**Criteria for Selection of Edinboro University Field Education Agencies**

- The agency views participation in the education of Edinboro University BSW students as a worthwhile activity and agrees to support the mission, goals and objectives of the BSW program.
- The agency demonstrates competence in providing professional services and offers a climate conducive to undergraduate learning and professional development.
- The agency is able to offer learning experiences appropriate to undergraduate level social work field education.
- The agency is prepared to provide supervision of student assignments by a qualified staff member. A qualified staff member has a BSW or MSW and at least two years of post BSW or MSW practice experience.
- The agency permits adequate time for the field instructor to implement the student's field practicum and provide educationally directed field instruction.
- The agency will provide the student with a formal orientation to the agency, its programs, policies and staff.
- The agency will provide an orientation to safety policies and procedures as well as provide ongoing reinforcement of safety in the field.
- The agency has adequate facilities and resources for the student to complete assigned tasks. Ideally, the agency will provide a workspace comparable to that provided the staff.
- The agency views the student as both a learner and an active participant in the professional life of the agency.
- The agency will provide insurance coverage and mileage reimbursement for students who are expected to use personal vehicles for agency purposes.
- The agency has and conforms to policies regarding non-discrimination in service delivery and employment.

**Criteria for Selection of Edinboro University BSW Field Instructors**

- The field instructor has a BSW or MSW from a CSWE accredited program.
The field instructor has a minimum of two years post BSW or MSW practice experience.
The field instructor has a commitment to the values and ethics of the social work profession.
The field instructor demonstrates competence in social work practice.
The field instructor has an interest in supporting student education.
The field instructor is able to be accessible to the student on a regular basis.
The field instructor will submit a credential verification form to keep on file in the Field Coordinator’s office.
In rare instances, social work students may have non BSW field instructors on site as task supervisors. In these cases, an Edinboro University faculty member may serve as the field instructor to support placement in a social service agency.

Additional Criteria for Field Education Agencies where Students are Employed

A field placement can be established within a student’s place of employment. However, the placement must be able to provide the required field education experience of a non-employment based placement. Field education for an employment-based placement requires that the student engage in a new and separate set of responsibilities within the agency. Additional criteria include the following:

1. The applicant has been employed less than 6 months prior to applying for the consideration of an employment-based field internship/practicum.
2. The agency must permit the applicant to attend required classes concurrent with the internship/practicum.
3. The field internship/practicum must be in a different area, program, or service from the one in which the applicant is currently employed or has been employed or has had a previous field internship.
4. The internship/practicum must provide new learning opportunities with regard to the following: client population, focus of service, intervention methods, policies, procedures, and different agency staff.
5. The agency must provide the applicant a Field Instructor different from the current supervisor and who meets the following requirements:
   a. Earned BSW or MSW from an accredited program
   b. Employed at the agency for at least one year
   c. Minimum of two years post-degree social work experience
   d. Provide the student with a minimum of one hour of field instruction
   e. Willing to support the Field Instructor participation in the Field Orientation meeting
6. The applicant’s current employment supervisor and proposed Field Instructor will assist the student in completing the “Application for Practicum Where Student is Employed” form (included in Appendix B of this manual and online in the myEdinboro social work community).
CHILD WELFARE EDUCATION FOR BACCALAUREATES (CWEB)

The CWEB program is a cooperative effort among the United States Administration for Children and Families, thePennsylvania Department of Public Welfare, and 14 undergraduate social work degree programs in Pennsylvania accredited by the Council on Social Work Education. The social work program at Edinboro University is one of the participating programs. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania’s 67 public child welfare agencies.

Qualified persons who are enrolled as social work majors at Edinboro on either a full-time or part-time basis may receive substantial financial support in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency for a period of one year following graduation with the BSW. Application must be made during the spring semester prior to entering the final year of the social work program. The CWEB program at Edinboro is coordinated by the University of Pittsburgh. More information about the program and a link to the online CWEB application can be found here: http://www.socialwork.pitt.edu/researchtraining/child-welfare-ed-research-programs/cweb

PROCEDURES FOR ADDRESSING FIELD PRACTICUM DIFFICULTIES

The Student’s Responsibilities

If difficulties arise in the field practicum, the student is advised to first consult the agency field instructor. If the situation is not adequately resolved by consulting the agency field instructor, or the student, in good faith, believes that she/he cannot approach the field instructor, the faculty field liaison should be contacted and informed of the difficulty. Students are to be encouraged by both the field instructor and the faculty field liaison to use creative problem-solving skills to resolve issues that may arise in the field.

Students should be familiar with the Professional Standards Policy in the BSW Handbook (available on the social work department website and the myEdinboro social work community). This policy outlines professional standards of behavior and indicators of concern, and applies to students both in classes and in the field.

The Agency’s Responsibilities

If at any time the student’s performance is questionable, the agency field instructor is to inform the student and the faculty field liaison. A meeting should be scheduled for the student, the field instructor, and the faculty field liaison to discuss the concerns. If the field instructor feels that continuation of the practicum is not advisable, she/he should contact the assigned faculty field liaison. When the removal of the student from the practicum placement is deemed necessary, a written statement should outline what has led to the decision and what steps were taken to ameliorate the concern. The statement should be forwarded to the faculty field liaison or the Director of Field Education after a meeting with the student has taken place. The agency field
instructor should feel free to contact the faculty field liaison at any time, if there are any problems with the student in the agency.

**The Faculty Field Liaison’s Responsibilities**

The faculty field liaison should be the first contact for issues with the field placement. When issues arise, the faculty field liaison should meet with the student and the field instructor to identify concerns and construct a plan of action. If the concerns are not able to be adequately addressed, the faculty field liaison may determine, in consultation with the Field Director, that the placement should be terminated. The faculty field liaison will inform the student and the current agency field instructor of the decision to end the placement as soon as possible after the decision is made.

After a terminated field placement, if the faculty field liaison determines that a second practicum is advisable, it is the responsibility of the faculty field liaison to inform the Field Director in writing of the reason for the change in practicum and the need for a second placement. A second practicum placement is not automatic, but rather consideration is given to the circumstances that precipitated the disruption and the impact it may have had on the student.

**The Director of Field Education’s Responsibilities**

The Director of BSW Field Education investigates more general concerns about field sites. When this occurs, the Field Director may conclude that the concerns are invalid, work with the agency to correct deficiencies, or discontinue using the agency. Prior to reinstatement of a discontinued agency, the above process will be repeated.

**CONFIDENTIALITY AND FIELD EDUCATION**

Students are required to adhere to the confidentiality standards below in addition to any agency-specified confidentiality policies. Violation of these policies may result in discontinuance of the placement experience.

1. Read and be familiar with the confidentiality policies of your host organization, and abide by them.

2. Do not release information regarding your clients without their written permission. If in doubt, consult your agency’s procedures or your field instructor for ideas that help you decide what to do.

3. If you are placed in a federally funded program, you must become familiar with the federal legislation that affects you and your clients. There may be a manual or other helpful documents at the agency covering this material.

4. Do not talk about your clients or the internal workings of your agency to friends or relatives.
5. If you need to talk about your clients in SOWK 410 or SOWK 496, you must use pseudonyms and change any additional identifying details.

**EDUCATIONAL REQUIREMENTS FOR FIELD INTERNSHIP/PRACTICUM**

Students that enter field are required to complete a minimum of 450 field education hours in an agency-based site. Undergraduate students need to have micro, mezzo, and macro practice experiences to fulfill the generalist practice requirement of their field education placement. Micro level practice includes social work practice with individuals and families; mezzo experiences include small group activities; and macro level practice can include administrative, planning, and community tasks as well as working on special projects. It is the responsibility of the faculty field liaison to evaluate the students’ field work and assign the final grade.

In addition to the field internship, students must complete a number of assignments while in their field site. Some assignments will be submitted to the instructor for SOWK 496, while others will be submitted to the faculty field liaison. Additional information will be provided at the beginning of the spring semester. Some of the required assignments are listed below. All field forms are included in the Appendices at the end of this manual and are available online in the myEdinboro social work community.

**Field Instructor Credential Form**

The field instructor credential form must be completed by the field instructor and submitted by the student no later than the beginning of the spring semester. This form will be kept on file in the social work department field office.

**Field Education Learning Contract**

The learning contract is to be developed by the student and the agency field instructor during the first month of the field placement. The faculty field liaison may provide input to the learning contract as well. It should be completed in consideration of the objectives of field placement; the mutual obligations of the agency, university, and student; and the intern’s primary role as a student, not an agency employee. The completed learning contract should be submitted to the faculty field liaison.

The learning contract is designed to be a guide and an aid, and is therefore open to modification. If major changes are made during the course of the field placement, the contract should be rewritten and a copy of the revised contract submitted to the faculty field liaison. The learning contract is rooted in core competencies outlined by the Council on Social Work Education. The learning contract and evaluation are in alignment so that the student is assessed based on the core competencies.
Field Education Time Sheets

Students are to complete and submit Edinboro University official field education time sheets to document their field hours. The field time sheet is to be submitted monthly directly to their faculty field liaison. The documents provide both the student and the field liaison the opportunity to track the progress that is being made in meeting the field objectives and outcomes as outlined in the learning contract.

Field Education Logs

Students are to report and analyze their field experience through weekly logs, which are submitted to the faculty field liaison. Each faculty field liaison will create a drop-box for the logs to be submitted through D2L (Desire to Learn). Students are able to communicate their concerns and request assistance from their field liaison through the submission of their logs.

Field Education Weekly Supervision Form

Students must document their supervision time with the agency-based field instructor using the weekly supervision form. According to the Council on Social Work Education, students are to receive a minimum of one hour of formal supervision per week by a degreed social worker. If the supervisor does not have an earned social work degree, the field instruction will be supplemented by the faculty field liaison and the academic instructor.

Evaluation of Field Education (Student’s Performance)

The student’s performance in the field internship/practicum is evaluated twice over the block placement. The student and their agency-based field instructor will complete both a midterm and a final performance evaluation. Each performance review is to be submitted to the faculty field liaison. The student’s performance evaluation is based upon the completion of learning outcomes delineated in the student’s learning contract. Since the field placement is a learning experience for the student, the learning outcomes should be periodically reviewed with the student so that they are able to benefit from a constructive and collaborative performance evaluation.

Student Evaluation of the Field Internship/Practicum

The student will have an opportunity to evaluate the practicum experience in terms of learning opportunities, accessibility to the field instructor, adequacy of resources to support engagement in the practicum site, and the overall quality of the field experience.

Field Instructor Evaluation of the BSW Field Program

Each field instructor is to complete an evaluation of the field internship referral and placement process. In addition, the field instructor will evaluate the faculty field liaison.
Completion of Field Site Visits by Faculty field liaison

The faculty field liaison will make a minimum of two site visits during the spring semester. Site visits will be documented by completing a site visit form for each visit.

THE STUDENT ROLE IN FIELD EDUCATION

While the social work program recognizes that an important part of the learning process occurs by doing the kind of work which is representative of the agency’s professional practice, the intern is understood to be fulfilling a learning role rather than a work role. Several considerations arise out of the awareness of the difference between the role of the student intern and the role of agency employee. Of major importance in these considerations are those which relate to the types of assignments selected for the student. In this regard, the following guidelines are offered:

- Assignments, both in type and number, shall be such that the student is able to give appropriate service and to learn as fully as possible from each experience. The assignments should offer an opportunity for progression in learning.

- The assignments should offer as broad a range of experience as possible within the agency, in conformity with the rate of each student's learning capacity, so that the student may gain understanding of the total agency program and its place in the social welfare service delivery system.

- While there will be variations in each field placement education, it is expected that each student should have an opportunity to develop practice skills, progressively, in at least the following areas: observation; interviewing; working on a one-to-one, family and small group basis with clients; planning intervention strategies and assuming the appropriate service roles (such as broker, advocate, care-giver, behavior changer, educator, facilitator, etc.); being involved in community coordination; completing necessary forms and paperwork; and recording appropriately. Where there is difficulty in planning such experiences within the context of current agency operations, the faculty field liaison and other university contacts will be available to help work out plans, occasionally through cooperative efforts with another agency, to allow students to have these experiences.

- A crucial aspect of the student situation is the need for early involvement in direct service activity. Except for unusual circumstances, the student should have the opportunity for direct service contacts in a participatory, rather than an observation, role within the first month of his/her placement.

- Sufficient time should be allowed within the field placement hours for student recording.
• Participation of the student in all appropriate staff meetings should be arranged so that the student may gain a broader understanding of the functioning of the agency. Learning is enhanced here, as elsewhere, by involvement, rather than simple observation; and student input into staff meetings is to be encouraged where appropriate.

**FOCUS OF FIELD INSTRUCTION**

Field instruction is an essential component of the field experience. The field instructor is expected to work with the student to help socialize them into the profession. Field instruction is designed to enable the student:

• To have an opportunity for a supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.

• To deepen appreciation of the impact of such problems as addiction, delinquency, discrimination, poor housing, poverty, family disruption, physical and mental disabilities and aging upon individuals, families and communities.

• To internalize social work ethics, principles and concepts.

• To build upon and refine students' repertoires of techniques and skills, including observation; data collection and organization; planning intervention strategies; interviewing, reporting, and evaluating contacts in both written and oral form; planning appropriate use of their time; and carrying responsibilities for maintaining professional relationships with clients, agency personnel, and personnel from other related agencies.

• To develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice, and should help the student to evaluate his/her commitment to the profession of social work.

• To understand the field agency and its place in the network of social welfare services in the community, including their operation, policies, contributions to maintenance and enhancement of social functioning, and forces within the community which affect their organization and operation.

• To apply content on diversity, social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policy and services, and research learned previously in the program.

SUGGESTED FIELD EDUCATION ACTIVITIES

Suggested Items to Cover as Part of Orientation to Agency

- Tour of agency (files, computers, work area location, multiple sites if applicable)
- Introduction to staff, including support staff
- Introduction to staff policies and rules, including confidentiality policies and safety protocols
- Issue staff ID (if needed)
- Parking
- Dress code
- Length of lunch hour, breaks, work hours
- Mutual expectations – roles of student and staff
- Potential for student to participate in staff meetings and other agency activities
- Potential for student to develop special projects
- Holidays – agency and school
- Agency history and funding sources
- Training opportunities and expectations
- Gas mileage – compensation
- Location of coffee, snacks, etc.

Suggested Items to Cover During Weekly Supervision

- Review matters of importance from the previous week
- Evaluate tasks that have been completed
- Discuss problems encountered by students
- Discuss student cases
- Discuss questions pertaining to class assignments
- Plan activities for the next week
- Provide performance feedback
- Set goals for future performance

Suggested Items to Cover During the Last Week of Placement

- Complete evaluation (of student and agency)
- Complete termination process with clients and agency
- Complete transfer of clients and other responsibilities
- Farewell party/activity/thank you’s
- Exit interview
FREQUENTLY ASKED FIELD INTERNSHIP QUESTIONS

1. What should I do before I go to the placement agency?
   It is helpful if you call a week ahead to introduce yourself to your field instructor if you have not personally met them prior to placement, or to remind them that you are starting placement on X date. This is a good opportunity to confirm some specifics like parking arrangements, the specific time they are expecting you, who you should check in with when you first arrive, etc.

2. What should I wear?
   As with your pre-placement interview, it is very important to present yourself as a professional intern, and dress in comfortable but professional work clothing. Revealing clothing as well as overly casual dress (e.g. jeans and tee shirts) are not appropriate. In some settings, such as residential settings, a certain day’s planned activities may dictate what you wear as you become more involved in the placement. This is a good conversation to have with your field instructor during the early phases of your internship.

3. What should I expect in the orientation phase of placement?
   Every agency approaches orientation somewhat differently, large agencies which have many interns may have a very formal, organized orientation; smaller agencies may have a more informal schedule. We encourage all agencies to plan an orientation for students which should include:
   - Introduction to key personnel, support staff, and team/program members
   - Physical orientation to the setting including day schedules, opening and closing procedures, telephone systems, office management requirements, submitting schedules, emergency policies, safety issues, whom to alert in the event of an unexpected absence, etc.
   - Program orientation to the agency mission, key agency policies, and daily procedures
   - Routine schedules including staff meetings, team meetings, consultation, group supervision, or training sessions you will be expected to attend
   - Other agency-specific orientation manuals, materials, and helpful information

4. To whom am I responsible for my internship hours and daily schedule?
   This is your responsibility to address with your primary internship field instructor. While you are with the placement, your attendance, scheduled hours, and assigned tasks are the responsibility of the agency field instructor and you. Each agency may have slightly different expectations about opening and closing times, preference for some evening hours, specific policies regarding signing in/out, transporting clients, etc. It is important that you clarify these early in the placement. Specific arrangements for days and hours at placement should be reflected in your learning agreement.

5. What if I put in extra hours in a week or, for some reason, not enough hours?
   Again, your schedule should be addressed with your field instructor. Any changes or unexpected alteration should be addressed weekly so that you both keep a running record as the placement continues of weekly hours completed, in order to complete the placement in a timely fashion. It is important to be prepared to be flexible as you become more involved in
the life of the agency, and to adapt to schedules with a flexible, reasonable attitude. Monthly
time sheets (available in Appendix B of this manual and available online in the myEdinboro
community) should be maintained by the student and initialed by the field instructor. You
must use the department time sheets to submit your hours (vs. agency time sheets).

6. **What if I am not familiar with some of the language, acronyms, or clinical terms being
used at meetings?**
   This is perfectly natural as you are entering an agency and system “culture.” It is very
   appropriate to ask those present to explain abbreviations, and to ask follow-up questions in
   supervision. Seize these learning moments!

7. **What if my field instructor is not in on certain days?**
   If your field instructor needs to be out of the agency or off-site for a period, you should
   consult with your task supervisor (if applicable). If your field instructor needs to be away for
   an extended or unexpected period of time, you should discuss this with your field instructor
   and task supervisor and inform your faculty field liaison.

8. **What if I am the only professional on-site or expected to cover a shift by myself?**
   As a student, you are not expected to cover staff shifts by yourself; students are to be
   ancillary assistants to center-based responsible program staff, and to have on-site supervision
   at all times. If you appear to be put in this position, discuss it immediately with your agency
   field instructor and faculty field liaison.

9. **What if I am expected to perform responsibilities with which I am uncomfortable?**
   There are undoubtedly first experiences or new skills which feel uncomfortable and are
   anxiety provoking to most students. This is a natural part of the learning process which can
   be addressed and prepared for in supervision by role play, hearing examples of staff
   experiences, etc. If you feel you are being expected to perform beyond the accepted
   undergraduate student role, inform your field instructor and liaison. Some such
   circumstances might include being asked to administer medication to clients, covering
   dangerous or risky situations alone, transporting clients with violent histories, or providing
   outreach alone in dangerous or unfamiliar environments.

10. **Do I get paid for mileage for client transport?**
    Most agencies do cover staff, student, and volunteer expenses involved in the approved
    transportation and feeding of clients, especially children or clients who have few resources.
    This should be clarified at the orientation phase, along with procedures for reimbursement.
    Typical procedures involve keeping mileage logs or parking receipts for necessary approval
    and submission.

11. **Do I need to purchase professional liability insurance?**
    Every student entering field placement must secure professional liability insurance coverage
    prior to placement. Student members of NASW are eligible to purchase professional liability
    insurance that is offered at a reasonable cost. You will be required to provide written
    confirmation that you have coverage to the field office.
12. What holidays do I take and how do I plan for personal days?
Students take off any holiday the agency extends to other staff, or the University identifies as a holiday. Personal days are planned days when you need to be away from the agency, for unavoidable reasons identified by Edinboro University policy as excused absences. These are requested by the student and submitted to your field instructor for approval. Any missed hours are the student’s responsibility to make up.

13. What do I do in an emergency involving clients?
Your field instructor should orient you to agency protocol in keeping with the mandate and mission of the agency. You should follow agency safety and emergency protocols. It is important to debrief and review the events of an emergency immediately following the event.

14. What can I expect in evaluation of my internship performance?
The BSW field student evaluation instrument is included in Appendix B at the end of this manual and is available online in the myEdinboro social work community. The field evaluation instrument is consistent with the core competencies outlined by CSWE. Each student is encouraged to meet with the field instructor to collaboratively undertake the evaluation process, so that students are involved in learning the important practice skill of self-assessment, as well an assessment by and with the instructor. The student will meet initially with their field instructor and task supervisor if appropriate and then with the field instructor and liaison to review the evaluation. The student has the right to add additional comments to the evaluation, should she/he wish to do so.
APPENDIX A

Pre-Field Documents
As a component of SOWK410, Social Work Practice III, you will participate in a community based pre-field learning experience. We are interested in some general information regarding your interests with regards to this experience, so that we may prepare for the Fall semester’s activities. Please complete this form and return it to the class instructor as soon as possible. Please type or print legibly.

**Student Information**

<table>
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<th>Student ID</th>
<th>Date</th>
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<th>Home Address (if other than above):</th>
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<th>Apartment/Unit #</th>
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<th>Alternate Phone:</th>
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| E-mail Address: | |
|----------------| |

**Emergency Contact Information**

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<th>Alternate Phone:</th>
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| Relationship: | |
|---------------| |

**Questionnaire**

**Please check each item accordingly:**

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<th>YES</th>
<th>NO</th>
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Do you have a valid and current driver’s license? | ☐ | ☐ |

During your pre-field, will you have a car available for transportation? | ☐ | ☐ |

If NO, what is your plan to get to a community agency? | |

Rank the following areas of interest to assist in determining your pre-field site. (List from first to last in each category, beginning with the most preferred.)

**AGE**

- Children (birth-8 years)
- Youth (8-12 years)
- Adolescents (12-21 years)
- Adults (21-66 years)
- Senior Citizens (65+ years)

**FIELD**

- Mental Health
- Child Welfare
- Medical
- School
- No Preference

**SETTING**

- Homeless Programs
- Geriatrics
- Domestic Violence
- Veteran’s Programs
- Residential
- In Home
- Community Based
- Other: specify

**Location preference (check one):**

- Erie Area
- Meadville
- Union City
- Corry
- Erie County
- Crawford County
- Other: specify

Is there any other pertinent information that you feel would be helpful in planning your BSW pre-field practicum experience?

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Name ______________________

Pre-Field Experience Contract
Department of Social Work
SOWK410: Social Work Practice III

This contract is a written agreement between ________________________, student, and
________________________, supervisor, outlining their responsibilities for the student’s pre-
field volunteer experience at ____________________________.

Student’s work schedule:

Days: __________________________

Hours: __________________________

Student Learning Goals:

In order to help the student achieve these goals, the Supervisor agrees to:

In order to meet the learning goals and to provide service to the agency, the Student agrees to:

Supervisor’s signature: __________________________ Date: ________________

Student’s signature: __________________________ Date: ________________

(Each party should retain a copy; a copy must be submitted to the instructor)
Pre-Field Experience – Hours Verification Form  
Department of Social Work  
SOWK410: Social Work Practice III

Name: 

Agency: 

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<th>From / To</th>
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<th>Supervisor Signature</th>
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Total Hours: __________


Department of Social Work  
Student Performance Evaluation in Pre-Field Agency  
SOWK410: Social Work Practice III

Student: ____________________________________________________________

Agency: ____________________________________________________________

Supervisor(s): ______________________________________________________

Please describe the assignments the student had during the pre-field experience. (For example, describe any interactions the student may have had with clients in your agency. Were there any opportunities for agency participation, such as staff meetings, conferences, consultation with staff, in-service training, etc.? Include any “special projects” assigned to the student.)

Please provide an overall assessment / evaluation of the student’s performance. Cite examples when appropriate.
Please rate the student’s performance on each of the following dimensions using the following scale. If you did not have an opportunity to observe the student on a dimension, please write “n/o” (not observed).

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<td>4</td>
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<td>Ability to establish rapport with clients</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>Ability to empathize with clients</td>
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<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<td>Working relationships with staff</td>
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<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Understanding of agency mission</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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Supervisor: ________________________________       Date: __________

Student: ________________________________         Date: __________
Pre-Field Experience – Student Evaluation of Pre-Field Site  
Department of Social Work  
SOWK 410: Social Work Practice III

Agency: 

Supervisor(s): 

What did you like best about this agency as a pre-field experience site?

How did the agency effectively support your learning and professional development?

What changes do you suggest for future pre-field placement at this agency?

Overall, how do you rate the experience you received at this agency?  
□ Excellent  □ Very Good  □ Good  □ Fair  □ Poor  
Comments:

Would you recommend this site for future SOWK410 students?  
□ Yes  □ Yes, with reservations (please comment)  □ No (please comment)  
Comments:
APPENDIX B

Field Documents
Student Information

Student ID: @ Date: ____________________________

Full Name:_________________________________________

Last Name:________________________________________
First Name:_______________________________________
M.I.:______________________________________________

Local Address during current semester:__________________________
Apartment/Unit #:____________________________

City:________________________________________
State:_____________________________________
ZIP Code:_____________________________________

Home Address:_________________________________________
(if other than above):
Street Address:________________________________________
Apartment/Unit #:____________________________
City:________________________________________
State:_____________________________________
ZIP Code:_____________________________________

Home Phone:__________)________________________Alternate Phone:__________)____________________

E-mail Address:______________________________________

Emergency Contact Information

Full Name:_________________________________________

Last Name:________________________________________
First Name:_______________________________________
M.I.:______________________________________________

Primary Phone:__________)________________________Alternate Phone:__________)____________________

Relationship:_____________________________________

Field Questionnaire

Please check each item accordingly:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>If YES, specify:</th>
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<tbody>
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<td></td>
<td></td>
<td>If NO, what is your plan to get to a community agency?</td>
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</table>

During your field internship, will you have a car available for transportation?

Do you have CWEB funding?

Do you speak another language?

Will you be employed during the academic year?

Rank the following areas of interest to assist in determining your field practicum site. (List from first to last in each category, beginning with the most preferred.)

**AGE**
- Children (birth-8 years)
- Youth (8-12 years)
- Adolescents (12-21 years)
- Adults (21-66 years)
- Senior Citizens (65+ years)
- No Preference

**FIELD**
- Mental Health
- Child Welfare
- Medical
- School
- Homeless Programs
- Geriatrics Programs
- Domestic Violence Programs
- Veteran’s Programs
- Other: specify

**SETTING**
- Residential
- In Home
- Community Based
- Other: specify

Location preference (check one):

- Erie Area
- Meadville Area
- Union City
- Other: specify

- Corry
- Erie County
- Crawford County
What do you want to accomplish during your field internship? Please be specific.

List any special circumstances or accommodations to be considered in arranging your field internship experience (to include work schedule):

NOTE:
- Please attach:
  - Your updated professional resume

Permission to Release Information
Consent: I give my permission to share this information with prospective field internship agencies.

☐ YES  ☐ NO Date:

Supporting Documentation for Field Placement

PLEASE NOTE: The following information MUST BE submitted ONE MONTH prior to the start of the student’s internship. No student will be allowed to begin his/her placement without providing the Social Work Field Office with the documents listed below. All documents must be current within one year of the start of the student’s placement.

☐ NASW Membership
☐ Malpractice Insurance Certificate ($1,000,000 / $3,000,000)
☐ PA Child abuse history clearance (Act 33) or date of application
☐ FBI Fingerprint/Background Check
☐ PA State police request for criminal record check (Act 34) or date of application

AUTOMOBILE USE POLICY:
It is the policy of the Social Work Department to discourage the use of the student’s personal vehicle for practicum agency activities, especially the transportation of clients. All students should be aware of the liability and risks associated with this activity and assure themselves that adequate auto vehicle insurance coverage is in place should they decide to use the vehicle for this purpose. Edinboro University of PA can assume no liability for consequences related to this decision. Any student who has a driver’s license and will utilize a personal vehicle for travel to and from the practicum must provide the field coordinator with a copy of his/her license and current auto insurance for the vehicle to be used, prior to the beginning of the field practicum.

ACT 33 CLEARANCE POLICY:
Students entering a field practicum should be aware that some agencies do require background checks on all interns. As this process will involve a Criminal Record Check, FBI Fingerprinting and a DPW Child Abuse History Clearance, students should be aware of these possible activities and if appropriate, discuss potential difficulties with the Field Internship Coordinator prior to the assignment of a field practicum.

Internship Data – TO BE COMPLETE BY SOCIAL WORK DEPARTMENT

| Internship Site: |  |
| Field Instructor: |  |
| Address: |  |
| Street Address | Suite/Unit # |
| City | State | ZIP Code |
| Field Coordinator’s Signature: | Date: |
BSW Field Education
Application for Practicum Where Student is Employed

Student/Employee............................................... Date ........................................

Agency Name...........................................................................................................

Agency Executive Director Name...............................................................................

Agency Affiliation Agreement (Y) ______ (N)__________

Current Employment Information

Dates of Employment ...................................................................................................

Current Hours of Employment ....................................................................................

Employment Position and Department ........................................................................

Employment Department/Program Address ..............................................................

Employee’s Job Supervisor..........................................................................................

Will the employee/student continue to work in their current position as well as completing their field practicum in another program within the agency? (Y) ________ (N)__________

Employee/student: Please provide a brief description of your current job responsibilities:
Proposed Field Placement Information

Department ____________________________________________________________

Address ______________________________________________________________

Telephone Number ______________________________________________________

Field Practicum Hours _________________________________________________

Can the agency program provide the learning activities/tasks to address the Field Education Learning Contract competencies? (Y)___ (N)___

Describe the new field internship/practicum responsibilities and how they differ from the student’s job responsibilities:

Field Instructor Job Title _________________________________________________

Field Instructor’s Department _____________________________________________

Length of Time at Employment Site _______________________________________

Years Post BSW/MSW Experience _________________________________________

Field Instructor’s telephone number _______________________ Fax ________________

Field Instructor’s e-mail ________________________________________________

Previous Supervision Experience (Y)___ (N)___

Student Signature/Date _________________________________________________

Job Supervisor Signature/Date ____________________________________________

Field Instructor Signature/Date __________________________________________

Field Education Director Signature/Date _________________________________
FIELD INSTRUCTOR CREDENTIAL FORM
Social Work Department

Student’s Name: ________________________________________________

Field Instructor: ___________________________ Date:______________

Degrees Held

_____ BSW, College/University: ________________________________
Graduation Date: ______________________________________________

_____ Other Bachelor Degree, College/University: __________________
Graduation Date: ______________________________________________

_____ MSW/MSSA, College/University: ____________________________
Graduation Date: ______________________________________________

_____ Other Graduate Degree, College/University: __________________
Graduation Date: ______________________________________________

If applicable:

Years Post BSW Work Experience: ______________________________

Years Post MSW Work Experience: ______________________________

Licenses/Certifications Held: _________________________________

Current Position/Title: _______________________________________

Organization: ________________________________________________

Address: _____________________________________________________

Office Phone: ___________________________ Cell: __________________

Email Address: _______________________________________________

Years as Field Instructor: _____________________________________

PLEASE RETURN TO YOUR STUDENT INTERN
Learning Contract

STUDENT: ____________________________  DATE: __________
AGENCY: _____________________________  PROGRAM: ______________
FIELD INSTRUCTOR: _________________  FIELD LIAISON: ____________

INSTRUCTIONS: Students (in concert with their field education instructors) are to identify activities that will assist them in demonstrating the following competencies. Students & field instructors will describe how their competencies will be evaluated. A draft of the contract will be completed and submitted to the faculty field liaison by the 3rd week of classes with the final version to be submitted by week 5.

BSW Core Competencies

1: Intern identifies as a professional social worker and conducts himself/herself accordingly.
2: Intern applies social work ethical principles to guide his or her professional practice.
3: Intern applies critical thinking to inform and communicate professional judgments.
4: Intern engages diversity and difference in practice.
5: Intern advance human rights and social and economic justice.
6: Intern engages in research-informed practice and practice-informed research.
7: Intern applies knowledge of human behavior and the social environment.
8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.
9: Intern responds to contexts that shape practice.
10: Intern engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.
Competence #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.
- Advocates well for client access to the services of social work
- Practices personal reflection and self-correction to assure continual professional development
- Attends well to professional roles and boundaries
- Demonstrates professional demeanor in behavior, appearance, and communication
- Engages in career-long learning and growth
- Uses supervision and consultation effectively

<table>
<thead>
<tr>
<th>Activities to Achieve</th>
<th>Evaluation Criteria</th>
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<tbody>
<tr>
<td>Learning objective 1:</td>
<td>1:</td>
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<td>Learning objective 2:</td>
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</table>

Competence #2: Intern applies social work ethical principles to guide his or her professional practice.
- Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)
- Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers / International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerates well ambiguity in resolving ethical conflicts
- Is able to apply strategies of ethical reasoning to arrive at principled decisions
### Competence #3: Intern applies critical thinking to inform and communicate professional judgments.
- Is skilled at distinguishing, appraising, and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom
- Is skilled at analyzing models of assessment, prevention, intervention, and evaluation
- Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- Has good assessment skills
- Has good problem-solving skills
- Has good data gathering skills
- Analyzes complex material well
- Is skilled in using critical thinking augmented by creativity and curiosity

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<td>Activity 2.1</td>
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</table>
Learning objective 2:  
Activity 2.1  
Activity 2.2

Competence #4: Intern engages diversity and difference in practice.
- Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences
- Views herself or himself as a learner and engages those he or she works with as informants
- Treats diverse clients with dignity and respect
- Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation

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</table>
Competence #5: Intern advances human rights and social and economic justice.
- Understands the forms and mechanisms of oppression and discrimination
- Is skilled at advocating for human rights and social and economic justice
- Is skilled at engaging in practices that advance social and economic justice
- Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights
- Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education

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</table>

Competence #6: Intern engages in research-informed practice and practice-informed research.
- Is skilled at using practice experience to inform research
- Is skilled at employing evidence-based interventions
- Is skilled at evaluating her or his practice
- Is skilled at using research findings to improve practice, policy, and social service delivery
- Comprehends quantitative research
- Comprehends qualitative research
- Understands scientific and ethical approaches to building knowledge
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**Competence #7: Intern applies knowledge of human behavior and the social environment.**
- Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Is skilled at critique and applying knowledge to understand person and environment
- Is knowledgeable about the range of social systems in which people live
- Is knowledgeable about the ways social systems promote or deter people in maintaining or achieving health and well-being
- Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development
- Is knowledgeable about human behavior across the life course
Competence #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.
- Is skilled at analyzing, formulating, and advocating for policies that advance social well-being
- Is skilled at collaborating with colleagues and clients for effective policy action
- Is knowledgeable about the history of social policies and services
- Is knowledgeable about current social policies and services
- Is knowledgeable about the role of practice in policy development
- Understands that policy affects service delivery
- Actively engages in policy practice

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**Competence #9: Intern responds to contexts that shape practice.**
- Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services
- Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice
- Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively

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**Competence #10: Intern engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.**
- Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities
- Is skilled at using empathy and other interpersonal skills
- Develops a mutually agreed-on focus of work and desired outcomes
- Is skilled at collecting, organizing, and interpreting client data
- Is skilled at assessing client strengths and limitations
- Develops mutually agreed-on intervention goals and objectives
- Is skilled at selecting appropriate intervention strategies
- Initiates actions to achieve organizational goals
- Is skilled at implementing prevention interventions that enhance client capacities
- Is skilled at helping clients resolve problems
- Is skilled at negotiating, mediating, and advocating for clients
- Is skilled at facilitating transitions and endings
- Is skilled at critically analyzing, monitoring, and evaluating interventions

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Student: ____________________________ Date: __________
Field Instructor: ____________________________ Date: __________
Field Liaison: ____________________________ Date Submitted: __________
Date Approved: ________________
DEPARTMENT OF SOCIAL WORK
Field Internship Time Sheet

Program Placement (Check one): _________________ BSW _______________ MSW

Student Name: ________________________________ Agency Name: ________________________________

Field Start Date: ______________ Field Instructor Name: ________________________________

Semester (Check one): ____ Fall ____ Spring ______________ Month Year ____________

Hours from Previous Month: ______________ Total Hours to Date: ______________

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<tr>
<th>DATES</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat/Sun</th>
<th>Week Total</th>
<th>Field Instructor Initials</th>
<th>Comments</th>
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<th>TOTALS</th>
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</table>

Student Signature: ________________________________ Date: ______________

Field Instructor Signature: ________________________________ Date: ______________

Note: BSW Minimum Hours Required = 450 MSW 1st Year Total = 400 MSW 2nd Year Total = 500

Comments: ________________________________
Field Education Emergency Contact Form
Please complete and return to the Field Office

Intern
Name: ___________________________  Location in placement: ___________________________
Primary work phone: __________ - _______ ext ________ Pager # ________________
Secondary work phone: __________ - _______ ext ________ Pager # ________________
Primary home phone: __________ - _______
Cell phone: __________ - _______
Email: _________________________

Placement Supervisor
Name: ___________________________  Location in placement: ___________________________
Primary work phone: __________ - _______ ext ________ Pager # ________________
Secondary work phone: __________ - _______ ext ________ Pager # ________________
Primary home phone: __________ - _______
Cell phone: __________ - _______
Email: _________________________

Alternative Contact Person at Placement
Name: ___________________________  Location in placement: ___________________________
Primary work phone: __________ - _______ ext ________ Pager # ________________
Secondary work phone: __________ - _______ ext ________ Pager # ________________
Primary home phone: __________ - _______
Cell phone: __________ - _______
Email: _________________________

Faculty Field Liaison
Name: ___________________________  Alternative Faculty Contact
Primary work phone: __________ - _______  Name: ___________________________
Secondary work phone: __________ - _______  Primary work phone: __________ - _______
Primary home phone: __________ - _______  Secondary work phone: __________ - _______
Cell phone: __________ - _______
Cell phone: __________ - _______
Email: _________________________  Email: _________________________
Rating Scale for Evaluation of Field Placement Performance

Student ________________________________________________

Agency ________________________________________________

Field Instructor ___________________________ Faculty field liaison

Instructions for Rating Interns on the 10 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 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

<table>
<thead>
<tr>
<th>1</th>
<th>The intern has not met the expectations in this area, and I do not anticipate that the intern will meet the expectations in this area in the near future</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The intern has not as yet met the expectations in this area, but I anticipate that the intern will meet the expectations in the near future</td>
</tr>
<tr>
<td>3</td>
<td>The intern has met the expectations for interns in this area</td>
</tr>
<tr>
<td>4</td>
<td>The intern is functioning above expectations for interns in this area</td>
</tr>
<tr>
<td>5</td>
<td>The intern has excelled in this area</td>
</tr>
<tr>
<td>n/a</td>
<td>Not applicable, as the intern has not had the opportunity to demonstrate competence in this area</td>
</tr>
</tbody>
</table>

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.

This evaluation is intended to give the intern feedback about her or his performance. The agency field instructor’s rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty field liaison has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: the faculty field liaison’s overall evaluation of the student’s performance in placement in conjunction with the agency field instructor’s evaluation; intern logs; seminar participation; other assignments.
**Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Intern:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Met</th>
<th>Met</th>
<th>Excels</th>
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<tbody>
<tr>
<td>1.1 Advocates well for client access to the services of social work</td>
<td>1 2 3 4 5</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>1.2 Practices personal reflection and self-correction to assure continual professional development</td>
<td>1 2 3 4 5</td>
<td>na</td>
<td></td>
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<td>na</td>
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<tr>
<td>1.4 Demonstrates professional demeanor in behavior, appearance, and communication</td>
<td>1 2 3 4 5</td>
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<td>1.5 Engages in career-long learning and growth</td>
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<tr>
<td>1.6 Uses supervision and consultation effectively</td>
<td>1 2 3 4 5</td>
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Comments:

**Competency #2: Intern applies social work ethical principles to guide his or her professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Intern:

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Comments:
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Comments:

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Comments:

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Comments:
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Comments:

Competency #9: Intern responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Intern:

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<tr>
<td>9.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
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</table>

Comments:
Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive process of engagements, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Intern:

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<tbody>
<tr>
<td>Substantively and affectively prepares for action with individuals, families,</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>groups, organizations, and communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is skilled at using empathy and other interpersonal skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Develops a mutually agreed-on focus of work and desired outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at collecting, organizing, and interpreting client data</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at assessing client strengths and limitations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Develops mutually agreed-on intervention goals and objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at selecting appropriate intervention strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Initiates actions to achieve organizational goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at implementing prevention interventions that enhance client capacities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at helping clients resolve problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at negotiating, mediating, and advocating for clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at facilitating transitions and endings</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Is skilled at critically analyzing, monitoring, and evaluating interventions</td>
<td>1</td>
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</table>

Comments:
### Overall Evaluation at MIDTERM:

Please check one of the following:

- [ ] 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.

- [ ] 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 meeting the expectations of a field placement intern.

- [ ] This intern is excelling in field placement by performing above expectations for interns.

**Comments/elaboration:**

---

**Signature of Agency Field Instructor**

Agency ___________________________  __  Date __________________________

**The following section should be completed by the intern:**

My agency field instructor and faculty field liaison have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- [ ] I agree with the evaluation
- [ ] I do not agree with evaluation

**Intern’s Signature** ___________________________  __  Date __________________________

Note: If the intern disagrees with the evaluation, she/he should state that disagreement in writing and submit a copy to both the agency field instructor and the faculty field liaison. A meeting between the student, agency field instructor, and faculty field liaison should then be held to discuss the disagreement.

*The Social Work Department of Edinboro University of PA gratefully acknowledges the permission of Dr. Charles Zastrow to modify and utilize the above instrument.*
Social Work Department
BSW Program
Student Evaluation – Final

Rating Scale for Evaluation of Field Placement Performance

Student ________________________________________________

Agency ________________________________________________

Field Instructor ___________________________ Faculty field liaison

Instructions for Rating Interns on the 10 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 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

<table>
<thead>
<tr>
<th></th>
<th>The intern has not met the expectations in this area, and I do not anticipate that the intern will meet the expectations in this area in the near future</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The intern has not as yet met the expectations in this area, but I anticipate that the intern will meet the expectations in the near future</td>
</tr>
<tr>
<td>3</td>
<td>The intern has met the expectations for interns in this area</td>
</tr>
<tr>
<td>4</td>
<td>The intern is functioning above expectations for interns in this area</td>
</tr>
<tr>
<td>5</td>
<td>The intern has excelled in this area</td>
</tr>
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</table>

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.

This evaluation is intended to give the intern feedback about her or his performance. The agency field instructor’s rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty field liaison has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: the faculty field liaison’s overall evaluation of the student’s performance in placement in conjunction with the agency field instructor’s evaluation; intern logs; seminar participation; other assignments.
Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Intern:

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Comments:

### Competency #9: Intern responds to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Intern:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Met</th>
<th>Met</th>
<th>Excels</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.2 Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

Comments:
Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive process of engagements, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Intern:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Met</th>
<th>Met</th>
<th>Excels</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Substantively and affectively prepares for action with individuals, families,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>groups, organizations, and communities</td>
<td></td>
<td></td>
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<tr>
<td>10.2 Is skilled at using empathy and other interpersonal skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>10.3 Develops a mutually agreed-on focus of work and desired outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.4 Is skilled at collecting, organizing, and interpreting client data</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.5 Is skilled at assessing client strengths and limitations</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.6 Develops mutually agreed-on intervention goals and objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>10.7 Is skilled at selecting appropriate intervention strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.8 Initiates actions to achieve organizational goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.9 Is skilled at implementing prevention interventions that enhance client</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>capacities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.10 Is skilled at helping clients resolve problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.11 Is skilled at negotiating, mediating, and advocating for clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.12 Is skilled at facilitating transitions and endings</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.13 Is skilled at critically analyzing, monitoring, and evaluating interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:
**FINAL OVERALL EVALUATION:**

Please check one of the following:

- [ ] 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.

- [ ] This intern is not yet ready for beginning level social work practice.

- [ ] This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.

- [ ] 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.

**Comments/elaboration:**

Signature of Agency Field Instructor ____________________________________________

Agency ___________________________ __ Date _________________

*The following section should be completed by the intern:*

My agency field instructor and faculty field liaison have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- [ ] I agree with the evaluation
- [ ] I do not agree with evaluation

Intern’s Signature ___________________________ __ Date _________________

Note: If the intern disagrees with the evaluation, she/he should state that disagreement in writing and submit a copy to both the agency field instructor and the faculty field liaison. A meeting between the student, agency field instructor, and faculty field liaison should then be held to discuss the disagreement.

*The Social Work Department of Edinboro University of PA gratefully acknowledges the permission of Dr. Charles Zastrow to modify and utilize the above instrument.*
Field Instructor Evaluation of the BSW Field Program

We are requesting your participation in our on-going evaluation of the BSW Field Program. This evaluation should include your most recent experience with our Field Internship Program. Information will be reviewed by the Director to assess the need for changes in our field program.

Name (optional):

Agency (optional):

Faculty field liaison:

Date:

Student Placement Process

1. Were you notified of the student's starting date in time to be adequately prepared? ☐ YES ☐ NO ☐ N/A

2. Do you think you were given adequate information in the placement process? ☐ YES ☐ NO ☐ N/A

3. Did the student present in a professional manner for the interview? ☐ YES ☐ NO ☐ N/A

4. Has the student been a good “fit” for you and the agency? ☐ YES ☐ NO ☐ N/A

Liaison

1. How many times did your faculty field liaison make contact with you this semester? ________

2. How many times did your faculty field liaison visit your agency this semester? ________

3. Did you receive information on how to reach your liaison? ☐ Yes ☐ No

4. If you attempted to contact the liaison via messages, did s/he return the contact in a timely fashion? ☐ YES ☐ NO ☐ Not Applicable

5. Do you think your liaison was sufficiently knowledgeable to be helpful working with students? ☐ YES ☐ NO

6. If you had problems with a student, was the liaison helpful in resolving the problem? ☐ YES ☐ NO ☐ Not Applicable

Suggestions/comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Other information
1. The Field Manual is the main way information regarding field is disseminated. Overall, how would you rate the field manual in terms of:

- Ease of use  
  - Unsatisfactory □  
  - Fair □  
  - Good □

- Help in understanding field policies and procedures  
  - Unsatisfactory □  
  - Fair □  
  - Good □

- Relevance to field instruction  
  - Unsatisfactory □  
  - Fair □  
  - Good □

Comments/suggestions:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Overall, how would you rate the EUP BSW field program?
- Excellent □  
- Good □  
- Fair □  
- Below average □  
- Unsatisfactory □

Comments/suggestions:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
BSW PROGRAM
STUDENT EVALUATION OF FIELD SITE
(TO BE COMPLETED BY THE STUDENT AT THE END OF THE SEMESTER)

The information you provide in this evaluation will be reviewed by the Field Director. It will be used to make improvements in the field program. Only general information in aggregate form will be shared with the agency, the field instructor, the field liaison and future students. Aggregate data will be presented in increments of three years and only if \( N \geq 3 \). This decreases the likelihood that an individual student may be identified.

Student __________________________________________________________
Agency __________________________________________________________
Agency Field Instructor _____________________________________________
Faculty field liaison ______________________________________________
Field Seminar Instructor _____________________________________________
Date ______________

SCALE:  NA (not applicable)   1 = unsatisfactory   2 = satisfactory   3 = excellent

How would you rate:

1. Your orientation to the agency?
   ______

2. The agency’s receptivity to student?
   ______

3. The availability of a suitable working space?
   ______

4. The adequacy of other resources (phone, computer, copier)?
   ______

5. The agency’s compliance with the NASW Code of Ethics?
   ______

6. The accessibility of your agency field instructor?
   ______

7. The degree of structure provided?
   ______
8. Consistency of assigned tasks with field learning goals? ____

SCALE:  NA (not applicable)  1 = unsatisfactory  2 = satisfactory  3 = excellent

How would you rate:

9. The amount of feedback received? ____

10. The utility of faculty field liaison’s visits? ____

11. Faculty field liaison’s guidance on developing a learning contract? ____

12. Your degree of satisfaction with the resolution of field concerns? ____

13. The overall quality of your field seminar this semester? ____

14. The overall quality of your internship experience this semester? ____

Please explain any unsatisfactory ratings

Other Comments

Student Signature

Please return this form in a sealed envelope to: BSW Field Education Director
Department of Social Work
Edinboro University
Edinboro, PA 16444
Liaison
Name________________________________________ Semester________ Year_________

Student
Name_________________________________________________________________________

Agency
Name_________________________________________________________________________

Field
InstructorName_________________________________________________________________

Date of First Visit (to be completed before mid-semester)_________________________

The agency has adequate office space and supplies for the student. ____Yes ____No
Comment________________________________________________________________________

The student has received appropriate orientation to the agency. ____Yes ____No
Comment________________________________________________________________________

The student is receiving regularly scheduled supervision time. ____Yes ____No
Comment________________________________________________________________________

The field instructor you met with is the person named on your list. ____Yes ____No
Comment________________________________________________________________________

The field instructor has a current field policy/procedure manual. ____Yes ____No
Comment________________________________________________________________________

The objectives and tasks identified in the learning contract are appropriate to the student’s
category. ____Yes ____No
Comment________________________________________________________________________
The student is able to identify her/his areas of strengths/limitations. ____ Yes ____ No

Comment__________________________________________________________

The student is meeting the required number of hours. ____ Yes ____ No

Comment__________________________________________________________

The student has an understanding and appreciation of the ethics and values of the profession. ____ Yes ____ No

Comment__________________________________________________________

The student has an understanding of the role of social work within the agency setting. ____ Yes ____ No

Comment__________________________________________________________

The Student is demonstrating professional behavior and competencies appropriate for his/her educational level. Yes /Comments________________________

If not please explain and identify action to be taken.____________________________________

__________________________________________________________

__________________________________________________________

Liaison
Signature_____________________________________________ Date_____

Field Instructor
Signature_____________________________________________ Date_____

Student
Signature_____________________________________________ Date_____
Date of Second Contact (completed after mid-semester)___________________

Issues discussed were:

Student has met the competences as identified in the learning contract

Satisfactory /comments__________________________________________________________

Unsatisfactory/comments________________________________________________________

**Has student completed the required hours for field education**

BSW Minimum 450 hours total hours______________________

MSW Foundation 400 hours total hours______________________

MSW Concentration 500 Hours total hours______________________

**Student Evaluations completed**

BSW: Midterm Y/N______________ Final Y/N__________

MSW Foundation 1st Semester Y/N__________ 2nd Semester Y/N__________

MSW Concentration 1st Semester Y/N__________ 2nd Semester Y/N__________

Liaison
Signature__________________________________________ Date______________________

Field Instructor
Signature__________________________________________ Date______________________

Student
Signature__________________________________________ Date______________________