I. INTRODUCTION

The purpose of this manual is to acquaint students in field practice and their field instructors with the educational objectives and the administrative procedures of the Hood College social work field education program. It is designed to clarify expectations so that students’ learning is maximized. To some extent, expectations are part of a dynamic process—a synthesis of the objectives of the student, the sponsoring agency and the college. Thus, the manual establishes basic expectations for relevant parties but is not intended to constrict the student’s first exposure to social work practice. It provides a framework whereby the field agency, the student, and the social work program have a common understanding of what is perhaps the most important component of the student’s studies—the field practice experience.

DESCRIPTION OF THE HOOD COLLEGE SOCIAL WORK PROGRAM

A. Hood College

Since its inception in 1893, Hood College has been committed to providing quality education for women and now men as well, within a framework of individualized instruction, which emphasizes both the liberal arts and career preparation. Consistent with this commitment, social work courses are part of the college’s liberal arts curriculum.

B. Evolution of the Hood Social Work Program

The Department of Sociology and Social Work was created in the fall of 1973 as a result of the decision of the college to add career-oriented programs to its already strong liberal arts curriculum. Prior to 1973, the Department of Economics and Sociology offered only a few social work courses. With the creation of the Department of Sociology and Social Work in 1973, the college expanded its course offerings in the field. The departmental faculty devised and implemented a social work concentration within the sociology major in the same year.
Considerable change and growth has taken place in the Social Work Program since 1973. During the 1978-79 academic year, the college and department worked with students, area social work professionals, college administrators and the Hood Curriculum Development Committee to develop social work as a major academic area of study. Social work faculty additions, increased library and media resources and administrative support for the social work major demonstrate, and continue to reflect, Hood’s commitment to professional social work education in the Frederick and surrounding areas. The Social Work Program has evolved within standards established by the Council on Social Work Education. It was initially accredited by that body in the spring of 1981 (retroactive to 1980) and was reaffirmed: in 1986, 1994, 2002 and 2009.

C. Mission, Goals and Objectives of the Social Work Program

The Social Work Program of Hood College is committed to the provision of quality education, grounded in a strong liberal arts foundation, and integrated with the knowledge, methods, values and ethics of the social work profession. The program strives to create a dynamic learning environment that fosters the strengths each student brings to the educational process. The program also promotes the development and advancement of professional knowledge, practice, research, and services relevant for diverse populations while addressing social and economic justice and other challenges for the future. The curriculum also focuses on providing all students with basic competencies that will prepare the students for practice in an aging society. All social work courses highlight the human needs that social workers address across the life span, particularly the needs of the older adults.

Consistent with the mission of the Social Work Program and the College, the following goals of the Social Work Program emerged through a collaborative effort by the social work faculty, social work field instructors, and the Social Work Advisory Committee:
1. To prepare students for lifelong learning and critical thinking through an educational process that combines a liberal arts foundation with professional social work education.

2. To prepare students for beginning generalist practice with individuals, families, small groups, organizations, and communities.

3. To prepare students to work with oppressed, diverse, and at-risk populations and advocate for social and economic justice.

4. To integrate the social work program with the social work practice community through collaboration and knowledge development.

Program goals 1 through 3 address the mission of quality education and the preparation of students for practice. Program goal 4 addresses the mission of development and enhancement of knowledge, and recognizes the interdependent nature of the program’s relationship with members of the practice community, both locally and nationally. Field objectives related to EPAS (2008) competencies and practice are set up such that each student will be able to:

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual
development and behavior across the life span and the interactions among individuals and
between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice
   interventions.

10. Use communication skills differentially across client populations, colleagues, & communities.

11. Use supervision and consultation appropriate to social work practice.

12. Function within the structure of organizations and service delivery systems and seek
    necessary organizational change.

13. In addition, the program has established the following objectives in relation to community
    relations and knowledge building. The Hood College Social Work Program will:

14. Collaborate with practicing social workers, especially in the Frederick community, to identify
    community service needs and to assist in developing resources to address those needs.

15. Provide opportunities for faculty and student involvement in research and writing.

D. The Curriculum

The student who elects a social work major must complete 38 credits in required social work
courses and 25 credits in foundation courses in addition to the core curriculum required of all Hood
students. The social work curriculum consists of four sequences: Human Behavior in the Social
Environment, Social Work Methods, Social Research, and Social Policy and Social Service
Institutions. The major is organized so that most of the courses in these sequences are taken during
the junior and senior years. The curriculum is based upon standards set forth by the Council on
Social Work Course Requirements

Introduction to Social Work and Human Services (SOWK 201)
Social Policy and Human Service Programs (SOWK 301)
Human Lifecycle and the Social Environment (SOWK 345)
Social Work Methods I (SOWK 342)
Social Work Methods II SOWK (442)
Social Work Field Practicum and Seminar (SOWK 445A and B)
Social work Field Practicum and Seminar (446A and B)
Seminar on the Social Work Profession (SOWK 452)
Social Work Elective (SOWK 214, 217, 302, 312, 327, or 330)

Foundation Course Requirements

Principles of Sociology (SOC 101)
Social Problems (SOC 215)
The Philosophy and Methods of Social Research (SOC 260)
Quantitative Methods of Social Research (SOC 261)
Biology of Aging (BIOL 132)
Economics (ECON 205) or Social Inequality (SOC 300)
General Elective (Specified Anthropology, Psychology or Sociology courses)

E. Other Information about the Program

Hood College has three full-time social work faculty members. Experienced social work practitioners teach the social work electives. A member of the sociology faculty teaches the required social research classes (SOC 260 and SOC 261). The program uses guest speakers, field trips, online instruction and special presentations to supplement classroom learning. We welcome and rely on the expertise and consultation of field instructors.

In 2002, Hood College was one of 67 social work programs that participated in the Geriatric Enrichment of their Social Work Education program, which was funded by the John A. Hartford Foundation through the Council on Social Work Education. Through this project, the social work faculty changed the curriculum so that it is “infused” with content and learning activities that will ensure that all students are prepared to work with older adults in any agency setting.

Students must agree to abide by the NASW Code of Ethics (https://www.socialworkers.org/pubs/code/code.asp) before going into the field practicum.
III. FIELD INSTRUCTION

Under ordinary circumstances, the student will have completed all basic courses in the social work major prior to beginning the field practice courses in the senior year. This includes Social Work 342: Methods I which focuses upon social work with individuals and the planned change process and Soc 260: Methods of Social Research. The senior year is reserved for the two semesters of field practice, which are undertaken concurrently with Social Work Methods II and the Seminar in the Social Work Profession. This field sequence allows the student to come to the field experience with some knowledge and training in practice skills and affords the student an opportunity to integrate classroom studies and field practice. Students complete 500 hours of field instruction at one placement two days per week (16 hours), from the first week of school in August through the first week of May.

The field instruction curriculum is integrated with the field evaluation forms for both fall and spring semesters. The curriculum is built upon knowledge, skill and value competencies. These competencies reflect practice behaviors taught through the academic courses, including field practicum courses. The evaluation process is intended to measure the student's progress toward achievement of these outcomes. In addition, the weekly Field Instruction Seminar is required for all students in the field. In this course, students take increasing responsibility for discussion of common practice issues, presenting cases, and asking for and providing feedback to their peers.

A. Objectives of Field Instruction

The central objective of the Social Work Program is to prepare a competent social work generalist for entry-level professional practice. The field instruction component of the program provides the student with opportunities for the development of competence by application of knowledge and acquisition of practice skills through direct service to clients under the supervision of
an experienced worker. The curriculum is designed to meet general and specific learning and skill objectives and to expand the knowledge base through exposure to agency policies and procedures. The field instructor works with the student to build a constructive learning experience based upon these objectives. The following activities are essential requirements for achievement of the objectives:

1. Exposure to and participation in the human services network of which the agency is a part;
2. Direct practice with agency clients including experience with individuals, families, groups, organizations, and communities;
3. Consultation with agency staff concerning client services;
4. Familiarization with agency requirements for client records;
5. Familiarization with the community and the constituency served by the agency.

These activities will offer the student exposure to different facets of the work of the field setting and subsystems found within it. Working collaboratively, the student and the field instructor will identify more focused learning experiences and goals, which they will articulate in the student’s learning contract.

B. Selection of Field Setting

Agencies selected as field settings provide social work services according to professional standards and are willing to assign agency staff to provide field instruction. Agencies are selected to expose students to a range of diverse populations and environmental situations. Preferably, field instructors have the MSW degree, a minimum of two years’ post-master’s experience, and licensure at the LCSW or LCSW-C level. However, an individual with a bachelor’s level social work degree and at least five years post-degree experience will also be considered as a field instructor. The prospective field instructor submits a resume which becomes a part of the agency record maintained by the Field Director. The agency representative (the field instructor and/or an agency administrator) is required to enter into a “Letter of Agreement” with the college, which indicates the

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responsibilities of the college and the agency. Locations of field practice agencies are decided based primarily on the availability of the very best learning experience for each individual student and the student’s ability to travel to the agency. Students are placed in a particular field placement following an interview with the social work program, and completion of a field preference form in spring of their junior year. Student’s preferences are considered but the final decision rests with the Field Director based on availability of sites and learning needs that have been identified for the specific student. Students are required to sign a form agreeing to abide by the NASW Code of Ethics (2008).

If the student is turned down from two different placement interviews, he or she will not be allowed to continue in the social work major. Students may be allowed to apply for re-entry at a later date depending on the circumstances and may be asked to complete certain requirements to qualify for reapplication to the major.

The Social Work Field Program does not use employment-based internships because generalist placement requires exposure to more than one setting. Occasionally, a student intern will be offered a professional position in the field agency during the course of the internship year. The student may not accept this position until the end of the school year.

**Students with Disabilities**

The Americans with Disabilities Act of 1990 provides protection from discrimination for qualified individuals with disabilities. Students who are qualified should have an accommodation letter from the Disability Office at CARR in Rosenstock, Room #330, (X3421) that should be provided to the professor within the first three weeks of class. Accommodations will not be made retroactively. Retroactive accommodations will not be possible. Any student with special learning needs is encouraged to schedule an appointment with the Field Director prior to the beginning of the semester so that together they can plan how to best facilitate student learning and educational development within the course requirements. Accommodations will be made according to the
federal and state laws without altering professional or programmatic standards.

**Drugs and Alcohol**

The abuse of drugs and alcohol by members of the Hood Social Work Program is incompatible with the Hood College community and the profession of social work. Those in need of assistance in dealing with such problems are encouraged to seek the confidential services of the Hood College Wellness Center. The seeking of assistance by a student who is impaired due to drugs and/or alcohol is consistent with the NASW Code of Ethics (2008).

**Background Checks, Health Clearances, and Drug Screening**

The Social Work Program does ask every student if they have been convicted of a felony in the application for admission to the program but does not require background checks or drug panel screening/testing to be submitted to the program. Students are encouraged to disclose any criminal record to the Field Director and the field instructor of the serving agency. All students have prerequisites to starting field practicum including background checks, drug tests, inoculations, Human Resource appointments or other required documentation for agency acceptance.

Students are required to sign a form giving the school and agency permission to discuss any criminal actions that might occur during the placement. It is also important to note that, in order to become licensed, graduates of the program may be required to submit information beyond what the social work program requires. Students with a felony in their background may not be eligible for a license in Maryland and one cannot use the title of “social worker” in Maryland without a license. Many agencies restrict placement opportunities and will not consider an applicant that does not meet their standard for background checks, health clearances, or drug screening.

**C. Administration of the Field Practicum**
Criteria for the Selection of Agencies for Field Practicum

The program applies these criteria in the selection of field instruction settings:

1. Social work must be the principal function or recognized as an ancillary service, (e.g., hospitals.)

2. The learning opportunities must provide for:
   a. Direct work with clients.
   b. Opportunities to use community resources.
   c. Exposure to agency practice and personnel.

3. Each student must have a regular place to work that is always available to the student and is sufficient to the needs of the learning situation.

4. Students must not be isolated from other staff, and they must have opportunities to meet and interact with other staff members, e.g., attending staff meetings.

5. Field instructors attend three field instructor trainings during the academic year including an orientation at the beginning of each school year with lunch and CEUs.

Social Worker Responsible for Overall Direction of the Field Practicum

The Director of Field Education is primarily responsible for the overall direction of the field practicum. The responsibilities of the Director of Field Education are as follows:

1. To advise agency of individual student needs,

2. To assure that the field experience meets the Social Work Program's required outcomes and agency goals.

3. To provide training regarding Program policies, field teaching tools, software, as well as CEU opportunities to expand knowledge and skills in both teaching and clinical areas.

4. To track and maintain student progress in the field, data on evaluations, hours, correction plans for students experiencing difficulty in the field,
5. To develop high quality appropriate generalist field placements in a variety of settings.

**D. Evaluation Procedures**

Students are continuously evaluated throughout the period during which they are in field placement. Evaluation is both a formal and informal process in which the student, the field instructor, and the faculty field liaison collaboratively participate. Due to the variability of the field placements and differing levels of the students’ skills and prior agency experience, the program emphasizes throughout the internship, the progress of the student toward the goals designated in that student’s learning contract related to program competencies and practice behaviors. Both the field instructor and the student participate in the evaluation of the student’s performance. The mid-term evaluation is completed by the field instructor in the seventh week of the semester with consideration of the learning contract, which is drafted by the student and approved by the field instructor by the third week of the placement.

Hood requires three written evaluations, which are completed by the field instructor in conjunction with training by the school and discussion early on with the student. The evaluation forms contain standardized questions based on practice behaviors required plus a request for a narrative discussing the student’s progress. Students and field instructors complete and discuss the evaluation forms **prior** to meeting with the field liaison. The mid-term evaluations are due in the middle of each semester. *Even though it is early in the semester, any concerns at the mid-term should be noted in case they continue to interfere with progress in the field.* The first mid-semester evaluation is especially important in determining the student’s ability to keep up with the requirements of the placement and the expectations of the social work program and the field agency. Field instructors identify students’ learning strengths and gaps as well as the assigned tasks students have received by mid-semester.
The end-of-the-semester evaluation is completed at the end of each semester. The field instructor recommends a pass/fail grade at the end of each semester, but final authority for assigning satisfactory or unsatisfactory (pass/fail) grades rests with the seminar professor. The student’s performance in the field practicum is evaluated by the instructor’s submission of the Senior Field Placement Evaluation Forms. Constructed on a five-point Likert scale, \(1 = \text{unacceptable; } 5 = \text{outstanding}\), the evaluation allows for the rating of student performance and measures changes in the student’s competence levels. By the end of the second semester, most students should achieve “acceptable” (3) ratings in all items. A student who receives a "2" (“needs improvement”) in a threshold item (noted on the form bolded in italics) at the end of the first or second semester is at risk of failing for the semester. The form also asks the field instructor to comment objectively on their student’s performance. All completed evaluations are returned to the instructor and then forwarded to the Director of Field Education for review and recording.

**When Student Problems Develop in Field**

A student may have personal problems that significantly and consistently prevent her or him from functioning effectively in the field. When questions or concerns arise regarding student performance and/or behavior in field placement the following process will begin:

1. The student will meet with the field seminar instructor to discuss the issues. In most cases the seminar instructor will advise the student to explore these issues in detail with the field instructor and will make suggestions for the student to improve her or his performance or address the deficiencies that have been raised.

2. If resolution at this point is unsuccessful, the student will meet with the field instructor and the liaison. The student or the field instructor may contact the liaison to meet together or the Field Director may contact the liaison to apprise them of the situation. The liaison will
speak with the field instructor to gain clarification of the problem areas and to determine the validity of the field instructor’s assessment of the student's deficiencies.

3. If resolution is still unsuccessful, the field instructor, Liaison, and Director will meet with the student to determine the student's suitability for continued field work. If it is determined that the field instructor does not have sufficient reason for the student to be terminated from field, the student will be granted the opportunity to begin another field placement.

At any point in this process, the student may be encouraged to seek counseling through the Wellness Center on campus or through private professional sources. At any point in this process, a referral for a student review (process described below) may be requested. If the above informal attempt at resolution is unsuccessful, if the issues in question are significant such that a student’s suitability for field is in question, or if there has been dangerous or egregious behavior, a formal student review is warranted (see section below on student review). Any student behaving in a manner that could be reasonably considered egregious may be immediately suspended from field work and possibly dismissed from the program. Examples would include but not be limited to: verbalizing a threat to someone, uncontrolled behavior or language, being under the influence of alcohol or illicit drugs, or sexually harassing a peer, faculty member, colleague or client.

After an initial period of orientation, most students adapt well to their field agency setting. When a problem emerges in field, the field instructor, in conjunction with the field liaison, will develop a correction plan for the student that outlines specific behaviors that need to be improved by specific dates. Expectations or consequences of non-compliance should be clearly spelled out.

However, sometimes, it becomes clear that the match between student and agency, or student and field educator, is not a good ‘fit.’ In those situations, steps 1 – 3 should be followed. If there is no improvement, the Director of Field Education should be contacted to discuss options.
At other times, performance problems develop that are cause for concern. Outlined below are procedures for addressing such problems:

1. The primary responsibility for the resolution of problems rests with the student and the field instructor. The hope is that open communication during development of the *Learning Contract*, goal setting, weekly supervisory conferences, and ongoing evaluation of performance will facilitate resolution of any problems that may arise.

2. When the student and field instructor cannot resolve problems, either one should contact the Field Liaison.

3. Field instructors are requested to contact the Liaison whenever they have questions or concerns about their student or about any other field related-matters. If they cannot reach the liaison, they should call the Director of Field Education (301-696-3878, sowbel@hood.edu).

4. The Liaison is responsible for serving as mediator when contacted by either the student or the field instructor. Many situations are successfully resolved through mediation.

5. Problem resolution typically utilizes the following steps:
   a. Student and field instructor make efforts to clarify and resolve the problem.
   b. Either student or field instructor contact the Hood Field Liaison if they cannot resolve the problem themselves. The three of them may meet to try to resolve the problem.
   c. Depending on the situation, the Director of Field Education may be consulted by the field instructor, liaison, and/or the student.
   d. If an agency has an internship coordinator, they may be contacted by the Director of Field Education to assist in problem solving.
e. If the problems cannot be resolved satisfactorily, (1) the field faculty may request that the student be removed from the agency, or (2) a student may request a change in placement. Depending on reasons for removal or request to change placements, the Director of Field Education in consultation with the Program Director will decide whether to move the student to another placement, request that the Program Director grant the student a leave of absence, or convene a Student Review.

Convening a Student Review

If the problem(s) cannot be resolved following the steps above, a Student Review may be convened by the Program Director. The review may occur for a variety of reasons, all related to inappropriate or unethical conduct. The following represents a variety of possible causes for review. It is not meant to be exhaustive; rather it is intended to be exemplary.

1. Behavior that is antithetical to social work values and ethics as explicated by the NASW Code of Ethics (2008);
2. Inability to relate to/communicate with peers, colleagues, agency instructors, or social work faculty;
3. Inability to intern within structures of the college or agency and/or demonstrate competency in utilizing supervision.

The Hood College Social Work Program reserves the right to formally monitor and review any student who has demonstrated behavior or made statements that might be injurious, demeaning or otherwise troubling to concerned parties within the Program or the field placement.

1. A Student Review may be convened by the Field Director at the request of a student, faculty member, or the field instructor. The only people present at the Review shall be the student, the Director of Field Education, other Social Work faculty, and, if the student desires, a
member of the Hood student body selected by the student for support, not active participation in the meeting.

2. The Review Committee's role is to gather information in order to review the student's performance and make a decision, which may include identifying appropriate and realistic alternatives to the student's field placement. The review process seeks to recognize the value social work places on strengths and on people's ability to change and grow, while at the same time realistically evaluating a student's performance.

3. A Student Review may lead to any of several different outcomes. Possible outcomes include the following:

   A. Termination- The student is not permitted to continue in the social work major although he/she may still remain a student at Hood College

   B. Probation- When a remediation plan is formulated jointly with the student to address deficiencies that have been identified, the student is placed on probation. Specific behaviors and timelines are documented. The student may be asked to complete additional volunteer experiences with successful evaluation by a social work supervisor, written reflection assignments, or medical clearance recommendations if the problems interfering in the field are agreed by all to be related to diagnosed medical conditions.

   C. Withdrawal- Students may be required to withdraw from specific courses or the field for a specified period of time, based on the Review.

   D. No action needed- After deliberation, the review may determine that no action is necessary or that the basis of the alleged problem is unfounded.
4. The Review Committee notifies the student and the program director in writing of its decision. A student may accept or appeal the decision of the Review Committee to the Program Director.

5. After reviewing the facts of the case, the program director can agree with the decision of the review committee or render a different decision. That decision will be final.

6. If the student is not satisfied with the decision the student has the option of appealing to the Provost/Vice President of Academic Affairs.

E. **Termination of Field Placement**

   It is the policy of the Social Work Program that the student is entitled to all available assistance to meet the demands of the field experience. The field liaison is available for consultation with students and field instructors on an “as needed” basis beyond the standard three meetings at the field site. Students and field instructors are encouraged to communicate about any concerns first to each other and then to the field liaison. If, after consultation with the field instructor and/or liaison faculty, the student and/or faculty determine that she/he is unable to meet the requirements listed under “Expectations of the Student” or to achieve the learning objectives specified in the field instruction curriculum at a minimum level of consistency, the field experience may be terminated and a grade of unsatisfactory assigned. More specifically, for continuation in the social work program, students must demonstrate the ability to master certain skills that are necessary for generalist social work practice. These include self-awareness, empathy, a non-judgmental attitude, ability to take initiative, and oral and written communication skills appropriate for a beginning professional. Students must demonstrate openness and the ability to work with client systems of many different types in their coursework, volunteer and community service, and their field placement. Students should demonstrate behavior consistent with the NASW Code of
Ethics. Behaviors that are inconsistent with the NASW Code of Ethics and other program requirements (as listed in our Student Handbook) include but are not limited to:

a. Engaging in inappropriate or disruptive behavior toward or making derogatory or pejorative oral or written statements about/towards others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of differences.

b. Inability to work with persons from populations reflecting different racial, ethnic, physical or mental ability, religious, socioeconomic, political, gender, or sexual orientation.

c. Disregard for principles of confidentiality.

d. Inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self.

e. Unwillingness to receive and accept feedback and supervision in a positive manner, and to use such feedback to enhance professional development including a negative or inappropriate response to the gatekeeping process.

f. Inability or unwillingness to communicate with faculty and supervisors about problems that may interfere with successful performance in the field and to take action to actively resolve such problems.

g. Inability to deal with current life stressors through the use of appropriate coping mechanisms including how stress and disappointments are handled.

h. Demonstration of consistently poor written and/or oral communication skills.

i. Poor work habits including the areas of punctuality, attendance, team/group participation, timely completion of documentation and conflict resolution.
If the student’s performance demonstrated the capacity to achieve at a minimal expected level, but it is determined that she/he will be unable to make satisfactory progress in raising the level of performance because of unusual personal circumstances or learning problems, the student will be withdrawn from the field practice course, with the hope that those circumstances will be resolved and that the student can re-apply for a field placement. If a student does not pass practicum and is allowed to repeat the field practicum, he or she must also repeat the seminar that accompanies it and will be required to complete two semesters in a new field placement.

The field experience may be terminated and a new placement developed in the event that the agency fails to meet its responsibilities as described in “Expectations of the Field Setting.” A student may also be reassigned to a new field site for serious personal reasons which continue to impede the student’s learning and/or the agency’s satisfaction with the student despite negotiations among student, agency staff, and field liaison. However, such reassignment would only occur under the most extreme of circumstances. Students who are terminated from a field placement may have the opportunity to be placed in a second placement depending on the circumstances of the dismissal. Students who violate the NASW Code of Ethics guidelines are subject to immediate termination and will not be allowed to continue as a social work major. Students who are allowed to switch to a second placement must pass the second placement. If the student fails in two placements, they will not be allowed to continue in the social work major. Students who leave the placement before the end of the semester related to student-acknowledged physical or mental health problems need to provide medical or psychological clearance before returning to a field placement.

IV. RESPONSIBILITIES OF THE FIELD SETTING AND FIELD INSTRUCTOR, THE STUDENT INTERN, AND THE FACULTY LIAISON

A. Expectations of the Field Setting and Field Instructor

The agency is expected to provide:
1. Learning opportunities that permit analysis of professional staffing procedures;

2. Exposure to a variety of social work intervention modalities;

3. A comparative generalist perspective of the various service components;

4. Physical facilities necessary to accommodate a student intern. These facilities should include desk space, use of a phone, interview areas, computer password and availability, and/or any resources necessary for agency clerical requirements; and

5. An agency field instructor(s) who has (have) the MSW degree and a minimum of two years post-degree practice or the bachelor’s level social work degree and a minimum of five years post-degree experience and who is (are) willing to undergo training in field instruction through Hood College meetings and/or other organized activities.

The Hood College Social Work Program uses written agreements with the field placement agencies. The agency is required to sign a formal student internship agreement (“Letter of Agreement”) with the college and to agree to the principle of non-discrimination as required by law in regard to the acceptance and treatment of student interns. Agency policies pertaining to clients must meet the standards of the National Association of Social Workers (NASW) Code of Ethics. The responsibilities of field instructors are clearly defined as follows:

1. Introduction of students to agency staff and setting, including an orientation to:
   a. student’s function, policies, and goals of the department, agency or institution
   b. the clientele served
   c. agency expectations of the student
   d. agency relationships to the community and other agencies

2. Observation of agency staff members performing social work tasks, e.g. interviewing.
3. Opportunities to attend staff and board meetings when possible.

4. Having students perform meaningful agency work, which is contributory to agency goals. “Busy work” is inappropriate. (Selection of workload should include consideration of student capacity, interests, past experience, agency mission/needs and the goals of the Social Work Program). The development of creative learning opportunities for baccalaureate social work students include participation in individual casework, groupwork, and community service;

5. Opportunities to practice with more than one social worker when possible.

6. **Weekly scheduled supervisory meetings of at least one hour** which include:
   a. helping students prepare for and participate in supervision
   b. explaining the purpose and process of recording where required
   c. emphasis on student success in applying social work values, knowledge and skills in the field assignment
   d. examination of student awareness of the steps taken in performing assignments. (The attitudes and feelings of students while performing social work tasks as well as analysis of and execution of social work tasks and activities should be discussed here.)
   e. review of process recordings and/or case presentations in both semesters.

7. Timely communication of work-related problems to the student first if possible and then to the faculty liaison;

8. In the event of substandard performance, a written outline (a “corrective plan”) informing the student of specific steps to be taken to improve work quality should be discussed. The liaison can assist with the written plan. A copy should be sent to the Director of Field Education.
9. A formal evaluation conference with the student held near the end of the field experience but prior to the preparation of a written evaluation. The evaluation should measure student’s progress against the field evaluation objectives and be shared with and signed by the student.

10. Submission of formal, written evaluation and proposed grade to Director of Field Education by due date (to be specified during each semester).

11. Regular in-person contacts with the field liaison and timely completion of all evaluations.

12. Attendance each year at the Field Internship Instructor’s Meetings (minimally three lunch time CEU meetings during the year) held at Hood College. All other CEU professional workshops sponsored or co-sponsored at Hood will be provided for free to field instructors.

   The agency is also requested (with prior approval of the field instructor and field liaison) to respect the student’s rights to religious observances and college holidays. To facilitate planning, the program will provide field instructors with the Hood College calendar during the initial field instructor’s meeting.

**What Experiences Should the Student Have in the Field?**

Students’ work will vary depending upon the specific setting but all students should have certain common experiences in the field, which comprise the functions of a generalist social worker. They include the opportunity to: work with at least 3-5 individual clients, complete at least one psychosocial assessment, plan and co-lead or lead at least one group (e.g. a support group or psychoeducational group), complete entitlements applications for clients (if relevant in that agency), complete agency documentation, participate in the treatment or rehabilitation planning process, work with families, and complete a community or macro project.
Students must have exposure to the community networks of which the agency is a part. Assignments that help a student gain understanding of the impact of social policies, laws, and regulations on the provision of social services are valued. The community assignment may be related to fund-raising, grant writing, needs assessment, external presentations; facilitating community education and/or actively serving external multidisciplinary meetings, governing bodies, and agency legislative efforts. Students should have some experience in the evaluation of their practice or the agency’s programs. One assignment requires that students gather information about the organizational structure and funding sources of their field agency. There are also process recordings of individual client interviews and psychosocial assessment interviews assigned for the field seminar class. Students learn practice evaluation in their Methods classes, and any assignments or information the instructor might provide related to this would be essential.

The Learning Contract, which students are required to complete by the third week in field, outlines the students’ learning outcomes, strategies, and target dates. The outcomes will be generic, relevant to the expectations outlined above (i.e., “To analyze, formulate, and influence social policies”) whereas strategies will be more specific (e.g., “To identify and obtain approval from field instructor to begin working on a community project of organizing testimony for advocacy day on healthcare policy by at least 3 students” or “To develop a client rights handbook using agency policy information and input of a client group”). Students type the learning contract, using the template provided.

**Use of Personal Vehicle in Field**

Some internships may expect the intern to use his/her vehicle in the performance of field work duties. Issues concerning the use of a personal vehicle in field are not the purview of the Hood College Social Work Program as a whole. The use of one's automobile in field work is the sole decision of the intern. The Social Work Program at Hood College does not provide auto
insurance of any kind, nor is travel reimbursement paid in any way. If agency staff are reimbursed to drive clients, it is expected that students will be reimbursed for the same. If particular concerns exist regarding driving clients, the student should raise them at the point of the agency interview. The Hood College Social Work Program will not encourage or penalize students for their decision to use or not use their vehicles in the performance of internship duties.

B. Expectations of the Student Intern

The student will:

1. Spend two 8-hours days per week (16 hours total) in the agency except when student, field instructor, and field liaison have agreed in advance upon student holidays or breaks. Field placement schedule must be prioritized over employment schedules to maximize learning opportunities. The field calendar has been developed assuming that students will take leave from their agency for only two weeks during the winter break (e.g., from December 22 through January 2). During the rest of winter break, students are expected to report to field education agencies so that they may be consistent in client work during the critical holiday period, and keep up with agency assignments. Students should consult the Director of Field Education with any questions about required hours. Residential students will not be charged for housing in January but must complete a housing form for the Assistant Dean of Students before the end of the first semester.

2. Develop learning contracts in consultation with the field supervisor and the field seminar instructor at the beginning of the 1st semester and at the beginning of the 2nd semester.

3. Be punctual, regular, and consistent in work routines and complete all agency assignments.
4. Maintain a Record of Hours to be signed by the field instructor and may submit it on a biweekly or monthly basis. The complete Record of Hours for the semester should be received as well as the Field Evaluation by the end of each semester. Both student and field instructor must sign the evaluation before the grade is assigned.

5. Dress in accordance with agency standards.

6. Respect the confidential nature of practice in a social service agency concerning all clients and agency personnel.

7. Comply with agency regulations.

8. Comply with the Code of Ethics https://www.socialworkers.org/pubs/code/code.asp as specified by the National Association of Social Workers (NASW, 2008) and sign an agreement to that effect.

9. Discuss agency-related field problems with the agency field instructor first and then with the Field Liaison as necessary.

10. Be punctual and regular in attendance and complete all field and seminar assignments.

11. Openly discuss experiences and concerns with and offer constructive feedback to one’s peers during the seminar meetings.

12. Complete the required 500 hours of field work which includes the agency work (16 hours per week) and the field seminar (2 hours per week) over the academic year beginning the first week of classes in August and ending by May 1st.

13. Show an appropriate level of professional judgment, being careful not to jeopardize the best interests of people for whom they have a professional responsibility. Social workers should not allow their own personal problems, psychosocial distress,
legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility (NASW Code of Ethics, 4.05). Students whose professional judgment and performance are hampered in any way are expected to immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating field internship, or taking any other steps necessary to protect clients and others. Students who are unable to meet any of the academic requirements may be subject to a student review.

Although the majority of field settings present minimal or no risk to students, they must be aware of any risk of physical harm at which they may find themselves, while performing their internship duties. Although incidences of danger are rare for a student, if one arises a student’s first responsibility is to protect her/himself by removing her/himself from the potentially hazardous situation and/or calling for help. Simple precautions such as being aware of one’s surroundings including accessible exits, not entering a building, a house, an apartment, a room, etc. if one feels frightened, calling for back-up, talking with an angry client in a public place (with whatever privacy is necessary) or in the doorway of a private residence, and so forth may help the student avoid any potential threat to her/his well-being. **Students must attend any risk management in-services which are provided by their agency and review the safety manual provided in the seminar.** A student who has questions or concerns regarding her/his personal safety in a particular field placement should address these issues directly with the field instructor and field liaison. The social work program strongly recommends that students purchase professional liability insurance, which is available through NASW Assurance Services at [www.naswassurance.org](http://www.naswassurance.org), on 50 Citizens Way, Suite 304 in Frederick, 1-800-355-3869 for a nominal fee.
Any discrimination and/or harassment (including sexual harassment) directed toward social work interns on the part of clients, agency personnel, and/or faculty will not be tolerated and should be addressed directly with the persons involved, the field instructor, and the faculty liaison. If the student feels unsafe speaking with any or all of these persons, she/he may bring the matter to the Program Director or the Field Director. If the problems are not resolved, she/he may then go to the chair of the Department and if not satisfied, may go to the Provost for advising. Any discrimination and/or harassment of agency clients, personnel, faculty, that is shown to be perpetrated by the student will not be tolerated and may result in the student’s termination in the field or the social work program.

C. **Expectations of the Field Liaison**

The assigned Liaisons are responsible for maintaining contact with the field practice instructors throughout the academic year. The Liaison Role includes:

1. Coordinating student placement activities, such as a plan for groupwork if there are no groups at an agency or identifying an appropriate student community project for students.

2. Maintaining consistent communication with the agency and the student. There will be at least two visits to the agency during the first semester by the liaison and at least one visit during the second semester. (The field instructor, field liaison, and or student can schedule additional meetings as deemed necessary. Telephone contacts and field instructors’ meetings also promote consistent communication throughout the academic year);

3. Monitoring the experience the student is having to ensure the agency meets the educational requirements of the program and to assure that it is appropriate for the individual student;
4. Being available for timely troubleshooting meeting with student and supervisor if needed.

5. Allocating time for discussion of student evaluations during the mid-semester evaluation and the final evaluations for each semester. The liaison will discuss a grade of pass or fail (satisfactory/unsatisfactory) for the student in consultation with the field instructor.

6. Provide field instructors with necessary guidelines and forms such as the Field Instruction Manual and the evaluation forms (hard copy and/or electronically).

Expectations of Hood College are delineated in the “Letter of Agreement” signed by representatives of the college and the agency. The following Leave Policy outlines attendance requirements for social work students in the field.

**Sick Leave:** Students are allowed 1 day per semester for sick leave. However, students must work 500 hours at the field placement from late August to May 1. Students must plan ahead to complete 250 hours by mid-January. For students suffering extended absences, make-up arrangements need to be approved and negotiated with the student, the field instructor, and the Field Director. Extensive absences, no matter what the reason, may result in failure in the field practicum.

**Holidays:** Students are entitled to the breaks and holidays that Hood College takes and obviously will take off on agency holidays. Whether students take holidays other than those specified in the Field Calendar (e.g., Passover), or take holidays of the school or the agency that fall on their assigned days, they need to make up those days. Make-up days must be approved by the Field Director and negotiated with the agency instructor.

**Snow Days:** If it is safe to do so, students should plan on going to the field agency on snow days when the agency is open. If the agency is closed, the student should speak with the field
educator to develop a plan to make up the time. The student should not go to field if roads are
dangerous to negotiate or if the student is uncomfortable driving in the weather.

**Other Absences:** Except for allowable holidays absences from the field setting must be
made up. This includes time lost due to tardiness. In any emergency situation, students are expected
to notify the field educator of their absence. Some students may have difficulty in meeting the
required number of field hours. Students are urged to review the field calendar at the beginning of
the year with their field instructors, so that instructors know well in advance about holidays, and
make-up hours can be planned in collaboration with the instructor. A record of hours is kept by the
student to be signed by the field instructor and must be accurate and precise as ethically required. A
fraudulent record of hours is cause for failure in the field.

**Winter Break:** The field calendar has been developed assuming that students will take leave
from their agency for **only two weeks** during the longer winter break (i.e., from December 22
through January 2nd). During the rest of winter break, students are expected to report to field
education agencies so that they may maintain client contact during the critical holiday period, and
keep up with agency assignments. Residential students will not be charged for housing in January but
**must complete a housing form** for required January courses to the Assistant Dean of Students
during the first semester.
A. Letter of Agreement

August 20, 2015

Dear (Name of field instructor)

On behalf of Hood College, I want to thank you for agreeing to sponsor an internship for (name of student) during the fall ___(year) and spring ___(year). As you know, the social work program could not function without the tremendous support and commitment of practice field instructors. The purpose of the Hood College internship program is to provide students with the opportunity to apply theory learned in the classroom to actual practice situations, to modify their knowledge in light of that experience, and to develop skills necessary for their chosen profession.

Social work student interns enroll for 6 academic credits for each semester for a total of 12 credits for the school year. Since each credit corresponds to forty hours spent working in the field internship, (name of student) has agreed to spend a minimum total of 500 hours.

Please send an up-dated resume and e-mail address if you have not already sent one (e-mail Dr. Lynda R. Sowbel at sowbel@hood.edu). The first of the three field instructor luncheon meetings is scheduled for Wednesday, September 3, 2015 at 12:00 p.m. - 2:00 p.m. in the Library Conference Room. Please RSVP for the September meeting to Lynda Sowbel at (301) 696-3878 or sowbel@hood.edu. We will discuss field expectations, the academic calendar, the first site visits, and other relevant issues while you enjoy meeting the other instructors at the luncheon. The field internship starts for students on Wednesday, August 25th or Thursday, August 26th depending on the student’s days in the field, which should be negotiated with the field instructor to provide the student the best possible learning opportunities. If there are orientation activities, learning opportunities, or scheduling conflicts regarding those starting dates, please let me know if you haven’t already.

Enclosed is the Memorandum of Agreement. Please sign it or have your administrator sign it and send it back. Thank you for your contribution to Hood College’s Social Work Program. I look forward to working with you all.

Sincerely,

Lynda R. Sowbel, PhD, LCSW-C, BCD
Associate Professor of Social Work
Director of Social Work Field Education
Hood College Social Work Program
Field Instruction Program
Agency-Social Work Program Memorandum of Agreement

Name of Agency: _________________________  Name of Student: ____________________

Name of Field Instructor: ________________

A. Hood College will:

1. Cooperate with the agency to determine the number of interns to be assigned and the hours each intern will work;
2. Identify students qualified to apply to the agency for an internship;
3. Designate a faculty field liaison who will serve as an advisor for each student intern; the faculty liaison will (a) reach agreement with the agency on the objectives and general assignments of each internship, (b) confer with the agency to discuss the student's progress, (c) meet with the student to assess progress, (d) assign a grade of pass or fail per semester to each student based in part on the agency's evaluation of the intern, (e) follow the responsibilities of the faculty liaison as described in the Field Instruction Manual, and (f) monitor the student's adherence to the responsibilities of the student intern as described in the Field Instruction Manual.
4. Enforce rules and regulations mutually agreed upon by Hood College and the agency;
5. Carry general liability and malpractice insurance that covers all student interns and faculty that supervise student interns.
6. Designate the agency field instructor as an honorary adjunct faculty of the Social Work Program, which entitles her/him to use of the library, pool, bookstore, and cafeteria.

B. The Agency will:

1. Interview and select students for internships and apprise the student of any prerequisites to working there, including medical tests, criminal background checks, or driver license record retrieval.
2. Designate an employee or otherwise agency-affiliated individual who will, under the terms of the Field Instruction Manual (a) serve as a field instructor for each intern, (b) in consultation with the student and faculty liaison, agree upon the objectives of each internship, (c) confer with the student and her/his faculty liaison, (d) provide the faculty liaison with written appraisals of the student's work (e) allow the faculty field liaison to examine any written work the student has produced for the agency for evaluation purposes;
3. Make supplies, equipment such as a telephone and computer, and space such as a desk available to students as needed for work done under the internship program;
4. Arrange a regular weekly 16-hour work schedule that can be met by the students appropriate and approved by the field instructor and the director of field instruction.
5. Allow the field instructor to meet with the student face-to-face at least one hour/week for individual supervision
6. Allow the student only approved time off (i.e., mid-semester break, two weeks over December-January), otherwise fulfilling a routine agreed upon schedule, appropriate for a professional social worker as discussed in the Field Instruction Manual.
7. Familiarize themselves with schedules, termination procedure, and other protocols set forth in the Field Instruction Manual.
This agreement is intended to cover the academic year of 2013-2014 or any portion thereof unless either party expresses in writing a desire to terminate the agreement or the agreement is substantially altered. Slight alterations in the agreement can be addressed via letter or email.

Please sign this form and return it to:

Lynda R. Sowbel, PhD., LCSW-C, BCD,
Professor of Social Work
Director of Social Work Field Instruction
Hood College
Department of Sociology and Social Work
401 Rosemont Avenue
Frederick, Maryland 21701-9988

Memorandum agreed to by the following agency representative(s):

_________________________________________  Title ___________________________________  Date_______

_________________________________________  Title ___________________________________  Date________

Dr. Edgar Schick, Provost and Vice President of Academic Affairs, Hood College:

_________________________________________  Date________

Dr. Lynda R. Sowbel, Director of Field, Hood College:

_________________________________________  Date_______
B. STUDENT FIELD EVALUATIONS

MID SEMESTER EVALUATION (Feel free to attach a page)

I. Describe student tasks and responsibilities so far, include number of assignments, kind of assignments (e.g. case management for 3 clients, planning a group with social worker on anger management, meeting with development director to begin planning for community project).

II. Briefly describe the most clearly demonstrated areas of strength and demonstrated areas of ability and development this semester.

III. Briefly describe the most clearly demonstrated areas of educational gaps or difficulties.

Complete as part of end of semester evaluation:

Number of supervisory meetings held to date _________
Number of clock hours completed by today __________
Optional: Recommended grade for semester_________________(Pass/Fail)
Student’s Signature_________________________ Date______ Agree w/Evaluation ( ) Disagree ( )
Field Instructor’s Signature_________________________ Date____________
Field Director’s Signature_________________________ Date _____________

* * In the event that student does not agree with any aspect of this evaluation, s/he may append a statement describing specifics
Hood College
End-of-Semester Evaluation Senior Year Field Practicum

Date: 1st Sem: __________ 2nd Sem: __________ Soc. Sec. #: _____________________
Student Name: __________________________ Field Liaison Name: _______________
Field Instructor Name, Degree & Title: ________________________________________
Agency/Program: __________________________________________________________

Instructions:

1. **MAKE 3 (THREE) COPIES OF THIS EVALUATION:** 1 for student; 1 for field instructor; and 1 for field Seminar instructor/liaison.
2. **In the Spring Semester, use the saved copy of the Fall Semester Evaluation and write scores in 2nd Semester column.**

GENERAL EXPLANATION OF EVALUATION FORM

The Evaluation Form should be completed by the field instructor, discussed with the student, and returned to the Seminar Instructor/Liaison by the assigned date at the end of both the first and second semesters. The field instructor should assign a numerical evaluation to each of the items and write a narrative summary that discusses the student's strengths and development as well as his or her educational gaps and difficulties. The Seminar Instructor/Liaison assigns a grade of Pass or Fail for the semester, based on seminar performance and performance in field, as evaluated by field instructor.

The Evaluation Form attempts to determine the level of a student's mastery of a set of skills deemed necessary to the practice of social work. Recognizing that not all skills are of equal importance, we have selected some in each of the 5 objective areas as threshold items – these are indicated in **bold italics**. In order to progress in field instruction, we expect a student to be meeting an Acceptable (3) level in all these skills at the end of each semester. The field instructor is asked to address any item scored below 3 in the narrative section. If a student has one or more '2's in threshold items, they will be at risk for failing that semester; if they are allowed to continue they should have a corrective plan developed with support from the liaison to indicate the minimal progress (behavioral goals) required in order to continue.

The field instructor is asked to indicate how the student is performing at the present time, i.e. is s/he performing below, at, or above the expected level for a student at that point in that semester. **Important:** If a student has not had experience with a particular skill listed on the evaluation form, please indicate that by writing **NA (Not Applicable).**
The ratings below guide scoring of the evaluation:

1 = Unacceptable  
2 = Needs improvement  
3 = Acceptable  
4 = Very good  
5 = Outstanding  
NA = Not Applicable

LEARNING OBJECTIVES:

I. STUDENT USE OF SELF
The social work students should be sufficiently self-aware to use the self to demonstrate empathy, develop a therapeutic alliance, and establish an effective helping process with clients.

<table>
<thead>
<tr>
<th>Current Skill Level</th>
<th>1st Sem</th>
<th>2nd Sem</th>
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</thead>
<tbody>
<tr>
<td>1. Student is aware of his or her thoughts, feelings and behaviors and avoids attributing them to the client</td>
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<tr>
<td>2. Student’s behavior reflects maintenance of personal and professional boundaries appropriate to the professional, field setting, and model of practice.</td>
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<tr>
<td>3. Student demonstrates awareness of and sensitivity to differences in gender, race, color, ethnicity, religion, culture, disability, or sexual orientation between him or herself and the client and works toward keeping differences and personal values from impeding the therapeutic process.</td>
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<td>4. Student demonstrates skills necessary to work effectively with diverse populations, recognizing the impact of oppression/discrimination on clients</td>
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<td>5. Student interacts with the client in a client-centered rather than student-centered manner.</td>
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<tr>
<td>6. Student demonstrates a non-judgmental attitude toward clients.</td>
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<td>7. Student demonstrates appropriate use of both verbal and nonverbal communication.</td>
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<td>8. Student is aware of when suggestion or advice is appropriate or called for with clients.</td>
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<tr>
<td>9. Student has the appreciation of client’s right to self-determination.</td>
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</table>

II. THE SOCIAL WORK PROCESSES
The social work student understands and implements a systematic change consistent with the generalist model of social work practice and appropriate to the agency setting.
### Current Skill Level

<table>
<thead>
<tr>
<th></th>
<th>1st Sem</th>
<th>2nd Sem</th>
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<tbody>
<tr>
<td>1. <strong>Student engages a new client system and acts to formulate a helping relationship.</strong></td>
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<td>2. <strong>Student utilizes interviewing skills to explore the clients systems’ strengths and weaknesses in social functioning.</strong></td>
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<tr>
<td>3. <strong>Student demonstrates ability to assess client system through critical thinking, demonstration the ability to evaluate arguments, values, and evidences that supports interventions with diverse client systems of all sizes.</strong></td>
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<td>4. <strong>Following assessment, student can determine and apply appropriate intervention options.</strong></td>
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<td>5. Student effectively uses process recording to learn about use of self and social work processes.</td>
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<td>6. Student applies appropriate explanatory and/or developmental theories to assess client strengths and weaknesses at all levels of clients systems.</td>
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<tr>
<td>7. Student interacts to help the client systems at all levels set achievable goals and measurable objectives.</td>
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<tr>
<td>8. Student applies appropriate practice techniques and/or change theories to facilitate change toward client goals based on client need, agency policy, and student skill.</td>
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<tr>
<td>9. Student is able to identify the planned change process and incorporate that knowledge into his/her practice.</td>
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<tr>
<td>10. Student demonstrates empathy towards clients.</td>
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<td>11. Student demonstrates beginning ability to plan and co-lead/lead a group.</td>
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<td>12. Student demonstrates ability to work with families on problem solving.</td>
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<td>13. Student can identify measurable outcomes of planned change for various client systems.</td>
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<tr>
<td>14. Student can identify and select appropriate outcome measures to evaluate practice such as self-report, use of assessment tools, single subject design, and outcomes evaluation research to evaluate client progress towards their goals.</td>
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<tr>
<td>15. Student can monitor and evaluate practice outcomes.</td>
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<tr>
<td>16. Student has a beginning ability to analyze and apply findings reported in research to clients’ situation.</td>
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</tbody>
</table>

1 = Unacceptable  
2 = Needs improvement  
3 = Acceptable  
4 = Very good  
5 = Outstanding  
NA = Not Applicable
III. UNDERSTANDING OF THE AGENCY
The social work student becomes integrated into the field agency and program in order to optimize professional learning opportunities and serve clients’ needs.

<table>
<thead>
<tr>
<th>Current Skill Level</th>
<th>1st Sem</th>
<th>2nd Sem</th>
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</thead>
<tbody>
<tr>
<td>1. Student demonstrates an understanding of and adheres to policies of agency and programs to which s/he is assigned.</td>
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<tr>
<td>2. Student demonstrates professional accountability in documentation, i.e. maintains clear/effective records that may include care plans, treatment plans, assessments, and contact notes.</td>
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<td>3. Student demonstrates knowledge of the field agency’s history, client population and problems in social functioning, funding, and organizational structure, as a provider of social services.</td>
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<tr>
<td>4. Student demonstrates knowledge of agency resources that may enhance client functioning.</td>
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<td>5. Student demonstrates understanding of the role of the social worker within the agency and the broader community.</td>
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<td>6. Student understands the agency’s interface with the wider community.</td>
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<td>7. Student demonstrates understanding of and acts within the parameters of the model(s) of agency social work practiced.</td>
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<td>8. Student demonstrates ability to interact with community agencies or programs on behalf of clients.</td>
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<td>9. Student understands the dynamic functioning of one or more groups within the agency as they impact clients.</td>
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<tr>
<td>10. Student demonstrates ability to critically analyze in its delivery of services, gaps in services, and realistic opportunities for changes.</td>
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IV. THE SUPERVISORY PROCESS
The social work student, as an adult learner, takes advantage of the learning opportunities within the field setting and takes responsibility for his or her own learning.

<table>
<thead>
<tr>
<th>Current Skill Level</th>
<th>1st Sem</th>
<th>2nd Sem</th>
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</thead>
<tbody>
<tr>
<td>1. Student demonstrates initiative in his/her own learning process.</td>
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<td>2. Student organizes and presents issues and questions for the supervisory conference.</td>
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<tr>
<td>3. Student demonstrates acceptance of feedback through a positive learning/teaching relationship with the field instructor.</td>
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<tr>
<td>4. Student demonstrates the ability to be appropriately dependent and independent.</td>
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<tr>
<td>5. Student can identify his or her own strengths and learning needs.</td>
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<tr>
<td>6. Student seeks necessary information about a client or a professional matter when he or she does not have it in advance.</td>
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<tr>
<td>7. Student demonstrates transfer of knowledge and skill from field instructor</td>
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</tbody>
</table>
8. Student transfers knowledge and skill from one situation to another.
9. Student demonstrates an understanding of environmental, psychological, social and other cultural variables.

V. PROFESSIONAL BEHAVIOR

The social work student behaves in the field setting in a manner consistent with the required standards of a beginning level social work practitioner.

<table>
<thead>
<tr>
<th>Current Skill Level</th>
<th>1st Sem</th>
<th>2nd Sem</th>
</tr>
</thead>
</table>

| 1. The social work student understands, appreciates, and applies the NASW Code of Ethics and engages in practices consistent with it. |         |         |
| 2. Student manages workload such that s/he completes assignments, makes appointments, writes process recording, progress notes, or reports in a timely fashion. |         |         |
| 3. Student’s behavior reflects understanding of and conformity with the value of confidentiality and its limits. |         |         |
| 4. Student separates personal, professional, and client values. |         |         |
| 5. Student presents in a professional manner, dressing appropriately for the setting, being present and punctual, and managing emotions. |         |         |
| 6. Student functions at an appropriate level of independence, following through on tasks without reminder. |         |         |
| 7. Student builds and maintains professional relationships, demonstrates the capacity to work collaboratively with others within and outside the agency. |         |         |
| 8. Student appropriately presents his/her professional opinion verbally in formal and informal situations. |         |         |
| 9. Student’s behavior reflects respect for and accountability toward the agency, such as regular punctual attendance. |         |         |
| 10. Student demonstrates the capacity to frame professional choices in terms of ethical dilemmas and to act appropriately. |         |         |
| 11. Student identifies with the social work profession. |         |         |

1 = Unacceptable  
2 = Needs improvement  
3 = Acceptable  
4 = Very good  
5 = Outstanding
NA = Not Applicable

Any Additional Comments by Field Director of Field Liaison:

___________________________________________
___________________________________________
___________________________________________
To be completed by social work field instructor:

END OF SEMESTER NARRATIVE (Feel free to attach page)

I. Describe student tasks and responsibilities during the semester; include information about caseload (number, nature, etc.).

II. Briefly describe the most clearly demonstrated areas of strength and demonstrated areas of ability and development this semester. Summarize significant behaviors, which distinguish this student.

III. Briefly describe the most clearly demonstrated areas of educational gaps or difficulties. Specifically discuss any of the above items scored less than 3 (three).

Complete as part of end of semester evaluation:

Number of supervisory meetings held to date _________
Number of clock hours completed by today _________

Optional: Recommended grade for semester__________________ (Pass/Fail)
Student Signature__________________ Date_______ Agree w/Evaluation ( ) Disagree* ( )
Field Instructor’s Signature ___________________________ Date________

* In the event that student does not agree with any aspect of this evaluation, s/he may append a statement describing specifics
To be completed by student:

**END OF SEMESTER:** In the space below, please describe tasks and responsibilities during the semester. Include information about caseload (number, nature, etc.). Describe your strengths, weaknesses, what you have learned and what you hope to learn.