



2022-2023

SOCIAL WORK FIELD EDUCATION HANDBOOK

100 E. CLAFLIN AVENUE SALINA, KS 67401 785.833.4504

The policies and procedures stated in this handbook apply to all students admitted and/or active in the KWU Social Work Program. The contents of this handbook may be subject to change throughout the program. Faculty reserve the right to change policies when needed. If changes are made to contents of this handbook, you will be informed, and the changes will be posted on the social work website and the social work canvas page. In addition, you are responsible for other sources of policies, procedures, guidelines, and expectations, including the KWU Student Handbooks and Academic Catalog, class schedules, KWU website, and any other pertinent KWU resources.

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PART 1: Introduction

Welcome to Kansas Wesleyan University's (KWU) Social Work Field Education Manual. This manual contains all the information necessary for understanding and successfully navigating the Field Education program at KWU. This manual is written to foster a common understanding of the field process/field expectations that are consistent with the mission and goals of the Bachelor of Social Work (BSW) program. The manual articulates the dynamic and interactive learning environment that prepares students for BSW generalist practice, consistent with the core competencies articulated by the Council on Social Work Education (CSWE). The purpose of this manual is to clarify the roles, responsibilities, procedures and expectations of the program, and to ensure the optimum success of student Field Practicum. The manual is provided for use of students, field instructors, field liaisons, and faculty who are involved in the Field Practicum program.

The manual is prepared as a guide for the undergraduate Social Work Field Program. The objectives of this manual are to:

- Aid in orienting students, agency field instructors, and new field faculty to the structure and process of the field program
- Outline the policies and procedures that govern the field program, and define the roles of Field Director, field faculty (if additional faculty is hired), agency contact, agency field instructor, and the social work student.
- Explain the responsibilities and expectations designed to provide an educationally oriented field internship for bachelor level social work students in generalist social work practice.

KWU Social Work Program Mission and Goals

The mission of the Social Work Program at Kansas Wesleyan University is to equip baccalaureate level social workers for a lifetime of empowering individuals, families, groups, organizations, and societies to solve human problems both in their own communities and around the world. To develop leaders and practitioners who will advance the well-being of people, and promote inclusion, diversity, equity, and social justice through education, community engagement, interdisciplinary studies, advocacy, leadership, and lifelong learning.

KWU Social Work Program Goals

Goal 1: The program will prepare generalist social workers to practice in an ethical and competent fashion with diverse client populations on both the micro and macro levels.

Goal 2: The program will integrate social work practice with social scientific research through an interdisciplinary learning environment and emphasize the importance of lifelong learning for both students and faculty.

Goal 3: The program will develop leaders and practitioners committed to the advancement of human rights and social justice through social policy practice and other forms of advocacy.

Goal 4: The program will teach students to integrate the relationship between theory and practice by providing various service-learning projects, strong Field Education placements, and leadership development.

Goal 5: The program will promote dedication to personal and spiritual growth and to continuous self-care as an important foundation for the social work vocation.

Kansas Wesleyan University Bachelor of Social Work program is expecting to attain accreditation status through the CSWE by July of 2023.

KWU BSW Faculty

Program Director
Kelly Hopkins, LMSW, MBA
Assistant Professor
Kelly.hopkins@kwu.edu
785-833-4506

Field Director
Bridget Goodness, MSW
Assistant Professor
Bridget.goodness@kwu.edu
785-833-4371

Council on Social Work Education (CSWE) 2015 Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable performance descriptors comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The nine core competencies listed below are used to operationalize the curriculum and assessment methods.

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations and Communities
- Assess Individuals, Families, Groups, Organizations and Communities
- Intervene with Individuals, Families, Groups, Organizations and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

The following link: <http://www.cswe.org/File.aspx?id=81660> can be accessed for a full description and explanation of the CSWE Core Competencies.

As per CSWE and Kansas Wesleyan University policy, no credit for life experience and/or previous work experience can be provided by the Social Work Program at Kansas Wesleyan University.

Part 2: Field Education Program

Philosophy of Field Education

The profession of social work, as an applied discipline of study, places considerable emphasis on the field education experience, and identifies it according to CSWE, as the “*signature pedagogy*” of social work education. Usually taken during the senior year, the student enters field education upon completion of coursework in basic interviewing and relationship skills, practice within organizations and communities, human behavior and the social environment, practice within individuals, families, and groups, social welfare policy, and diversity. Field Placement is a central part of the academic preparation for a BSW at Kansas Wesleyan University. Field Placement provides students with a vital opportunity to learn within an agency setting to apply the knowledge, skills, and social work values acquired through their classroom course work, as well as drawing on their placement experience to complete class assignment.

The practicum that social work students participate in their final year is designed to be the capstone of the social work program at KWU. At this point in their studies, student’s will have gained the knowledge and skills that adhere to the nine social work competencies set forth by the 2015 Education Accreditation Standards (EAPS) through the Council of Social Work Education (CSWE) as well as the National Association of Social Workers (NASW) core social works values throughout their classroom and field learning experiences in the KWU social work program.

To maximize the direct integration of social work theory and knowledge into the practical skills and practice of social work, our field practicum extends throughout two semesters of students' senior year: Senior Seminar I and Field Placement I are taken in the fall of their senior year. Senior Seminar II and Field Placement II are taken in the spring. Each Field Placement is based off fifteen-week semesters requiring 200 in-person hours and is concurrent with academic coursework. Agency-based field experience is designed to provide student interns with the opportunity to develop professional social work competence and to engage in professional tasks that complement and reinforce classroom learning. This purpose is reinforced in a faculty led integrative senior seminar that each student attends weekly during both practicums to reflect on the intersection of course work and agency field experience.

Field Education sites are social service agencies, and federal, state, county, and non-profit organizations that work in close collaboration with Kansas Wesleyan’s Social Work Program to plan learning opportunities. These provide individual students with ongoing training, supervision, and professional engagement that reflect the educational mission and goals of KWU’s Social Work Program and serve the service mission of the partnering agencies. Our affiliated agencies represent a broad range of social work practice in Saline County and the rural Kansas areas. Agency affiliations can include more distant areas when these best suits the needs and professional goals of individual students.

The BSW program courses are structured to provide all students with a set of common values, generalist skills, and knowledge base about the social work profession, human behavior and the social environment, conceptual and practice theories (e.g., trauma-informed, ecological systems theory, developmental theory, strengths perspective), research and statistics, values and ethics, diversity, policy, and social work practice. The content of the BSW courses is then applied to practice through field practicums. The undergraduate student must be prepared to work with a broad spectrum of client systems, demonstrating a range of competencies that can be utilized in a variety of agency settings. Such a strengths-based generalist approach recognizes that behavior is influenced by biological, psychological, social, spiritual, and economic factors, creating a social construction within the context of an evolving social environment. This approach values the person-in-environment configuration and emphasizes the interplay among individuals and between individuals and the social environment when engaging clients successfully in the change process.

Likewise, the beginning practitioner needs to recognize the importance of building a trusting partnership with the client. Utilizing strengths-based, solution-oriented techniques, under the guidance of a knowledgeable field instructor, the student will seek to meet client needs and alleviate stresses in ways that identify and enhance client strengths. This empowering process enhances client participation in the problem solving and/or decision-making process when addressing identified issues and injustices. In addition, the social work intern will advocate for changes in the social, physical, and political environments, to enhance client functioning as part of the helping process. In this way, the beginning social worker is able to use methods that work with client systems at all levels suitable to address the needs of a variety of client populations. This approach requires sensitivity to, and appreciation for, the diversity of client populations served, as well as recognition of diverse staff needs and agency practices.

Such an approach to social work practice encourages collaboration with the client to address client needs, goals and considerations. Through this collaborative approach, the client's strengths are identified and utilized to assist the client in goal attainment, thus empowering the client's ability to find solutions and gain confidence in directing their life. In a similar manner, the field program at KWU is designed to empower the BSW student to engage in the planning of their learning goals and experiences. This statement is not intended to imply that the student unilaterally identifies their own course of study, rather that the student will be empowered to actively participate in designing the learning process. This empowerment is reflected in student participation in the selection of a placement, collaboration with the field instructor to design the learning contract, participation in the evaluation of their practice, and active participation in the Student Social Work Organization. In this manner, through active participation and empowerment, the student has multiple opportunities to gain insight into the importance of empowerment to prepare themselves in creating an empowering, collaborative professional relationship with their clients and colleagues.

Goals of Field Education

Goals of field education are derived from the KWU's Social Work Program Mission. Field Education provides students with supervised practice experience within the context of service. Through field practicum the Social Work Program at KWU seeks to prepare graduates of the BSW Program who:

- Practice in advanced areas of concentration (direct practice and community practice) that build upon a generalist practice foundation and a commitment to professional social work values.
- Practice with diverse individuals, families, communities and organizations to promote wellbeing and social justice.
- Evaluate research and apply evidence-based knowledge, skills and interventions.
- Practice with competence and autonomy that is guided by an identity grounded in professional values and ethics and a commitment to ongoing learning and development.
- Show a commitment to the holistic approach in the practice that allows them to assess clients' behaviors through a wide variety of lenses, including environment, family dynamics, culture, race, ethnicity, etc.
- Recognize the importance and necessity of professional self-care practices to promote better physical, mental, and emotional health and well-being to ensure competent and ethical social work practice.

Consistent with CSWE standards, graduates of the undergraduate social work curriculum will receive the BSW degree and be prepared to practice strengths-based generalist social work with client systems of all sizes. Field education requires the integration and application of knowledge, skills, and values taught throughout the curriculum, culminating in an ability to demonstrate the nine core practice competencies set forth by CSWE. Field education reinforces a strengths perspective, assisting students in building skills in solution-oriented practice suitable for BSW practitioners.

Definitions Used Throughout This Manual

Field Instructor/Supervisor

The field instructor is the agency-based supervisor/instructor who is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. If the field instructor has held a BSW or MSW degree for at least two years, they will also be responsible for providing social work supervision.

Social Work Supervision

At the BSW level social work supervision allows the student an opportunity to explore situations at the agency from a social work perspective. Social work supervision is provided by a field instructor with a BSW or MSW for at least two years. If the field instructor does not have a BSW or MSW they may arrange for another social worker at the agency to provide an additional hour of supervision a week. If there is not a social worker available at the agency, the Field Director will ensure that a provision is made for social work supervision.

Field Education Director

The Field Education Director coordinates all aspects of Field Education including planning, coordination of agency/student placement, evaluation of the field agency, and the recruiting and training of field instructors.

Field Placement/Practicum/Internship

The terms field placement, practicum and internship are used interchangeably throughout this manual. These terms refer to the agency where students will do their internship.

Roles and Responsibilities for BSW Field Education

Consistent with CSWE core competencies as articulated in the accreditation standards, the faculty strives to identify high quality field instructors and supportive agencies that will provide meaningful learning opportunities for students preparing for beginning generalist practice.

Recognizing the importance of establishing safe, trusting relationships for successful social work practice, the faculty strives to foster positive relationships to facilitate the learning process. The faculty takes pride in collaborating with students, field instructors, and the general practice community.

Director of Field Education

The Field Education Director has responsibility for field education for social work students in the Social Work Program. The Field Education Director is responsible for developing an integrated learning experience for students. The duties include:

- Identifying field curricula consistent with the nine core competencies of CSWE
- Administering the social work field education program
- Establishing criteria for the selection of qualified field agencies and instructors in compliance with CSWE standards
- Developing the objectives, policies, procedures of the field program (in collaboration with the Program Director).
- Evaluating the field education program, recommending changes in policy and procedure as needed
- Coordinating the placement process for BSW social work students
- Facilitating integrative field seminars as needed
- Participating in the orientation of BSW students
- Arranging educational preparation for field instructors to enhance the quality of field education and strengthen the educational performance of field instructors

- Maintaining collaborative relations with community practitioners to assure that field education reflects current practice issues and opportunities
- Keeping field instructors informed of changes in the policies and procedures that guide field education
- Providing consultation and mediation, as needed, to facilitate communication between students, and field instructors.
- Holding membership in the National Association of Social Workers
- Maintaining a good working relationship with students involved in the practicum process.
- Recruiting and maintaining qualified social workers who can provide high-quality field education and orientate them to the Kansas Wesleyan University social work practicum program.
- Working with students to arrange optimum field education internship experiences.
- Providing information and training on student assessment tools to field supervisors.
- Remaining available for consultation to students and field placement site representatives.
- Becoming familiar with the internal policies/procedures of organizations providing practicums.
- Providing feedback to students and field supervisors on all material submitted as requested.
- Visiting each practicum site at least three times during the semester (early, midway and end).
- Monitoring the field education program and make changes as necessary to maintain its effectiveness as a learning tool for students entering the social work profession.
- Resolving any conflict or concerns with the agency and student social worker, if one does arise.

Field Instructor/Supervisor

The field instructor/Supervisor is the agency-based practitioner who has daily responsibility for teaching the student about agency policy and procedure, planning the student's educational experience, assigning clients for service, and supervising the student's learning progress. This individual should be a social work practitioner with a minimum of two years practice experience who supports strengths-based, solution focused practice and supervision. (If the designated practitioner does not hold the social work degree, the field faculty will work closely with the field instructor to provide consultation as needed with a minimum of monthly contact maintained) In order to be recognized as a KWU social work field instructor, the designated professional must be willing to:

- Maintain a good working relationship with the student and the Director of Field Education.
- Attend field instruction seminars, workshops, and other special activities arranged by the Field Education Director or other social work faculty to enhance instructional performance.
- Provide the student with a full orientation to the agency.
- Provide a minimum of one hour of supervision each week, for regular student reflection on the learning process which includes techniques of practice and reflection for self-awareness

- Become familiar with the Kansas Wesleyan University social work practicum program.
- Interview with students and the Field Education Director to select appropriate student social worker.
- Orientate students to the organizational culture and internal requirements of the placement site.
- Ensure that students are aware of the safety procedures of the organization.
- Provide social work student with opportunities to engage, assess, intervene, and/or evaluate social work processes with individuals, families, groups, communities, organizations and/or societies.
- Provide social work students with the opportunity to experience and work with diversity.
- Provide students with supervision, which includes scheduled meetings and uses the social work student-learning contract as a guide for working with the student throughout the field education process.
- Completes a mid-term and final evaluation and discusses the results of these with the student and Field Education Director.
- Meets at least once during the semester with the Director of Field Education.
- Notifies the Field Education Director promptly of any potential problems that emerge.
- Collaborate with the student to assist in the identification of learning tasks and create a learning contract that will assist in the focus of work assignments and learning opportunities consistent with field education goals and CSWE core competencies.
- Serve as a role model for the student for professional practice.
- Structure assignments to assure that the student learns a broad range of social work intervention skills consistent with beginning strengths-based generalist practice.
- Encourage strengths-based practice that is consistent with agency and School objectives as well as the ethics and values of social work.
- Provide appropriate work space for the student, including access to a telephone and a place to keep personal items and field materials.
- Complete and submit required documentation such as resumes, signed agency agreements, student mid-term and end-of-semester performance evaluations, etc.
- Coordinate the involvement of additional agency staff as needed to enhance student learning.

Students in Field Education

When embarking on this first phase of professional field education, the student is expected to actively participate in planning and implementing the learning experience. In accepting an agency placement, the student makes a commitment to learn agency policy and procedure, select appropriate social work interventions, and demonstrate appropriate professional demeanor for the delivery of service to clients. The student must design, in collaboration with their field instructor, a learning contract that will guide the placement learning experience and create the foundation for the performance evaluation. The student is expected to fulfill the following responsibilities while engaged in field education:

- Obtain professional liability insurance from the NASW before practicums starts.
- Take ownership and provide direction for his/her own learning process.
- Actively seek to establish effective working relationship with the Director of Field Education, field supervisor and other staff at the placement site in a manner that reflects a commitment to the ethics, values, and behaviors consistent with the social work profession.
- Utilize engagement skills in a professional manner that clarifies and establishes appropriate social work roles and boundaries with clients and other colleagues at the field placement site.
- Select from a knowledge base of theories and practice skills in response to diverse client needs and requests, and conduct required social work assessments, interventions, and evaluations of those interventions within the constraints of the specific field placement site.
- Complete practicum and associated senior seminar assignments as required by KWU social work program guidelines outlined in the course syllabus.
- Prepare for and participate in field supervision meetings with the field supervisor.
- Inform the field supervisor and the Field Education Director of potential problems and conflicts in a timely manner so that problems can be addressed effectively and as soon as possible.
- Attend/participate in the senior seminar and support fellow social work practicum students.
- Follow established procedures when applying for admission to the field program.
- Join NASW and purchase student liability insurance (coverage is required for both semesters of field practice so purchase during the summer is recommended).
- Become familiar with agency policies and procedures and abide by them.
- Deliver services in a responsible professional manner, keeping commitments to the agency, to the field instructor, and to the clients.
- Take initiative to request advice and/or consultation from the field instructor.
- Engage in the educational, supervisory relationship with the field instructor to integrate theory and practice, increase knowledge, and enhance self-awareness.
- Discuss with the field instructor areas of strength as well as areas of concern regarding any portion of the learning experience.
- Collaborate with the field instructor to prepare a learning contract that articulates learning goals, learning strategies, and evaluation criteria.
- Become familiar with and adhere to the NASW Code of Ethics in student practice (see the NASW Code of Ethics <http://socialworkers.org>).
- Notify the field instructor of unavoidable absences and tardiness due to illness, weather conditions, car problems, etc., as expected in a professional employment.
- Identify a schedule, with the field instructor, that ensures a regular schedule of attendance and a commitment to assigned student responsibilities.
- Maintain a timesheet for review by the field instructor and Director of Field Education.
- Notify the Field Education Director of concerns about questionable or unethical practice at the agency BEFORE taking action at the agency.

- Attend a weekly strength based integrative field seminar with timely completion of all course assignments and evaluations according to specified requirements.
- Assess the effectiveness of the field education experience.

Clients

Successful completion of field education requires direct practice with client systems of all levels of practice, not just observation of staff services. Suitable clients will be identified by the agency-based field instructor and assigned to the student to enhance student learning and skill development. Clients will be assigned to provide students with diverse learning opportunities with consideration for diverse cultural, ethnic, age, social and behavioral needs, mandated and voluntary concerns, etc. In addition, consistent with the NASW Code of Ethics, clients have the right to be informed when they are assigned a student worker and they have the right to refuse student services. However, clients often prefer student workers since students often have more time to spend with the client and listen attentively. Clients must also be advised that the student will respect and protect client confidentiality as defined in the standards of the NASW Code of Ethics (<http://socialworkers.org>).

Field instructors need to give careful attention to assigning the intern to work directly with individuals and families, plan for and co-facilitate services to client groups, participate in planning service delivery and policy development with staff groups, and facilitate the building of network opportunities within the larger community. The student must learn to assess the needs of client systems of all sizes, recognizing that client systems range from individuals to organizations and ultimately the society at large.

Integrative Field Seminar

Students who have been formally accepted into the Social Work program will be enrolled in a field seminar course (SOWK 466 first semester and SOWK 476 second semester) concurrent to field experience. The weekly integrative seminar provides a forum for group discussion that promotes collaboration and mutual aid through the analysis of alternative techniques of practice, the importance of professional boundaries, the practice implications of ethical dilemmas encountered in the placement setting, and participation in self-reflection exercises. Designed to draw upon and enhance the field practicum, the seminar provides an opportunity to integrate practice and theory while exploring issues/concerns and sharing new insights. By listening respectfully, and reflecting upon the information and experiences shared, each student will have the opportunity to explore issues that impact personal growth and professional development. In addition, students will have the opportunity to benefit from peer consultation and consider alternative techniques to enhance their beginning practice. Drawing from the variety of student field placement settings represented in the seminar, diverse styles of supervision, management, and organizational culture, will be explored to enhance student awareness of social work practice alternatives in multiple settings.

The integrative strengths-based field seminar meets weekly. Attendance is required to enhance learning while developing a safe environment for the students to engage in reflection and analysis

of practice techniques, agency policies, etc. Students engage in peer consultation as they discuss different agency policies, styles of supervision, and techniques of intervention with diverse clients, etc. Students are expected to sign a confidentiality form to maintain the confidentiality of the seminar discussions, including student personal disclosures intended to enhance self-awareness. Successful field performance is dependent upon completion of all the required seminar assignments in combination with a positive field practice evaluation. This field evaluation process, based on a strength's perspective, draws upon a collaborative model that involves the student, and the field instructor.

Selecting Field Placements

Selection of Agencies

Policy:

Field agencies are pursued where students will have the opportunity to practice generalist social work and demonstrate program competencies within practice behaviors. A variety of social work settings is sought so that the interests and skills of students can be matched with agency mission and needs, resulting in a mutually beneficial placement.

In accordance with 2015 Education Policy and Accreditation Standards (EAPS) and the KWU's Social Work Program goals all organizations providing field placement to students in the social work program at KWU should:

- Commit to the knowledge and value base of the social work profession.
- Provide opportunities for social work students to obtain generalist social work practice involving in-person contact with individuals, families, groups, communities, and/or organizations.
- Develop the student's commitment to the professional values and ethical standards of social work.
- Provide students with a generalist view of social work in agency-based practice in micro, mezzo, and macro spheres.
- Help students identify best practice through research and apply theory to work with individuals, families, groups and communities, in program development, administration and evaluation.
- Provide experiences that help students appreciate the impact of diversity of culture, ethnicity, class, and circumstances and the importance of a trauma-informed understanding.
- Provide students with opportunities to participate in engagement, assessment, intervention and evaluation with diverse client populations.
- Increase student awareness of the challenges to social service posed by social, economic, political, environmental and organizational pressures, and help them learn to work with systems and oppose injustice.

- Provide students with opportunities to identify policy at the local, state, and federal level that connects with vulnerable populations served by their agencies and act through lobbying and advocacy.

The Field Education Director will determine if potential field placements meet these requirements by visiting potential learning field education sites, examining any documents that these organizations provide and discussing potential field placement with their agency representatives. A learning agreement contract will be signed by both the agency and Field Education Director (or other social work faculty if needed).

Supervision at the practicum site must be by a professional social worker that has held a degree two years post-graduation. However, the social work program at Kansas Wesleyan University recognizes that there are sites that provide good social work learning opportunities that lack this kind of supervision. In such cases, the social work department will arrange for additional supervision by an off-site professional social worker or the Director of Field Education. All students will spend a minimum of one hour a week in supervision with a professional social worker.

Student placements are coordinated through the Social Work Field Education Director. Students may NOT contact agencies independently to arrange a placement. Students are encouraged to discuss field placement options and opportunities with the Field Education Director at any time. If an appropriate learning opportunity for the student does not appear to exist in the list of approved field placements, the Field Education Director and the student will search for a more suitable placement. The main criteria for any social work placement are that it must provide the student with an opportunity to implement the CSWE nine competencies and KWU's goals of the social work program.

Field settings themselves are evaluated using the following four basic methods:

- The Social Work Field Education Evaluation Form used to evaluate student performance also serves as a checklist to evaluate the suitability of each agency as a setting for learning the nine social work competencies identified by the CSWE and Social Work Program goals at KWU.
- The Field Education Director assesses the suitability of each potential field education-learning site by visiting each site regularly and conducting personal observations.
- The Field Education Director engages in discussions with the field supervisor and other agency staff to address any questions that may arise concerning the suitability of the site.
- The Field Education Director evaluates the effectiveness of each learning site and safety of the students by discussing the learning experiences of students who have served placements there with them.

The evaluations conducted by the Director of Field Education, the field supervisors evaluate the effectiveness of the KWU field education program using the Field Instructor's Evaluation of Field Practicum Program form, which is included in this manual.

Criteria for selecting Field Instructors

When an organization is identified as a potential site for providing field education learning opportunities that appear to meet the criteria outlined by the nine social work competencies identified by the Council on Social Work Education, as well as KWU's Social Work Programs goals, the Field Education Director contacts the potential field supervisor or other agency representative to discuss the potential field experience.

The field instructors and or tasks supervisors should meet the following criteria:

- Possess a social work degree from an institution accredited by the Council on Social Work Education and at least two years of post-graduate experience in their field of social work.
- If an offsite social worker supervisor is needed. The task supervisor at the agency will need to communicate regularly with the offsite social worker regarding the student social worker's performance.
- Demonstrate familiarity with the knowledge base of the social work profession.
- Demonstrate a commitment to the core values and ethical foundations of social work.
- Demonstrate awareness and sensitivity to the impact of diversity on social work practice.
- Demonstrate a commitment to life-long learning.
- Demonstrate openness to differences in student needs, learning styles and maturation levels.
- Demonstrate a desire to guide students' learning experiences in relation to the nine social work competencies and their associated practice behaviors or skills identified by the CSWE.

At the beginning of each Field Placement semester field education training will be held with the organization to include: the task manger (if applicable), the field supervisor/instructor, and the student social worker. At this training the Field Education Director will review due dates of all needed forms, the learning contract, field manual, and the field evaluation forms including the importance of keeping the student social worker safe while working in their new social work practicums. The Field Education Director will also go over in detail the nine competencies outlined by CSWE in the 2015 EPAS and the KWU's social work program goals to make sure the agency and students clearly know what is needed to meet in the field.

The Field Education Director and the agency will maintain continuous dialogue throughout the course of the practicum. During the practicum the Field Education Director will have an initial, midterm, and final site visitation meeting. This will help ensure the student social worker is performing at a skilled generalist social worker level and that the field supervisor feels they could recommend them to sit for the Kansas Licensing State Exam if the student chooses to become licensed. During field placement visits, the Field Education Director will reinforce a social work perspective by discussing the progress of the learning contract. This will be a time to discuss strengths of the student social worker as well of areas that need some improvement. If the student

will be practicing outside of the State of Kansas their advisor will work with them individually to determine what the process is for their specific State.

Diversity/Nondiscrimination Policy

Consistent with University policy, the NASW Code of Ethics (<http://socialworkers.org>), and the CSWE core competencies for undergraduate social work education, the selection of field faculty, field agencies, and field instructors must be conducted in an ethical manner to assure quality and diversity in the field education program. All efforts are made to recruit faculty and field instructors who represent and bring diversity to the field education experience. In addition, agencies are selected for their ability to provide professional, nondiscriminatory, services to their respective client populations. All field education personnel are expected to make *“specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation) are practiced.”*

Diversity in the placement setting must include acceptance of social work student interns who represent a variety of diverse perspectives and lifestyles, including age, race, learning styles, cultural backgrounds, physical challenges, etc. Agencies must also be willing to provide placement training and supervision to all students as they prepare to enter the profession of social work. Should there be reason to suspect discrimination by the Field Instructor and/or other agency personnel, students are expected to report their concerns to the Director of Field Education. Consultation between the Field Education Director and the agency will occur in order to establish an action plan to address the concern(s). If the agency is unwilling or unable to provide a satisfactory resolution to the situation, a student may be removed from the placement and reassigned to an alternative learning site that is consistent with the values and ethics of the profession. Such action will be determined in consultation with the Leadership Team, comprised of the Program Director and the Director of Field Education.

Admission to Field Education

It is the student's responsibility to adhere to all the following policies and to meet all deadlines. Students may not enroll in 400 level professional social work courses until they are admitted with full acceptance into the Social Work Program. Recognizing the importance of field education, each student entering the field program is screened to determine that they have fully met the eligibility criteria for admission to field education.

These criteria include:

- Admission to the social work program as a social work major
- Completion of pre-field paperwork
- Personal interview with the Field Education Director or other designated social work faculty

- Completion of prerequisite course work, with at least a C in content courses
 - Students who have a C- or lower in content courses will be reviewed on an individual basis.
- Achieve and maintained a minimum cumulative GPA of 2.5

Prior to commencing with their formal field education placements during their senior year, students are required to complete the following tasks and meet the following expectations.

- Submit an attached signed *Candidate's Statement of Commitment* regarding academic social work values.
- Submit Background Check Form
- Submit Field Experience Disclosure Form
- Completed Interview with Field Director
- Signed Confidentiality Agreement
- Signed Termination Policy Form
- Signed Release of Information Form
- Professional Liability Insurance

Upon successful completion of all the pre-field assignments, as well as the first semester required social work courses, a student will be considered for a placement match. Final admission to the field is dependent on completion of all of the required coursework and attaining the required GPA.

Once appropriate agencies are identified for each student, the student will arrange an interview with the designated field instructors to discuss practice interests, learning opportunities, and agency expectations. This allows the student to learn about the agency, and network with professionals working at social service agencies in the area. Through these experiences, students will gain insight into the supervisory style and expectations as well as the agency's mission, services, client population, and work climate. This information will assist in careful selection of a field education match. The field office will arrange for a student to interview with no more than three agencies. If a student is not accepted by an agency after completing a maximum of three interviews, then they may be dismissed from the program. It is the student's responsibility to present in the interview with professionalism in dress (business casual) and (a) be prepared to ask about ways that they could apply aspects of their education in generalist social work practice and (b) ask pertinent questions about the agency and its professional mission.

Professional Affiliation

The National Association of Social Work (NASW) is the national organization for the profession. Membership in this organization is required in order to purchase professional liability insurance. As members, students will receive the national newsletter and have access to the state newsletter as well as the Journal of Social Work, available on the NASW web site (<http://www.socialworkers.org>). NASW also offers professional certifications and students are encouraged to explore the certification requirements. Such certifications include school, case

management, gerontology, health care, youth and families, substance abuse, etc. Joining this professional organization, while a student, affords membership benefits while enjoying a discounted student membership price.

Professional Liability Insurance

Students are required to purchase their own professional liability (malpractice) insurance while engaged in field practice in the placement setting. Insurance is purchased through the National Association of Social Work (NASW) Insurance Trust after obtaining a student membership. The application for student membership is available online through the NASW web site. Students are typically expected to purchase the \$1 million/\$5 million coverage. (Each student should check with their Field Education Director about the insurance coverage as this may vary.) Purchase of this insurance is NOT optional and is a requirement for Field Placement. Students are required to provide a copy of the certificate of insurance to the Field Education Director before placement can begin.

Special Agency Requirements

Some agencies have special requirements that students must adhere to in order to determine the student's eligibility for that particular agency placement. Most agencies now require a criminal background check and a drug screen. This is especially true when students will be working in foster care, the criminal justice system, etc. Sometimes agencies also require a physical examination, specific immunizations, or a test for tuberculosis, before placement can begin. The cost of these tests will vary but may require costs to be passed on to the student, so students should inquire about these expenses when discussing placement with the potential field instructor. All of the agencies require that students possess a current driver's license, arrange their own transportation to and from the agency, and most require the use of a personal vehicle for transportation to conduct agency services. Required agency travel can include trips to and from court, visits to client homes, attendance at interagency meetings, and participation in community services with clients. Agencies typically reimburse interns for mileage accrued in the provision of agency service; however, each student must explore this matter individually with the field instructor at the placement site to determine specific agency policy. Increasingly, agencies are also requesting safe driving checks since interns do a considerable amount of transporting of clients. Although the student's personal automobile liability insurance is the primary insurance coverage, agencies want reassurance that the student is a reliable driver, especially when driving agency vehicles. Finally, some agencies will require a formal written application for the internship; this is usually requested at the time the intern is offered the placement but must be completed before final authorization can be secured for the placement.

Employment-Based Field Placement

In rare circumstances students may be working at an agency where they would like to also complete their practicum. The planning process is slightly different for a student who would like

to complete the practicum where they are currently employed. It is important that you let the Field Education Director know immediately if you would like to consider this option. The request for completing an employment-based practicum is not guaranteed and must be reviewed and approved by the Director Field Education Director. This information will be discussed with the student during the individual planning meeting.

After the individual planning meeting, students should meet with appropriate site representatives and negotiate learning experiences, keeping in mind the criteria listed below:

- If the place of employment is not already an existing site, the Field Education Director will vet the site to ensure that all CSWE requirements are met and begin the process of orientation and training.
- Practicum sites providing field experiences for employed students must meet the same criteria as other field placement sites.
- **The field instructor must be a different person from the student’s employment supervisor.**
- New learning experiences must be the primary focus of the field placement with a qualified field instructor that focuses on the student’s educational goals and objectives rather than job related issues.
- Students may not return to “work as usual” - which means they cannot do the same job performed prior to the beginning of field placement. The field placement must be **new**, educationally focused learning experiences, not an extension of a “job”.
- Practicum sites agree that student employees participate in the seminar class that is concurrent with the field placement.
- The student and field instructor are allowed sufficient instructional time to meet the school’s educational requirements
- Supervision of the student must be provided by a BSW or MSW with at least 2 years post-graduation practice experience.
- After the student has met with the site representatives and has identified potential new learning experiences, the student will meet with the Field Education Director and the field supervisor to review the learning agreement and outline the what the new learning experiences will include.

Ethical Dilemmas/Sexual Harassment

All agencies are selected with the understanding that they will provide quality educational experiences for students. However, occasionally there are situations that arise in the placement setting creating ethical dilemmas. These dilemmas can be especially challenging when the agency and/or staff is not accountable to the NASW Code of Ethics (non-social work prepared staff). However, regardless of professional orientation, concerns such as abuse and/or neglect of clients, oppression of staff and students, and sexual harassment by staff, clients or students will be examined. All of these behaviors are deemed to be professionally inappropriate, according to the

NASW Code of Ethics (<http://socialworkers.org>). Should a student have a concern that such behaviors are occurring, the student is required to report their concerns to the Director of Field Education; a student should not address these concerns independently without field faculty involvement and support. Likewise, students experiencing discriminatory behavior from agency staff should inform the Field Education Director of their concerns in order to assess the appropriateness of the placement. Such discrimination can include discrimination toward, race, gender, age, physical challenge, etc. In addition, sexual harassment of or by field students, a field instructor, an agency employee, or representative of the field agency will not be tolerated. The Field Education Director will work with the student, and the field instructor to determine an appropriate action plan to address identified concerns. If the discriminatory practices cannot be successfully resolved, with the intervention of the field faculty, the student will be removed from the placement in order to experience a suitable learning environment in another placement setting. (Student safety is paramount and KWU's social work program does not have the authority to determine the disciplinary action taken by the agency toward the employee.) Should discriminatory or harassing behaviors be initiated by the student intern, the field instructor is encouraged to contact the Director of Field Education. The situation will be reviewed by the Leadership Team of the Social Work Program, in consultation with the field instructor and the agency, to determine if remediation or dismissal from the program is appropriate. The student will also be subject to the KWU Code of Student Conduct the University policies related to harassment.

Special Learning Needs

Students who have learning challenges or other areas of special concern, such as hearing impairment, visual impairment, etc. are encouraged to articulate their learning needs in the field application and field interview in order to afford adequate placement arrangements. Students in need of writing assistance will be encouraged to utilize the campus resources at the KWU Student Success Center to enhance computer literacy, effective written communication, etc. Should a student desire special accommodation for completion of field assignments, they must coordinate with the Field Education Director and the Student Success Center to provide the appropriate paperwork to the field placement agency. In addition, every effort is made to identify university and community-based support services to assist the student in securing quality agency practice. Those students who have experienced personal difficulties in their childhood or adult life are also requested to candidly share such information with the appropriate field instructor, and/or the Director of Field Education, to assure a safe field education placement. Should new self-awareness emerge, while in field practice, which could compromise the quality of the learning experience for the intern or the quality-of-service delivery for the clients, the student, Director of Field Education, and the field instructor will determine a plan of action to assure student and client well-being. Such a plan could include a change in placement duties, change in placement, personal counseling to enhance student awareness and adjustment; such a plan will be determined on a student-by-student basis. Should past or current difficulties warrant professional counseling, the student will be referred to the appropriate agency (depending on student preference, counseling needs, and financial resources) to assess student readiness for field or continued suitability for field practice.

The plan will be determined by the student in collaboration with the Leadership Team of the Social Work Program to assure fairness of the plan to meet the student's emotional and learning needs.

Field Education Requirements

Generalist Practice

The CSWE mandates the importance of practice experience with client systems of all sizes, the placement must provide opportunities to work with individuals and families, provide case management services, co-facilitate educational/support groups, participate in agency planning and program development, and participate in an agency sponsored community outreach project.

Micro practice assignments to consider could include, but certainly are not limited to, the following examples:

- assisting single parents with parenting issues
- assisting a young mother in seeking shelter, for herself and her children to escape an abusive partner
- co-facilitating a group of high school students who are experiencing behavioral challenges in the classroom and/or have poor study habits
- mobilizing transportation resources for a disabled person who needs medical treatment
- locating transitional housing for an individual returning to home from residential treatment or prison discharge
- co-facilitating an educational/support group for individuals in rehabilitation
- assisting a pregnant teen in securing prenatal care while continuing her education
- finding shelter for an elderly homeless person

These examples identify some of the possibilities to consider when planning student learning contracts and making student assignments. Generally, students will carry a small caseload, under careful supervision, to provide case management services. In this way, student learning is fostered with increasing independence as the placement progresses and student performance readiness warrants.

Gaining experience in these practice opportunities provides an exciting opportunity for students to transition from student observer to beginning strengths-based, generalist practitioner. In addition, student suggestions and questions often stimulate new creative ideas for programs and services for the placement site.

Through participation in such learning experiences, the student will require opportunities to engage individuals, families, and client groups, to ensure the ability to assess client strengths and collaboration to identify client goals. Such practice experience typically includes the delivery of case management services, co-facilitating psycho-educational support groups, advocacy to access community services, etc. However, in addition to micro practice, mezzo and macro aspects must

also be addressed. Practice assignments related to these levels of practice could include, but certainly are not limited to, the following examples:

- participating in agency committee work to enhance service delivery or develop staff support resources
- planning and co-facilitating staff task groups
- conducting a training for staff development
- exploring and reporting on agency policies that affect client experience
- investigating state or federal policy or pending legislation that affects clients and practitioners
- organizing political action to raise community awareness of issues that address social justice
- recruiting and training parents for foster care
- lobbying for changes in policy to assist at-risk populations in accessing services at the agency and/or community level
- planning activities to raise community awareness for healthy relationships
- participating in planning & organizing an agency fundraiser, community resource fair, etc.

Potential Field Placement Agencies

The following is a list of some organizations that would be able to provide high quality practicums for students in the social work program at Kansas Wesleyan University. In Salina we have access to several more agencies as well as some in rural Kansas’s areas, and in the Wichita, KS area. There is no guarantee that you will receive a placement with your first-choice agency.

Some criminal records may prohibit students from serving certain internships although no criminal record will prohibit a student from serving all social work internships. Thus, it is important to discuss this matter with the Field Education Director when selecting a placement. If necessary, please complete the background disclosure form attached to this field manual.

<p>Area Agency on Aging</p> <p>Ashby House</p> <p>Big Brothers/Big Sisters of Salina</p> <p>Catholic Charities</p> <p>Central Kansas Foundation</p> <p>Central Kansas Mental Health Center</p> <p>Child Advocacy and Parenting Services</p> <p>Community Corrections</p> <p>Court Services</p> <p>Department of Children and Families</p>	<p>Domestic Violence Association of Central Kansas (DVACK)</p> <p>Infant and Child Development</p> <p>Salina Rescue Mission</p> <p>OCCK, Inc.</p> <p>Presbyterian Manor</p> <p>Salina Regional Health Center</p> <p>Salina Rescue Mission</p> <p>St. Francis Ministries</p> <p>United Way</p> <p>USD 305</p>
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Hours for Field Education

Students will be required to complete a total of 400 supervised practicum hours. This is currently split between two semesters (200 hours each semester). Students are generally not expected to be in field placement on KWU recognized holidays; however, there are some agency programs that operate 24 hours daily seven days per week, and these programs may require that students attend field placement during some holidays. This requirement should be discussed at the pre-placement interview. Due to the nature of social services and continuity for agency consumers, students may be required to continue in the field practicum during school breaks and interim periods. This requirement should be identified and clearly spelled out to the student PRIOR to finalizing the placement.

Students will be credited with any field hours completed during holidays and interim periods during the current field semester. The student is expected to complete the minimum hour requirement for each field instruction course regardless of the time taken off for holidays and interim periods. A weekly time sheet must be kept and turned in to the Field Director at the times specified in the syllabus.

It is important to understand that the majority of practicum placements are unpaid hours. There are very limited opportunities for paid practicum hours. This varies by agency availability and priority is not given to one student or another for any reason. It is understood that this can be a big financial burden to the student and it imperative that the student actively plan for this burden as much as possible. The program will start to help students prepare for this in the years leading up to their field practicum.

Agency Travel Reimbursement

Students are expected to provide their own transportation to and from the placement site. Hence, a valid driver's license and registered automobile is generally an agency expectation. Sometimes, students are required to use their personal vehicle to engage in community travel to agencies, client homes, etc. or provide client transportation. The student should be reimbursed for agency travel consistent with agency practice for reimbursement to staff. Students will not be reimbursed for travel to and from the placement site or when traveling with agency personnel in staff or agency vehicles. Some agencies do have agency cars and vans and have established policies which determine whether interns are authorized to drive such vehicles. This matter should be discussed with the individual field instructor during the placement interview to determine agency policy. In many instances, agencies run a "safe driving" check when making placement decisions since they often depend on interns to assist with the transporting of clients. Hence, a reckless or unsafe driving record could prevent placement with some agencies.

Learning Contract

The Learning Contract is a working document used to guide the student and Field Supervisor/Instructor in specifying and evaluating the student's performance. The Learning Contract is a collaborative process. The student and Field Supervisor/Instructor will complete the

Learning Contract together. Each Core Competency must include at least two activities that the student will complete during the academic year. The Learning Contract is the basis for the end of semester evaluation. The Learning Contract will be turned in to the Director of Field Education as outlined in the course syllabus.

Field Education Concerns/Issues

Change in Field Supervisor

Occasionally during placement, a change in field supervisor may occur. While the selected field instructors are committed to the field education process, sometimes there are unanticipated events that require a new field supervisor assignment. Usually this occurs when a field instructor must take a medical leave of absence, has reduced hours of employment, leaves the agency to seek employment elsewhere, or is reassigned to another unit with new responsibilities. Every effort will be made to find a suitable field supervisor in the agency where the student is placed; however, some situations necessitate a change in field assignments due to the limited availability of supervisory personnel. When this is necessary, the Field Education Director will work closely with the student, the out-going field instructor, and the new field instructor to make a smooth transition. If such a change is anticipated, the student and/or field instructor should inform the Field Education Director immediately to allow adequate planning for the transition.

Change in Agency Placement

Each student is expected to complete two semesters of field education in one agency placement. However, on rare occasions, some students might require a change in field assignment. As mentioned above, this could be necessary if a field instructor leaves the agency and a suitable replacement for continued instruction is not available. In addition, should the agency or student realize that the learning experiences are inadequate to support preparation for beginning generalist social work practice, a change in placement will be considered. Another incident for a change in placement may be to provide the student with an alternative learning opportunity.

Occasionally, a student might determine that their learning style is incompatible with the supervision provided by the field instructor. Often these situations, while appearing insurmountable at first, can be successfully resolved if addressed early in the placement. Hence, concerns should be discussed with the Field Education Director as early as possible. The Field Education Director will then arrange a meeting with the appropriate field instructor to mediate for adequate supervision and/or learning experiences. This is a critical part of the learning process as it is important for the student to recognize that issues of concern are not handled by ignoring them. Rather, social work is about recognition of the difficulties that occur in human relationships and the importance of working toward conflict or problem resolution. Conversely, challenges in communication do not warrant an immediate change in placement.

No placement change will take place without consultation between the field instructor, and Director of Field Education. No student may independently change placements or terminate placement. For these reasons, should concerns arise, it is important that they be addressed immediately before they are permitted to escalate and necessitate a placement change. The Field Education Director is available to assist the student and the field instructor with problem identification, mobilization of resources, and mediation. When these means have been explored and resolution is not forthcoming, the student will be assisted in locating an alternative placement with as little disruption to the learning process as possible.

In addition, a change in placement can be time consuming as a new placement must be recruited, reviewed for compliance with the KWU Social Work Program Field Education Standards. In addition, the Field Director must secure a qualified field instructor, a field agreement and commitment to the field program. Despite such a disruption, the student is still held accountable to the CSWE field standards, including the required hours for the semester or the required hours for the total placement experience. Often students are able to make up missed field hours by working additional hours each week.

Personal/Medical Leave

Should a student experience extensive health or medical problems, they should consult with the Field Education Director to determine if medical leave is appropriate. Students who are experiencing extensive health problems will be compromised in their learning process if they are in a position that requires extensive make-up hours which could further jeopardize their health. In such situations, the student will be encouraged to take a medical leave of absence, terminate field in good standing, and re-enter the field program when health permits. Such decisions will be made in collaboration with the Field Education Director and the Social Work Program Director. Likewise, if a student experiences significant family stress or personal crisis, that requires extended absence from the field placement, s/he will be encouraged to discuss with the Field Education Director whether s/he should take a personal leave of absence. This leave time will provide the student with the opportunity to address family or personal concerns and resume field when the situation permits the student to engage in a productive learning experience. Again, the Field Education Director and the Social Work Program Director will be involved in this determination. Documentation for either condition will be completed in compliance with university policies.

Appeal of Final Grade

Consistent with School of Social Work policy, a student must maintain a grade of C or better in all field classes, both pre-field and field seminars. Should a student receive a grade that is less than s/he believes was earned (whether or not it is a failing grade), the student has a right to appeal such grade. The student should first discuss the grade with the Field Instructor to determine whether the instructor is amenable to a grade change.

However, should a Field Instructor not be open to a change of grade, the student has the right to appeal said grade by following the appropriate procedures designated in the BSW Student Handbook which aligns with KWU policies outlined in the KWU Student Handbook.

Termination from Field Placement

The following circumstances may cause a practicum to be terminated before it has been formally completed.

- Students may fail to complete their practicums due to ethical violation or professional misconduct that makes it impossible for them to continue to serve that setting.
- Students may also be unable to complete the practicum, like any other course, due to circumstances beyond their control, such as incapacitation due to an accident or illness.
- A student may reach the conclusion, in consultation with the Field Education Director that they would be better served by an alternate field placement experience.

The following policy pertains to candidates enrolled in courses through the Social Work Department of Kansas Wesleyan University. When there is cause to consider termination of a field placement, the following will apply:

- The Social Work Department will give the candidate notice in writing
 - That consideration is being given to removing them from the placement
 - The date, time, and place of a meeting with the Social Work Department whose responsibility is to render a decision concerning the possibility of termination of a placement.
 - That the candidate is invited to attend and participate in the meeting.
- The meeting will be scheduled within three (3) academic business days following the student being notified of the meeting.
 - If the student gives adequate reason, the department may grant a continuance of the time limit specified above.
- The meeting place will be determined by the Social Work Department and shall be held at a location that is reasonably convenient for all parties involved.
- This meeting is the responsibility of the Social Work Department. The Field Education Director will serve as the lead for the meeting. Included at the meeting will be a representative from the agency, if appropriate.
- The student will be permitted to question evidence/information that was the catalyst for the meeting.
- The student will have the opportunity to present their case and be informed of the decision by a representative of the social work program within five (5) academic business days.

While a decision in a case of termination is pending, the student may be removed from their placement if the case presumes to involve:

- Immoral character.

- Conduct unbecoming social work behavior.
- Ethical, legal, or professional misconduct.
- Insubordination, failure to obey reasonable rules outlined by the agency and/or the department.
- Inefficiency, incompetency, or failure to comply with the requirements of the agency and/or the department.

Removal shall be by action of the university and the practicum site agency and may be based on recommendations of the supervisor, director or other person of authority as authorized by the agency or university. When the hearing or the case is completed, the department shall inform the candidate in writing of the decision involving their placement and of their candidacy for a degree in social work within five (5) academic business days.

Safety Policy and Procedures/Incident Reports

Kansas Wesleyan University Social Work Program provides the following policy and procedures to maximize the safety of social work student interns in their field practice/field agency settings. This policy recognizes that both professional social workers and students engaged in social work internships face inherent physical and emotional risks that can be minimized by increased awareness and taking appropriate precautions.

Agency Protocol: It is important for students to know their agency’s protocol for safety and security. The following guidelines and suggestions may be helpful to students, and field instructors as they consider the particular safety issues in their respective settings. Specific steps taken by students or agency personnel will be determined by each individual situation, the nature of the setting, etc. To increase safety, the agency should know the student’s schedule and whereabouts at all times, especially when the student is working outside the building.

Security of Belongings: The agency is responsible for providing students with a secure place to keep their belongings while at the agency. The space should be one that can be locked; this could be in a desk drawer or filing cabinet. Students should not leave cell phones, laptops, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars, and should be placed out of view or in the trunk just prior to leaving a vehicle.

Safety Issues Related to Working with Clients:

Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are threatening or appear to be threatening to the student. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behaviors. Some individuals who may be prone to violence may possess a weapon. Others may be intoxicated, in withdrawal, or may have other medical, psychiatric or neurological disorders. We want to emphasize that students should

always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings: When considering the location of office meetings, it is important to consider what furniture/objects are in the room, whether there is more than one exit and where it is, and where each person will sit. Students and workers often choose to sit nearest the exit during office visits that involve difficult conversations or actions that may raise risk to the workers. When scheduling the appointment, it is important to think about whether other people will be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that the client/consumer becomes agitated. This may include having another staff person in the meeting.

Safety Tips for Home Visits: Prior to making a home visit, students should discuss any issues related to safety with their field instructor. On an initial home visit, it is often advisable to go with another worker. Most agencies will want to know the location and scheduling of home visits. Some agencies require a confirming telephone call upon arrival and departure from the home visit. If the student feels unsafe upon arrival or at any time during the visit they should not proceed with the meeting. It might be preferable to reschedule the meeting at a neutral location.

Health Safety: Students should be alerted and informed of hazardous materials that might be encountered at the placement site and receive training and/or information about how to protect themselves from infectious diseases.

Appendices

APPENDIX A: Candidate’s Statement of Commitment to Social Work Academic Values

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. The commitment (listed below) are expected of Kansas Wesleyan University candidates in the university classroom:

<p>Excellence</p> <ul style="list-style-type: none"> • Comes to class prepared • Uses grades/rubrics/study guides to improve skills • Justifies ideas with research/evidence • Uses correct spelling, grammar, sentence structure • Has respect, seriousness, and the intent to acquire knowledge 	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Actively listens during class • Asks/answers questions during class that demonstrates authentic interest • Collaborates and contributes in group work • Accepts and acts on constructive feedback • Takes responsibility for actions
<p>Commitment</p> <ul style="list-style-type: none"> • Gets things done despite hardships • Is accountable and reliable • Adheres to assignment guidelines/due dates • Takes initiative to understand concepts • Goes above minimum expectations 	<p>Leadership</p> <ul style="list-style-type: none"> • Interacts with others in a professional manner • Actively involved with in the campus and community • Approaches diversity with a positive attitude and remains open to differing opinions • Demonstrates respect of cultural differences of others • Collaborates with others
<p>Ethics</p> <ul style="list-style-type: none"> • Represents the University positively • Complies with University and social work policies and procedures • Trustworthy in communication and interaction with others • Accepts responsibility for personal actions and behaviors • Demonstrates academic honesty 	

Diversity, Equity, and Inclusion Statement

The Social Work Program is committed to the training and preparation of future social workers who embody the core values, competencies, and practice behaviors of the social work profession. The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, values, and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors, including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, socioeconomic status, and tribal sovereign status. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

Social Work Mission

The mission of the Social Work Program at Kansas Wesleyan University is to equip baccalaureate level social workers for a lifetime of empowering individuals, families, groups, organizations, and societies to solve human problems both in their own communities and around the world. To develop leaders and practitioners who will advance the well-being of people, and promote inclusion, diversity, equity, and social justice, through education, community engagement, interdisciplinary studies, advocacy, leadership, and lifelong learning.

Social Work Program Goals

Goal One: The program will prepare generalist social workers to practice in an ethical and competent fashion with diverse client populations on both the micro and macro levels.

Goal Two: The program will integrate social work practice with social scientific research through an interdisciplinary learning environment and emphasize the importance of lifelong learning for both students and faculty.

Goal Three: The program will develop leaders and practitioners committed to the advancement of human rights and social justice through social policy practice and other forms of advocacy.

Goal Four: The program will teach students to integrate the relationship between theory and practice by providing various service-learning projects, strong Field Education placements, and leadership development.

Goal Five: The program will promote dedication to personal and spiritual growth and to continuous self-care as an important foundation for the social work vocation.

Social Work Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

I have read the commitment and indicators. I agree that Social Work Academic Values and Mission are important to be an effective, social worker. I agree to the DEI statement as it pertains to my development of my professional identity. I am committed to both growth and excellence in demonstrating these commitments. I understand that my progress in the social work program depends upon successful demonstration of these commitments.

Student/Candidate Signature: _____ Date: _____

APPENDIX B: Program Permission to Release Information

Kansas Wesleyan University Social Work Program

This is to certify that I am granting permission for the social work program department at Kansas Wesleyan University to review my application for admission to the social work program. I understand that all documents submitted will remain confidential and only be shared with those necessary for the application review process.

Signature

Date

APPENDIX C: Kansas Wesleyan University Social Work Commitment to Social Work Academic Values Faculty Evaluation

Name of Candidate: _____ Date: _____

Name of Faculty: _____ Position: _____

Each faculty member should return the completed form to student in a sealed envelope with their signature across the seal. The two evaluations forms will need to be included when the application is submitted. **NOTE:** It is very important that evaluators sign across the seal of the envelope to assure confidentiality and integrity of the evaluation process. It is the student's responsibility to arrange drop off and pick up of the evaluation and provide an envelope to the faculty member.

Directions: Mark 1-4 on the line provided for each goal. Include comments if appropriate.

1	2	3	4
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Candidate is not meeting expectations.	Candidate meets some expectations.	Candidate meets all expectations.	Candidate meets all expectations and goes above and beyond what is expected.

Goal 1 – Academic Excellence:

_____ The candidate possesses the knowledge bases in liberal arts and his/her content area and shows competency in 9 CSWE outline competencies for generalist social work skills and demonstrates academic and professional excellence to teach all students.

_____ The candidate comes to class prepared

_____ The candidate uses grades/rubrics/study guides to improve skills

_____ The candidate justifies ideas with research/evidence

_____ The candidate uses correct spelling, grammar, and sentence structure

_____ The candidate has respect, seriousness, and the intent to acquire knowledge

Comments:

Goal 2 – Personal Qualities

_____ The candidate demonstrates the intra and interpersonal skills.

_____ The candidate actively listens during class

_____ The candidate asks/answers questions during class that demonstrates authentic interest

_____ The candidate collaborates and contributes to group work

_____ The candidate accepts and acts on constructive feedback

_____ The candidate takes responsibility for actions

Comments:

Goal 3 – Commitment

- _____ The candidate demonstrates a commitment to education and life-long learning.
- _____ The candidate complete tasks despite hardships
- _____ The candidate is accountable and reliable
- _____ The candidate adheres to assignment guidelines/due dates
- _____ The candidate takes initiative to understand concepts
- _____ The candidate goes above minimum expectations

Comments:

Goal 4 – Leadership

- _____ The candidate is dedicated to the school community in which he/she is a member.
- _____ The candidate interacts with others in a professional manner
- _____ The candidate is actively involved with in the campus and school community
- _____ The candidate approaches diversity with a positive attitude and remains open to differing persons/opinions and beliefs
- _____ The candidate demonstrates respect of cultural differences of others
- _____ The candidate collaborates with others

Comments:

Goal 5 – Ethics

- _____ The candidate is respectful of spiritual values and demonstrates ethical behavior in creating caring learning environments for all students.
- _____ The candidate represents the University and cooperating schools in a positive manner
- _____ The candidate complies with University and Social Work policies and procedures
- _____ The candidate is trustworthy in communication and interaction with others
- _____ The candidate accepts responsibility for personal actions and behaviors
- _____ The candidate demonstrates academic honesty

Comments:

Total Score: _____

Please provide a brief explanation as to why you feel candidate would be successful in the social work program and social work profession:

*Additional comments may be added to back or to a separate piece of paper

Faculty Signature: _____ Date: _____

APPENDIX D: Student Social Worker Practicum Check Sheet

Please have everything completed before practicum placement begins

- Background Check Form
- Field Experience Disclosure Form
- Interview with Field Education Director
- Signed Confidentiality Agreement
- Signed termination policy form
- Signed Release of Information Form
- Professional liability Insurance

Kansas Wesleyan
Social Work Program

**APPENDIX E: Background Check of Social Work
Students/Candidates**

In the State of Kansas, social work is considered to be a profession. Social Work licensure can be denied, suspended, or revoked for both felony and non-felony actions. Due to the fact the social work licensure could be affected by legal activity we use this form to help determine if that could be a potential problem for future licensure with our candidate/students. The Behavioral Science Regulation Board (BSRB) of Kansas, policies will not give state licensure if the following has been met:

- Has been convicted of a felony offense and has not demonstrated to the board's satisfaction that such person has been sufficiently rehabilitated to merit the public trust.
- Has been convicted of a misdemeanor against persons and has not demonstrated to the board's satisfaction that such person has been sufficiently rehabilitated to merit the public trust.
- Is currently listed on a child abuse registry or an adult protective services registry as the result of a substantiated finding of abuse or neglect by any state agency, agency of another state or the United States, territory of the United States or another country and the applicant or licensee has not demonstrated to the board's satisfaction that such person has been sufficiently rehabilitated to merit the public trust.

1. Have you ever been convicted of a felony?
_____ Yes _____ No *If yes, please attach a copy of the court documents regarding conviction*
2. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
_____ Yes _____ No *If yes, please attach a copy of the court documents regarding conviction.*
3. Have you entered into a criminal diversion agreement after being charged with any offense described above? _____ Yes _____ No
If yes, please attach a copy of the diversion agreement.
4. Are criminal charges pending against you in any state involving any of the offenses described above? _____ Yes _____ No *If yes, please attach a copy of the court documents regarding your case.*
5. Have you had a social work license denied, suspended or revoked in any state?
_____ Yes _____ No *If yes, please indicate the action*
_____revoked _____denied _____suspended

Which State(s)?

Please attach a copy of the documents regarding the official action taken.

6. Is disciplinary action pending against you in any state regarding a social work license?
_____ Yes _____ No
If yes, please attach a copy of the official documents regarding the action pending against you.
7. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked, or been the subject of other disciplinary action regarding any profession in Kansas or any other state?
_____ Yes _____ No *If yes, please indicate the action taken:*
_____revoked _____denied _____suspended

Which State(s)?

Please attach a copy of the documents regarding the official action taken.

If you are unsure, **WHEN IN DOUBT, REPORT IT!**

If you:

- Assume or have been told your diversion took the crime off your record – **IT DOES NOT.**
- Are “not sure” whether you had something expunged, **YOU PROBABLY DID NOT.**

- Assume you don't have to report it because you were a juvenile – **YOU MUST REPORT IT.**
- “Forget” your past record and you don't reveal it, this is considered dishonesty and creates another issue with BSRB who will aggressively review your case. **DO NOT LIE.**

Advice about getting a record expunged:

- It's often a simple process that may not require a lawyer.
- It can take a 4-8 weeks to complete.
- Start by contacting the court (county or municipal) where the conviction/diversion occurred OR look for the paperwork on the court website.
- Check to make sure of the time required for an expungement has been completed.
- If it can be completed before you apply for a license, work on completing the expungement.
- If it cannot be completed before you apply, REPORT the crime on your license application and include copies of the court documents.

Remember, an expungement can benefit you in more ways than just licensure!

If your crime happened in Salina Municipal Court, requesting expungement may be fairly easy: go online for the forms and instructions. In most courts, the typical cost for expungement would be \$100-200; with more serious cases, you might want to hire a lawyer.

If a student answers "Yes" to any of the above questions:

1. The student will be asked to submit appropriate documentation to the Social Work Education Field Director.

EACH CASE WILL BE CONSIDERED ON AN INDIVIDUAL BASIS.

The following factors will be taken in account: FACTORS:

1. Nature of the felony or crime
2. Recency of the felony or crime
3. Rehabilitation related to the felony or crime
4. Potential danger to clients

Social Work Department/Unit Committee decides if the student/candidate is to:

- (1) Participate in field experiences,
- (2) Be admitted into the Social Work Program,
- (4) Be recommended for licensure.

The Social Work Department will take the above factors into account as they reach their decision concerning placement or acceptance of students. The Director of the Social Work Department will notify the student, in writing, of the decision. In addition, copies of that notification will be sent to the Provost, and Licensure Officer. As with all issues regarding social work department decisions, the student/candidate has the right to appeal. The appeals process is listed in the KWU Catalog and the Social Work Handbook.

Students will be required to answer these the questions listed above when:

- b. When they apply for admission into the Social Work Program,
- c. When they apply for Field Practicum,
- d. When they apply for licensure.

Students/Candidates who have been convicted of a felony involving the areas listed above may be denied licensure by the State of Kansas.

I certify that the information on this form is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate by the Kansas State Regulatory Board.

Printed Name: _____ Date: _____

Signature: _____

APPENDIX F: Field Experience Disclosure

Services Learning Opportunity is early field experience out in social work field.

Have you ever failed a course with a service-learning opportunity at KWU or any other higher education institution?

Yes No

If yes, which class? _____ When? _____

Please attach an explanation.

Have you been dismissed from and a course with services learning opportunities at KWU or any other higher education institution at KWU or any other higher education institution?

Yes No

If yes, which class? _____ When? _____

Please attach an explanation.

Have you dropped a course with a Services Learning at KWU or any other higher education institution?

Yes No

If yes, which class? _____ When? _____

Please attach an explanation.

Signature: _____ Date: _____

Printed Name: _____ Date: _____

APPENDIX G: Social Work Field Placement Confidentiality Agreement

I, _____, a student in the social work program at Kansas Wesleyan University recognize the importance of maintaining confidentiality in all social work processes.

As a result, I agree to the following conditions respecting my social work practicum.

1. Never reveal the identity of clients or any identifying information about them.
2. Never take client files outside of the agency/organization setting.
3. Read only client files to which my field supervisor has provided me access.
4. Notify the field supervisor of any previous relationship with a client.
5. Maintain the principles of confidentiality both during and after my practicum.

I understand that a breach of confidentiality could result in the termination of my internship.

The Field Education Director has explained these guidelines concerning confidentiality to me and I have had the opportunity to ask questions and discuss this subject with her/him.

Student's name (printed) _____

Student's signature _____ Date _____

Student's KWU ID _____

Student's address _____

Student's phone _____ Student email _____

Emergency Contact _____ Phone _____

Witness Signature _____ Date _____

Please return this form to the Field Placement Director Bridget Goodness at Kansas Wesleyan University.

APPENDIX H: Termination from Placement Statement Policy

The following circumstances may cause an internship to be terminated before it has been formally completed.

1. Students may fail to complete their internships due to gross ethical violations or professional misconduct that makes it impossible for them to continue to serve in that setting.
2. Students may also be unable to complete the internship, like any other course, due to circumstances beyond his or her control, such as incapacitation due to an accident or illness. In addition, changes may occur within the agency/organization in which a student has been placed which make it impossible for the student to complete the internship in that setting.
3. A student may reach the conclusion, in consultation with the Field Education Director that he or she would be better served by an alternate field placement experience.

If students believe that they have been terminated unfairly from a placement, they may appeal the decision to the social work program director and the office of the provost and/or dean. (See Social work handbook for more information)

By signing this document, students recognize that there are grounds for terminating a placement and that the termination may be initiated by the agency and/or Field Education Director as well as by the student. Furthermore, by signing this document, students are indicating have read the termination policy set forth in this manual and understand the policies and produced that are enacted when termination of field placement is considered. It is their responsibility to seek to prevent these unfortunate circumstances from occurring by using the utilizing field supervision and senior seniors to improve any issues or concern.

Student Signature _____ Date _____

Field Supervisor Signature _____ Date _____

KWU Field Education Director Signature _____ Date _____

APPENDIX I: Social Work Field Placement Release of Information Form

This form confirms that the student whose signature appears below grants the social work program Field Education Director at Kansas Wesleyan University permission to exchange information concerning him/her that may impact on his or her social work practice with the field supervisor in the agency in which the student is completing a senior year social work internship.

Name of Agency _____

Name of Field Supervisor _____

Student Signature _____ Date _____

Witness _____ Date _____

APPENDIX J: Professional Liability Insurance Policy

Students are required to provide a copy of liability insurance to the Field Education Director and the field supervisor prior to the commencement of each practicum. Although responsibility for securing social work professional liability insurance ultimately rests with the student, the social work faculty at Kansas Wesleyan University will provide information to students on how to do so. All students/candidates who participate in social work field experiences must carry professional liability insurance for \$1,000,000 coverage. Proof of professional liability insurance in the required amount must be submitted to the Field Director before the student/candidate will be assigned to a field practicum. Candidates who join the Kansas National Social Work Association Student Program (KNSW-SP) receive \$1,000,000 of professional liability insurance as part of their membership and will be verified as KNSW-SP members by the Department of social work.

Students Name (printed) _____

Student's Signature _____ Date _____

Director of Field Education's Signature _____

Date _____

- Check this box if student has provided Field Placement Director with copy of insurance coverage

Date Received _____

APPENDIX K: Summary of Practicum Information

Course: Social Work Seminar & Social Work Field Experience

Student Name: _____

Name of practicum agency: _____

Agency address: _____

Agency telephone(s): _____

Director of Field Education: Bridget Goodness, MSW

Telephone: 785-833-4371 Email: Bridget.goodness@kwu.edu

Practicum Information

Start date of practicum: _____

Expected Completion date: _____

Total number of anticipated practicum hours per semester (Approx. 40 hours per credit hour):

Fall: _____ Spring: _____

Expected work hours per week (factor in KWU breaks and holidays): _____

Tentative Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Field Supervisor Information

Field Supervisor Name: _____

Field Supervisors Position: _____

Field Supervisor's Credentials: _____

Field Supervisor phone: _____

Field Supervisors email: _____

Client Demographic Information (check categories that apply)

Individuals		African American	
Families		Asian	
Groups		Caucasian	
Organizations		Hispanic	
Communities		Special Needs	
Native American		Physically challenged	
Elderly		Other	

Confirmations and Agreements

By signing this agreement, the agency will support KWU social work practicum policies and learning objectives.

Signatures

Agency Director or Representative: _____ Date: _____

Agency Field Supervisor: _____ Date: _____

Student Social Worker: _____ Date: _____

Director of Field Education: _____ Date: _____

Copies of this signed document will be distributed to all the above

APPENDIX L: Generalist Practice Social Work or Field Supervisor

Knowledge – Values – Skills - Cognitive and Affective Processes

Knowledge

Systems Theories, Theoretical Foundations, HBSE, Policy, Practice, Research

Cognitive and Affective Processes

Critical Thinking – conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.

How emotions influence our thinking and behavior

Exercise of judgment

Client Empowerment, Strengths, Resiliency

Service, social justice, the dignity and worth of the person

Professional Values

NASW Code of Ethics, Self-Awareness, Ethical Dilemmas

Importance of Human Diversity

Human Rights Advocacy

Social, Economic and Environmental Justice

Social Work Levels of Intervention

Micro: Individuals

Mezzo: Families and Groups

Macro: Organizations and Communities

Planned Change Process

Engagement-Assessment-Planning-Implementation- Evaluation-Termination-Follow-Up

Professional Social Work Roles

Enabler-Mediator-Coordinator-Manager-Educator-Analyst-Broker-

Facilitator-Initiator-Negotiator-Mobilizer-Advocate

Skills

Application and demonstration of competencies and concepts learned in the classroom

Agency: _____ Field Supervisor: _____

Field Supervisor Signature: _____ Date: _____

APPENDIX M: Field Placement Timesheet

Please ensure that you enter the times you worked each day (ex. 9:30am-2:30pm). Once completed, be sure to obtain your field supervisors signature of verification and submit online in CANVAS.

Name _____ Month of _____, 20_____

First week (dates) from _____ to _____ Total weekly hours worked _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Second week (dates) from _____ to _____ Total weekly hours worked _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Third week (dates) from _____ to _____ Total weekly hours worked _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Fourth (dates) week from _____ to _____ Total weekly hours worked _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Fifth week (dates) from _____ to _____ Total weekly hours worked _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Total number of hours worked for the month _____

Total number of hours worked for the semester _____

Student signature _____ Date _____

Field Supervisor's signature _____ Date _____

Please upload this time sheet into CANVAS each month on assigned due date per syllabus

APPENDIX N: Field Instructor's Evaluation of KWU Field Program and Director

Field Instructor's Name: _____ Date: _____

I was a Field Instructor during the _____ year during the following semester:

Fall Spring Summer

Please rank your responses using this scale from 1 to 5. Use N/A if it is Not Applicable.

1= Strongly Disagree 2=Disagree 3= Neutral 4= Agree 5=Strongly Agree

1. The Field Education Director provided me with enough guidance with regards to the purpose and objectives of the practicum.

Strongly Disagree					Strongly Agree	
1	2	3	4	5		N/A

2. There was enough communication throughout the practicum between the student, the KWU Field Education Director and myself.

Strongly Disagree					Strongly Agree	
1	2	3	4	5		N/A

3. My roles and responsibilities as the field supervisor were clear.

Strongly Disagree					Strongly Agree	
1	2	3	4	5		N/A

4. The KWU Field Education Director was responsive to my needs and requests.

Strongly Disagree					Strongly Agree	
1	2	3	4	5		N/A

5. I would recommend the KWU social work internship program to a colleague.

Strongly Disagree					Strongly Agree	
1	2	3	4	5		N/A

6. The meetings with the student and KWU Field Education Director were helpful.

Strongly Disagree					Strongly Agree	
1	2	3	4	5		N/A

Please provide any further suggestions for the social work program, field director and/or additional comments below (use backside for additional space):

APPENDIX O: Student Evaluation of Practicum Agency and Supervisor/Instructor

Agency _____

Agency Practicum Instructor _____

Placement Semester/Year _____

Student _____ Date _____

Grading Scale Interpretation

1	Far below standards
2	Below standards
3	Meets standards
4	Above standards
5	Exceeds standards

The Agency					
Provides sufficient exposure to professional social work practice	5	4	3	2	1
Provides sufficient opportunity for contact with clients, client groups, or community	5	4	3	2	1
Provides a learning experience that was educational in focus	5	4	3	2	1
Provides adequate workspace for the accomplishment of assigned tasks	5	4	3	2	1
Provides and appropriate orientation to the agency	5	4	3	2	1
Additional comments					

The Practicum Supervisor/Instructor					
Is available when needed	5	4	3	2	1
Provides weekly supervision which evaluates learning and encourages professional self-development	5	4	3	2	1
Is clear and organized	5	4	3	2	1
Establishes rapport easily	5	4	3	2	1
Is generally supportive	5	4	3	2	1
Provides direction and feedback	5	4	3	2	1
Is able to speak with candor about both the strengths and weaknesses of the student, as well as discuss points of disagreement	5	4	3	2	1
Is willing to listen to the students' ideas and brainstorm	5	4	3	2	1
Assigns tasks that are meaningful and educationally directed	5	4	3	2	1
Is resourceful in devising learning experiences	5	4	3	2	1
Encourages self-directedness and independence appropriate to the students experience and abilities	5	4	3	2	1
Serves as an appropriate role model	5	4	3	2	1
Serves as mediator and problem solver	5	4	3	2	1
Is knowledgeable about social work generalist practice	5	4	3	2	1
Is able to integrate theory and practice so that it is meaningful to the student	5	4	3	2	1
Is able to articulate ideas and expectations clearly	5	4	3	2	1
Treats the student with respect	5	4	3	2	1
Treats clients with respect	5	4	3	2	1
Additional Comments					

What aspects of your field work did you find the most valuable?

What aspects did you find the least valuable?

Discuss the recommendation you would give other students regarding this field placement, including its strengths and weaknesses:

Should the agency continue to be used as a field placement agency?

- Yes No Yes, with changes (provide an explanation of suggested changes)

Should the Practicum Instructor be used again for social work students?

- Yes No Yes, with changes (provide an explanation of suggested changes)

Overall rating of the placement (1-5)? _____

Student Signature: _____ Date: _____

APPENDIX P: Social Work Student Evaluation Form - Skills

Student: _____ Date of Evaluation: _____

Field Supervisor/Instructor: _____ Agency: _____

School Year: _____ Term: Fall Spring Section: Mid-term Final

The purpose of this evaluation is to review the student’s performance and professional development as related to their skills in practice on the social work competencies set by the Council on Social Work Education during their social work practicum. Skills generally includes the ability to apply or demonstrate competencies and social work concepts, as well as their ability to do professional level work. This will also assess the plan for tasks and activities that will allow students to demonstrate their competency skill set.

The student and the Agency Practicum Supervisor/Instructor should complete the evaluation separately and then meet to compare/discuss their responses and arrive at a rating for each item. If an agreement cannot be reached, the Agency Practicum Supervisor/Instructor’s rating is submitted. If the student has disagreements with the ratings or comments, those should be submitted with the evaluation form. This should be completed prior to on-site visit with the Field Director. This will then be reviewed at the mid-term and end of semester site visit with Field Education Director.

Grading scale interpretation

1	Far below standards of practice: No understanding and application of behavior.
2	Below standards of practice: Beginner understanding and application of behavior.
3	Meets standards of practice: Average understanding and application of behavior.
4	Above standards of practice: Above average understanding and application of behavior.
5	Exceeds standards of practice: Professional understanding and application of behavior.
N/A	Not applicable to students learning at this time.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Practice Behaviors (Skills):	Midterm	Final
1.a. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
1.b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
1.c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.		
1.d. Uses technology ethically and appropriately to facilitate practice outcomes.		
1.e. Uses supervision and consultation to guide professional judgment and behavior.		
Additional Comments:		

Competency 2: Engage Diversity and Difference in Practice

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

Practice Behaviors (Skills):	Midterm	Final
2.a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
2.b. Presents herself/himself as a learner and engages clients and constituencies as experts on their own experiences.		
3.c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
Additional Comments:		

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

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

Practice Behaviors (Skills):	Midterm	Final
3.a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
3.b. Engage in practices that advance social, economic, and environmental justice.		
Additional Comments:		

Competency 4: Engage in Practice-informed Research and Research-informed Practice

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

Practice Behaviors (Skills):	Midterm	Final
4.a. Uses practice experience and theory to inform scientific inquiry and research.		
4.b. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
4.c. Uses and translates research evidence to inform and improve practice, policy, and service delivery.		
Additional Comments:		

Competency 5: Engage in Policy Practice

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

Practice Behaviors (Skills):	Midterm	Final
5.a. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		
5.b. Assesses how social welfare and economic policies impact the delivery of and access to social services.		
5.c. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
Additional Comments:		

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors (Skills):	Midterm	Final
6.a. Applies knowledge of human behavior and the social environment, person in environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
6.b. Uses empathy, reflection, and good interpersonal skills to effectively engage diverse clients and constituencies.		
Additional Comments:		

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

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

Practice Behaviors (Skills):	Midterm	Final
7.a. Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.		
7.b. Applies knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
7.c. Develops mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
7.d. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
Additional Comments:		

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

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

Practice Behaviors (Skills):	Midterm	Final
8.a. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.		
8.b. Applies knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
8.c. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
8.d. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.		
8.e. Facilitates effective transitions and endings that advance mutually agreed-on goals.		
Additional Comments:		

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

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

Practice Behaviors (Skills):	Midterm	Final
9.a. Selects and uses appropriate methods for evaluation of outcomes.		
9.b. Applies knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions in the evaluation of outcomes.		
9.c. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.		
9.d. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		
Additional Comments:		

Practice Behaviors (Skills):	Midterm					Final				
Attendance & Punctuality: Student is consistently on time and attends assigned practicum activities as requested. Informs supervisor concerning required absences ahead of time.	1	2	3	4	5	1	2	3	4	5
Communication: Student maintains regular contact with their field instructor regarding practicum activities as requested.	1	2	3	4	5	1	2	3	4	5
Self-Awareness: Student is aware of their own strengths, weaknesses, likes, and dislikes and how these may affect their interactions with others.	1	2	3	4	5	1	2	3	4	5
Oral Expressions: Student is able to articulate their thoughts/ideas/concepts clearly verbally and non-verbally to co-workers and their field instructor.	1	2	3	4	5	1	2	3	4	5
Initiative: Student takes initiative to plan work and complete assignments in a timely manner.	1	2	3	4	5	1	2	3	4	5
Compliance with NASW Code of Ethics: Student complies with the NASW Code of Ethics in both thinking and behavior at practicum.	1	2	3	4	5	1	2	3	4	5
Student completes documentation as requested and meets agency requirements	1	2	3	4	5	1	2	3	4	5
Student dresses appropriately according to the agency dress code/policy	1	2	3	4	5	1	2	3	4	5
Additional Comments:										

Practice Behaviors (Ethics):	Midterm					Final				
Awareness of general social work ethical guidelines.	1	2	3	4	5	1	2	3	4	5
Awareness of specific ethical guidelines in the placement.	1	2	3	4	5	1	2	3	4	5
Demonstrates sensitivity to ethical issues and problems.	1	2	3	4	5	1	2	3	4	5
Personal behavior is consistent with social work ethical guidelines.	1	2	3	4	5	1	2	3	4	5
Consults with others about ethical issues when necessary.	1	2	3	4	5	1	2	3	4	5
Additional Comments:										

Please comment on the strengths that you have observed in the student as related to their skills in the profession.

Please comment on the student's areas of potential personal and professional growth as related to their skills in the profession.

Please add any additional comments:

Total Hours of Practicum Completed: _____

By signing below, you understand and agree with the ratings and comments on this evaluation.

Kansas Wesleyan University Field Director:

Name (printed): _____

Signature: _____ Date: _____

Field Supervisor/Instructor

Name (Printed): _____

Signature: _____ Date: _____

Student

Name (Printed): _____

Signature: _____ Date: _____

Original copy will remain on file at KWU. Copies will be given to above listed parties.

APPENDIX Q: GENERALIST PRACTICUM LEARNING AGREEMENT

The field practicum provides an educational experience leading to the achievement of nine competencies necessary for effective social work practice. Below is a list of each competency followed by the behaviors that demonstrate that competency. For each behavior, sample activities are provided. The student and agency field supervisor work together to identify and select which activities are relevant and appropriate in that agency setting. In some cases, the field supervisor and student may determine that other activities rather than or in addition to those listed are more appropriate. In addition to selecting the learning activities, identify the specific methods or tasks that will be used to ensure that the student has successfully demonstrated their ability to complete the learning activity. Please check appropriate boxes and/or add other activities. This learning contract serves as a guideline for final evaluations.

Student Name:	<i>KWU ID #</i>
Agency:	
Agency Address:	Agency Phone#
Field Supervisor Name and Contact Information:	
Other Supervisor Name and Contact Information (if applicable):	
Placement Start Date:	Placement End Date:
Dates Learning Contract was Reviewed:	

Competency 1: Demonstrate Ethical and Professional Behavior

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
<p>1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review client file(s) and determine if a strengths-based approach is evident. <input type="checkbox"/> Review confidentiality policies/forms and maintain client confidentiality <input type="checkbox"/> Identify real or potential ethical dilemmas and apply ethical problem solving. <input type="checkbox"/> Identify examples of ethical practice in supervisory sessions. <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
<p>1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Keep daily journal and/or weekly logs and share with field supervisor. <input type="checkbox"/> Meet with field supervisor and identify strengths and areas for further development. <input type="checkbox"/> Solicit feedback from field supervisor and other relevant professionals. <input type="checkbox"/> Identify and manage one's own personal reactions to clients as reflected in interactions and supervisory sessions <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
<p>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dress appropriately. <input type="checkbox"/> Adhere to work schedule. <input type="checkbox"/> Communicate respectfully with colleagues and clients. 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work 		

	<input type="checkbox"/> Follow agency protocol. <input type="checkbox"/> Other:	<input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
1.4 Use technology ethically and appropriately to facilitate practice outcomes	Mark all that apply: <input type="checkbox"/> Follow agency policies regarding technology <input type="checkbox"/> Identify uses of technology. <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
1.5 Use supervision and consultation to guide professional judgment and behavior	Mark all that apply: <input type="checkbox"/> Meet with field supervisor regularly and make constructive use of supervision. <input type="checkbox"/> Consult with field supervisor regarding questions, concerns, and to obtain feedback <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

Competency 2: Engage Diversity and Difference in Practice

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Mark all that apply: <input type="checkbox"/> Conduct an assessment or other client interview and identify elements of human diversity that have shaped life experiences for that client system <input type="checkbox"/> Discuss with field supervisor how you believe your clients’ experiences have shaped behaviors <input type="checkbox"/> Read about the importance of difference in shaping life experience and discuss with field supervisor <input type="checkbox"/> Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

	<input type="checkbox"/> Read article(s) on diverse population served by the agency and discuss with field supervisor how this knowledge can be applied <input type="checkbox"/> Demonstrate application in interactions with clients <input type="checkbox"/> Learn from clients about their stories and identify ways they may be oppressed/ marginalized/alienated <input type="checkbox"/> Discuss with field supervisor power and privilege as it relates to the population served <input type="checkbox"/> Other:			
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	Mark all that apply: <input type="checkbox"/> Incorporate appropriate questions in interviews with clients to understand the unique story of that client <input type="checkbox"/> Conduct a group or community survey <input type="checkbox"/> Conduct a needs assessment with a client group <input type="checkbox"/> Attend a community meeting or event with a diverse group <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
2.3 Apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Mark all that apply: <input type="checkbox"/> Identify personal biases and ways to manage these in discussion with field supervisor. <input type="checkbox"/> Attend training or read relevant materials to manage influence of personal biases and values <input type="checkbox"/> Interview other social workers in the agency to determine strategies of managing influences of biases <input type="checkbox"/> Record in journal reflecting on how differences shape life experiences – your own and client <input type="checkbox"/> Discuss with field supervisor how your own experiences with diversity have shaped your life experiences and how that will help you better understand client systems <input type="checkbox"/> Read literature about and/or interact with diverse group(s) that may be challenging <input type="checkbox"/> Attend a training related to diversity <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

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

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
<p>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend relevant legislative session and/or lobby for legislation that advances social and economic justice <input type="checkbox"/> Advocate for an individual client or family <input type="checkbox"/> Explain rights to clients <input type="checkbox"/> Review agency policies and practices to determine how they advance these justice issues and how they might be changed <input type="checkbox"/> Educate others about justice issues <input type="checkbox"/> Read about oppression and discrimination and discuss with field supervisor <input type="checkbox"/> Attend a workshop/training program on oppression and discrimination <input type="checkbox"/> Discuss with field supervisor your experiences with oppression and discrimination <input type="checkbox"/> Identify a client who you believe may have experienced oppression or discrimination and discuss with field supervisor <input type="checkbox"/> Attend legislative session and promote legislation relative to a human rights or justice issue <input type="checkbox"/> Write letter to someone in a position to make change relative to above <input type="checkbox"/> Educate others about a human rights or social justice issue <input type="checkbox"/> Advocate for client access to services <input type="checkbox"/> Assist in writing proposal or advocating for a program, service, or policy that relates to above <input type="checkbox"/> Explain rights to clients <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
<p>3.2 Engage in practices that advance social, economic, and environmental justice</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate for an individual client or family 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student’s work 		

	<input type="checkbox"/> Honor clients' rights <input type="checkbox"/> Treat each client with respect <input type="checkbox"/> Identify justice issues and intervention strategies in work with clients <input type="checkbox"/> Participate in a political campaign promoting a candidate who supports policies that reflect above <input type="checkbox"/> Treat each client with respect be nonjudgmental <input type="checkbox"/> Review agency policies and practices to identify how they advance social and economic justice and/or how they might be enhanced <input type="checkbox"/> Identify and participate in organizations that advance social and economic justice <input type="checkbox"/> Assist in writing proposal or advocating for program, service, or policy that relates to the above <input type="checkbox"/> Participate in lobbying or political strategies related to policy action <input type="checkbox"/> Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy <input type="checkbox"/> Participate in a political campaign to advance social and economic well-being <input type="checkbox"/> Attend a meeting where policy action is discussed <input type="checkbox"/> Educate others about needed policy action <input type="checkbox"/> Other:	<input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
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Competency 4: Engage in Practice-informed Research and Research-informed Practice

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
4.1 Use practice experience and theory to inform scientific inquiry and research	Mark all that apply: <input type="checkbox"/> Complete a literature review related to client system(s) served <input type="checkbox"/> Analyze client data from the agency <input type="checkbox"/> Conduct a focus group for evaluation of agency	Mark all that apply: <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

	<input type="checkbox"/> Implement a survey to evaluate practice/ program/ policy/service <input type="checkbox"/> Implement single system design evaluation with a client <input type="checkbox"/> Develop research question(s) related to practice and locate and analyze research or propose how research could be conducted to answer the question(s) <input type="checkbox"/> Other:			
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Mark all that apply: <input type="checkbox"/> Read research related to the agency’s area of practice/models of service or intervention or client system(s) <input type="checkbox"/> Review agency outcome data <input type="checkbox"/> Review research related to agency <input type="checkbox"/> Review or suggest research related to assessment, prevention, and intervention with client systems <input type="checkbox"/> Discuss/present research at agency meeting or in training group <input type="checkbox"/> Evaluate practice using single subject design or program evaluation frameworks <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	Mark all that apply: <input type="checkbox"/> Read research related to agency and suggest application to agency practice/policy <input type="checkbox"/> Review agency outcome data and analyze how it can be used to improve practice/policy/delivery <input type="checkbox"/> Apply research evidence in assessment, prevention, and intervention with client systems <input type="checkbox"/> Evaluate practice using single subject design or program evaluation framework <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

Competency 5: Engage in Policy Practice

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Mark all that apply: <input type="checkbox"/> Identify one or more proposed policy changes that will have an impact on service delivery and/or access to social services <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	Mark all that apply: <input type="checkbox"/> Review agency policies and policies that have an impact on the client system served <input type="checkbox"/> Discuss impact of policies and policy changes with field supervisor <input type="checkbox"/> Review any recent changes in agency or legislative policy that has an impact on clients <input type="checkbox"/> Assist in policy development <input type="checkbox"/> Attend training on policy <input type="checkbox"/> Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system <input type="checkbox"/> Lobby for a particular legislative action and/or take action to advocate for policy change <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Mark all that apply: <input type="checkbox"/> Review agency policies and policies that have an impact on the client system served <input type="checkbox"/> Discuss impact of policies and policy changes with field supervisor <input type="checkbox"/> Review any recent changes in agency or legislative policy that has an impact on clients <input type="checkbox"/> Assist in policy development <input type="checkbox"/> Attend training on policy	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

	<input type="checkbox"/> Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system <input type="checkbox"/> Lobby for a particular legislative action and/or take action to advocate for policy change <input type="checkbox"/> Participate in lobbying or political strategies related to policy action <input type="checkbox"/> Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy <input type="checkbox"/> Participate in a political campaign to advance social and economic well-being <input type="checkbox"/> Attend a meeting where policy action is discussed <input type="checkbox"/> Educate others about needed policy action <input type="checkbox"/> Other:			
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities				
<i>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including: individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</i>				
Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Mark all that apply: <input type="checkbox"/> Identify different approaches to engagement with clients and constituencies based on agency context and understanding of human behavior <input type="checkbox"/> Build effective practice relationship with clients and constituencies <input type="checkbox"/> Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies <input type="checkbox"/> Apply a selected theory to a client situation <input type="checkbox"/> Demonstrate understanding of person and environment in presenting a case at a staffing	Mark all that apply: <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

	<ul style="list-style-type: none"> <input type="checkbox"/> Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity <input type="checkbox"/> Read article(s) on diverse population served by the agency and discuss with field supervisor how this knowledge can be applied <input type="checkbox"/> Educate others concerning updated research, new technologies, or pending policy/legislative actions <input type="checkbox"/> Other: 			
<p>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use reflective responses, simple encouragement, empathic responses and demonstrate other active listening skills in interviews with clients <input type="checkbox"/> Demonstrate active listening skills in meetings and in interactions with colleagues <input type="checkbox"/> Identify and communicate client feelings <input type="checkbox"/> Begin “where the client is” <input type="checkbox"/> Demonstrate appropriate non-verbal communication <input type="checkbox"/> Observe and identify examples of empathy in other workers’ interactions with clients and discuss with field supervisor <input type="checkbox"/> Observe and identify examples of interpersonal skills in other workers’ interactions with clients and/or colleagues and discuss with field supervisor <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		

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

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
<p>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct assessment with an individual <input type="checkbox"/> Conduct family assessment <input type="checkbox"/> Conduct group assessment <input type="checkbox"/> Conduct community or organizational assessment <input type="checkbox"/> Conduct/assist in an assessment interview <input type="checkbox"/> Write an assessment after a client assessment interview <input type="checkbox"/> Document in client chart <input type="checkbox"/> Conduct a needs assessment for the agency or community <input type="checkbox"/> Complete a psycho-social history including an assessment summary statement <input type="checkbox"/> Make collateral contacts as part of assessment <input type="checkbox"/> Use standardized assessment tools and score and interpret the information – including SBIRT <input type="checkbox"/> Use observational skills to identify nonverbal cues, para-verbal cues, appearance, hygiene, demeanor, etc as sources of information in assessment <input type="checkbox"/> Complete an assessment and document client strengths and limitations <input type="checkbox"/> Identify client strengths and limitations in discussions with field supervisor <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
<p>7.2 Apply knowledge of human behavior and the social environment and other multi-disciplinary frameworks in analysis of assessment data from clients and constituencies</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review client chart(s) and identify bio-psychosocial elements relevant to understanding that client system <input type="checkbox"/> Analyze a community or agency problem or social issue <input type="checkbox"/> Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		

	<ul style="list-style-type: none"> <input type="checkbox"/> Apply a selected theory to a client situation <input type="checkbox"/> Demonstrate understanding of person and environment in presenting a case at a staffing <input type="checkbox"/> Review client records and prepare interview goals and questions prior to meeting <input type="checkbox"/> Discuss with field supervisor concerns related to meeting with a particular client or attending a meeting <input type="checkbox"/> Discuss/identify your role in working with a particular client or attending a meeting <input type="checkbox"/> Discuss with your field supervisor how you will approach a particular situation <input type="checkbox"/> Other: 			
<p>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete intake or other client interview(s) and ask appropriate questions related to desired outcomes <input type="checkbox"/> Identify and prioritize client needs <input type="checkbox"/> Participate in group (treatment, committee, community, etc.) and participate in discussion of purpose and desired outcomes <input type="checkbox"/> Work with a client(s) in development of a case plan identifying measurable objectives <input type="checkbox"/> Work with a group in identifying group goals and objectives <input type="checkbox"/> Participate in a strategic planning or similar type meeting <input type="checkbox"/> Assist in developing goals/outcomes for a new program or project <input type="checkbox"/> Review case plans in client files and discuss with field supervisor how the plan was developed and how the objectives can be measured <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
<p>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with field supervisor to determine appropriate intervention strategies and implement them with clients 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work 		

<p>preferences of clients and constituencies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review client records and discuss what strategies are used with clients <input type="checkbox"/> Discuss options with clients <input type="checkbox"/> Review program goals and discuss what strategies are used to reach goals <input type="checkbox"/> Identify a community problem and develop/implement intervention strategy <input type="checkbox"/> Identify options for a specific client system and discuss with field supervisor the pros and cons of various options <input type="checkbox"/> Identify evidence-informed strategies from reviewing literature related to the client population/issue <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
<p>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with field supervisor to determine appropriate intervention strategies and implement them with clients <input type="checkbox"/> Review client records and discuss what strategies are used with clients <input type="checkbox"/> Discuss options with clients <input type="checkbox"/> Review program goals and discuss what strategies are used to reach goals <input type="checkbox"/> Identify a community problem and develop/implement intervention strategy <input type="checkbox"/> Identify options for a specific client system and discuss with field supervisor the pros and cons of various options <input type="checkbox"/> Review agency goals and identify specific actions to achieve one or more goals <input type="checkbox"/> Develop/plan a fund-raising strategy to enhance services, develop a needed program, etc. 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		

	<input type="checkbox"/> Assist in identifying possible sources of funding for agency and/or participate in grant writing <input type="checkbox"/> Suggest/plan a new program or policy change that will help achieve organizational goals <input type="checkbox"/> Develop/implement intervention strategy with individual, family, group, community, and/or organization <input type="checkbox"/> Identify evidence-informed strategies from reviewing literature related to the client population/issue <input type="checkbox"/> Other:			
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Mark all that apply: <input type="checkbox"/> Based on assessment of a community, social, or agency problem, identify strategies for intervention <input type="checkbox"/> Based on assessment, select intervention strategies with clients based on knowledge of human behavior and the social environment <input type="checkbox"/> Demonstrate understanding of person-in environment in selection of intervention strategies <input type="checkbox"/> Draw from multidisciplinary frameworks in identifying intervention strategies <input type="checkbox"/> Identify and connect clients to community resources to meet client needs <input type="checkbox"/> Advocate as appropriate to help clients resolve problems <input type="checkbox"/> Use appropriate intervention strategies to help clients resolve problems <input type="checkbox"/> Identify targets for change at the individual, family, group, organizational, or community level and implement appropriate strategies <input type="checkbox"/> Educate clients <input type="checkbox"/> Use counseling skills and apply planned change process with clients <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
8.3 Use inter-professional collaboration as appropriate to	Mark all that apply: <input type="checkbox"/> Participate in multi-disciplinary team meetings	Mark all that apply: <input type="checkbox"/> Observation of student's work		

<p>achieve beneficial practice outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with other professionals to achieve practice outcomes <input type="checkbox"/> Participate in community meeting with other professionals <input type="checkbox"/> Work collaboratively with other professionals in provision of services to client <input type="checkbox"/> Participate in meetings to discuss improvement or sustaining of quality of services <input type="checkbox"/> Put together data, information, or proposal relevant to the above <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
<p>8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate or advocate for services for a particular client/assist client in getting needed resource(s) <input type="checkbox"/> Act appropriately on behalf of a client <input type="checkbox"/> Serve as a mediator with within a client system or between a client system and another system <input type="checkbox"/> Work out an agreement and/or compromise between two or more parties <input type="checkbox"/> Assist in gaining community support for a program, policy, or population group <input type="checkbox"/> Explain client needs to service provider or multidisciplinary team member <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		
<p>8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals</p>	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inform clients of the time limitations of the practicum <input type="checkbox"/> Prepare clients for termination of services, discuss client feelings about termination <input type="checkbox"/> Prepare termination summaries or transfer summaries <input type="checkbox"/> Transfer clients to appropriate resources when leaving the agency <input type="checkbox"/> Discuss with field supervisor feelings relative to termination with clients <input type="checkbox"/> Other: 	<p>Mark all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain) 		

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

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

Practice Behaviors	Learning Activity/Assignment	Evaluation Method	Target Date	Completion Date
9.1 Select and use appropriate methods for evaluation of outcomes	Mark all that apply: <input type="checkbox"/> Review agency procedures and methods of evaluating outcomes and discuss with field supervisor <input type="checkbox"/> Select method of evaluating outcomes for an individual client <input type="checkbox"/> Suggest methods to evaluate outcomes <input type="checkbox"/> Review literature regarding appropriate methods for evaluation of outcomes <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Mark all that apply: <input type="checkbox"/> Determine what to measure in evaluation of outcomes <input type="checkbox"/> Discuss how knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks apply to evaluation of outcomes <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Mark all that apply: <input type="checkbox"/> Put together relevant data for agency <input type="checkbox"/> Use single system design(s) to evaluate effectiveness of intervention <input type="checkbox"/> Analyze program outcome data <input type="checkbox"/> Implement program evaluation plan <input type="checkbox"/> Design method(s) to evaluate outcomes <input type="checkbox"/> Use meetings with field supervisor and weekly logs to analyze, monitor, and evaluate interventions <input type="checkbox"/> Read, discuss research related to practice effectiveness <input type="checkbox"/> Conduct follow-up interviews or implement surveys to evaluate interventions <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student’s work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student’s written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Mark all that apply: <input type="checkbox"/> Explain how single subject design results could be used to improve practice effectiveness <input type="checkbox"/> Explain how program evaluation could be used to improve effectiveness <input type="checkbox"/> Other:	Mark all that apply: <input type="checkbox"/> Observation of student's work <input type="checkbox"/> Discussion of experiences <input type="checkbox"/> Reading student's written work <input type="checkbox"/> Feedback from others <input type="checkbox"/> Other (explain)		

Learning Contract Signatures

Initial learning contract signatures

Student Signature

Date

Field Supervisor Signature

Date

Field Education Director Signature

Date

Review and update at end of semester one:

Student Signature

Date

Field Supervisor Signature

Date

Field Education Director Signature

Date

Final Learning Contract

Student Signature

Date

Field Supervisor Signature

Date

Field Education Director Signature

Date