BSW PROGRAM
FIELD EDUCATION MANUAL

2017-2018
This manual is dedicated to the numerous field setting personnel and field instructors who collaborate with us each year to develop quality field education placements for our social work students. These individuals have graciously and generously given of their time, expertise, and wisdom.

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Director of Field Education
# Table of Contents

## Introduction

- Non-Discrimination Policy
- Program Location & Contact Information
- Mission Statement

## Roles and Responsibilities in Field Education

- School of Social Work
- Director of Field Education
- Field Liaison
- Field Education Placement Setting
- Field Instructor
- Task Supervisor
- Student

## Field Education Policies, Criteria, and Procedures

- Selecting Field Education Settings and Field Instructors
  - Field Setting Criteria
  - Field Instructor Criteria
  - Dual Relationship Policy
- Placing Students
  - BSW Field Readiness Criteria
- Fieldwork Prerequisite Courses
- Other Readiness Considerations
- Confidentiality
- Use of Social Media and Technology
- Safety
- Harassment
- Specific Time Requirements
- Field/Class Conflicts
- Early Termination of Placement
- Field Placements in Student’s Place of Employment
- Accruing Field Hours for Class Assignments

## Monitoring Students and Maintaining Field Liaison Contact

- Monitoring Students in the Field Setting
- Maintaining Field Liaison Contacts with the Field Setting

## Evaluating Student Learning

- Learning Plan Time Regulations for Field Practicum Students
Midterm/Final Evaluations ........................................................................................................... 15
Field Instructor Evaluation of Student ........................................................................................ 16
Field Liaison Evaluation of Student ............................................................................................ 16
Evaluating Field Setting Effectiveness ...................................................................................... 17
Unsatisfactory Performance in Field Setting ............................................................................ 18
Student Problems in the Field Placement .................................................................................... 18
Termination of Field Placement .................................................................................................. 18
Field Education Non-Academic Dismissal Policy ...................................................................... 18

APPENDIX

BSW Field Placement Setting Contract .................................................................................... 21
Field Liaison Contact Form .......................................................................................................... 25
Prospective Field Education Setting Assessment ........................................................................ 27
BSW Field Placement Application ............................................................................................. 30
Field Education Confidentiality Agreement .................................................................................. 32
Employment-Based Placement Contract ..................................................................................... 33
Weekly Field Placement Journal – ON Alcea ............................................................................. 36
BSW Time Log – ON Alcea .......................................................................................................... 38
Individualized Field Education Plan (IFEP) ............................................................................... 39
Learning Plan – Fall – ON Alcea .................................................................................................. 43
Learning Plan – Winter – ON Alcea ............................................................................................. 50
Learning Plan Example .................................................................................................................. 57
Field Instructor Evaluation .......................................................................................................... 70
Student Field Placement Evaluation ............................................................................................ 72
INTRODUCTION

This *BSW Program Field Education Manual* has been prepared to assist Bachelors of Social Work (BSW) students, program faculty, field instructors, and field placement setting personnel in understanding the objectives and requirements for the field education component of the BSW program at Southern Adventist University (SAU). It summarizes the current educational policies and procedures for the BSW program and provides guidelines and instructions for field placement assignments.

NONDISCRIMINATION POLICY

The social work program makes specific and continuous efforts to provide a learning environment in which respect for all persons and understanding of diversity are practiced. Social work education builds upon professional purposes, values, and ethics; therefore, the program commits to offering a learning environment that is nondiscriminatory and that reflects the profession’s fundamental tenets.

It is the policy of the School of Social Work at Southern Adventist University that all aspects of the BSW program will be conducted without discrimination on the basis of age, gender, race, color, ethnicity, national origin, religion, disability, or sexual orientation. The School of Social Work and its faculty fully adhere to the NASW Code of Ethics. We welcome students of different backgrounds seeking to enrich our program through diversity.

PROGRAM LOCATION & CONTACT INFORMATION

The School of Social Work is located in Daniells Hall, 4891 Jones Drive, on the campus of Southern Adventist University. Parking is available in an adjacent parking lot. Both the parking lot and Daniells Hall are handicapped accessible.

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Office Hours
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The mission of Southern Adventist University’s Bachelor of Social Work program is to prepare students within a Christian learning environment for service and excellence in generalist, evidence-based social work practice.
**Roles and Responsibilities in Field Education**

The effectiveness of the SAU School of Social Work’s BSW field education program depends on the important roles and responsibilities carried out by:

- the School of Social Work program administration
- the director of field education
- the faculty field liaisons
- the field education placement setting personnel
- the field instructors
- the task supervisors
- the BSW students in the field practicum.

This section of the SAU School of Social Work *BSW Field Education Manual* is intended to describe these roles and responsibilities in order to facilitate understanding and effective interaction that supports a meaningful and successful field education experience for BSW students preparing to join the social work profession. The responsibilities outlined in this section are also included in the BSW Field Placement Setting Contract (see Appendix).

**School of Social Work**

The BSW program administration in the School of Social Work develops and oversees the BSW field education program. In order to maintain a meaningful field education experience for BSW students, the School of Social Work program agrees to the following responsibilities:

1. To appoint a director of field education from the School of Social Work to be the primary liaison between the university and the placement setting.
2. To consult on the assignment of students to the field education setting to ensure appropriate learning opportunities for students that also fit the setting’s service functions.
3. To provide the field instructor with information about the student, the curriculum, and school policies, assisting the field instructor and task supervisor through consultation and conferences when needed.
4. To designate a member of the faculty to serve as liaison to the field education setting.
5. To coordinate meetings of field instructors and faculty to integrate field instruction with the total curriculum.
6. To provide field education training to field liaisons, field instructors, and task supervisors.
7. To provide liability insurance for students completing their field education.

*Note: Although the University provides liability coverage for the student while in field, the liability insurance does not provide any coverage for the student’s automobile even if using for*

3
field related activities. Nor does the liability insurance provide any health/medical coverage if student should become ill or sustain an injury in the field.

**DIRECTOR OF FIELD EDUCATION**

The director of field education is a faculty member in the School of Social Work who reports to the program’s dean and who is responsible for the overall coordination of field education instruction within the framework of the curriculum developed by the program. The director of field education for the student’s placement agrees to the following responsibilities:

1. To assist the field instructor in the understanding and development of the instructor’s role in relation to the program’s goals and competencies.
2. To assist the field instructor and student with the creation of experiential learning activities and with the ways and means of meeting the goals of the student’s learning plan.
3. To schedule and document conferences with the student for supervising, instructing, supporting, and reviewing progress toward meeting program goals and competencies.
4. To consult with the field instructor regarding the student’s progress.
5. To submit the student’s final letter grade for the social work practicum course.

**FIELD LIAISON**

Within the BSW program the field liaison role falls under the director of field education. When the director of field education is unable to act as the liaison, the MSW program may assign field liaisons to students in the field education practicum. The School of Social Work assigns a full-time or adjunct faculty member as a field liaison for each student in the field education program. The faculty field liaison agrees to the following responsibilities:

1. To complete field liaison training.
2. To maintain contact with the field instructor and carry out at least one site visit during the first and second semesters of practicum.
3. To maintain telephone and email contact as needed (complete Field Liaison Contact Form located in the Appendix).
4. To interpret the connection between classroom curriculum and practicum for the field instructor.
5. To provide, as necessary, supervisory support for field instructors.
6. To ensure that the educational focus of the field placement is maintained.
7. To ensure that learning activities are appropriate, and where they are not appropriate, to assist the field instructor in developing additional assignments.
8. To provide feedback on the student’s progress toward proficiency in the program competencies.

9. To respond to problems raised by student or field instructor and to bring to the attention of the director of field education any student who is experiencing difficulties in practicum.

FIELD EDUCATION PLACEMENT SETTING

An agency is a field education placement setting if it agrees to partner with the School of Social Work program by providing placement opportunities for students to fulfill their field education requirements; the field education setting representative agrees to the following responsibilities:

1. To consider for acceptance student(s) of the university who are eligible for the social work field practicum and have expressed interest in this setting, without discrimination on the basis of age, gender, race, color, ethnicity, national origin, religion, disability, or sexual orientation. The field education experience consists of a 400 clock hour practicum.

2. To participate with the director of field education and student(s) in pre-placement conferences for the review of field setting learning opportunities, and arrangement of student hours and instruction schedules.

3. To appoint a qualified professional staff member to serve as field instructor and provide adequate time and resources for her/him to perform the responsibilities of the field instructor as described below.

4. To provide opportunities for student(s) to engage in the full range of social work service provision on the micro, mezzo, and macro levels of practice.

5. To provide needed physical space and resources for the student(s) during the field practicum.

6. To provide coverage for the student(s) under the setting’s automobile and/or liability insurance policy as appropriate for volunteers within the setting. The student(s) will be covered under the university’s student liability insurance policy, but some settings may choose to include the student(s) under their volunteer liability policy as well.

7. To sign the BSW Field Placement Setting Contract (see Appendix) and submit it to the SAU School of Social Work.

FIELD INSTRUCTOR

The emphasis of field instruction is on the development of a sound educational practicum experience. In working toward this, the field instructor serves as an administrator, educator, and model. The field instructor agrees to the following responsibilities:
1. To assume on-site responsibility for the student’s field education experience (including the responsibilities of the task supervisor, listed below, when there is no task supervisor utilized in the placement).
2. To collaboratively assess the learning needs of the student within the context of the program’s competencies and to establish appropriate learning activities.
3. To assign tasks that are suitable in terms of the student’s capacity to carry out functions in the field education setting, recognizing the student as a developing professional.
4. To prepare and conduct individual weekly scheduled supervision conferences with the student.
5. To help the student integrate theoretical knowledge and knowledge from previous experiences with the student’s present practice, challenging the student to expand professional skills, knowledge, and values.
6. To confer frequently with the task supervisor and director of field education regarding the student’s progress.
7. To advocate for student access to learning experiences within the field setting and the professional community.
8. To meet program requirements by attending meetings for field instructors including the mandatory annual field instructor training, writing evaluations on student performance, and signing and submitting field-related papers.
9. To supply the program with a current CV or résumé each academic year that a student is in placement.

**TASK SUPERVISOR**

In cases where a qualified field instructor is not available within the field setting, the SAU School of Social Work provides the opportunity for students to utilize a task supervisor as the person they are immediately responsible to in the field setting. However, all students must have an approved field instructor who meets with them weekly for supervision in order to reinforce the social work perspective. The School of Social Work will assign a qualified field instructor in those situations where a task supervisor is used. The task supervisor agrees to the following responsibilities:

1. To complete field instructor training(s) provided by the School of Social Work.
2. To orient the student to the field placement setting, familiarizing the student with the setting’s structure, policy, objectives, accountability mechanisms, and relationship to the community.
3. To review safety procedures with the student, especially those that may be unique to the setting and its clientele.
4. To work closely with student in the delivery of services by scheduling the student’s work assignments, integrating the student’s work with the work of the setting’s personnel, and assisting the student in meeting professional standards in the workplace.

5. To collaborate frequently with the field instructor and student regarding the student’s progress.

**STUDENT**

The School of Social Work regards the student as an adult learner, capable of identifying his/her learning needs and shaping the educational process. The field education experience is a bridge from the student role to the professional role, which is exemplified by the student’s growing responsibilities. The student agrees to the following responsibilities regarding field education:

1. To assume professional responsibility and appropriate accountability for assigned client services and other field activities.
2. To prepare a field education learning plan with the field instructor’s input, revising it as necessary.
3. To initiate and participate in weekly supervisory conferences with the field instructor, prepare and submit a weekly journal to document field work, share reactions to and questions about the field education experience, and advise the field instructor of new learning needs.
4. To participate in selected field setting activities (e.g., staff meetings, conferences, in-service training, and committee work), when these are not in conflict with campus-based courses, seminars, or other commitments.
5. To obtain field setting approval for the use of any case material or records outside of the setting while maintaining accepted standards of confidentiality.
6. To inform the field instructor of classroom assignments which relate to field instruction, and share material when relevant.
7. To confer periodically with the director of field education about learning experiences and any problems or concerns related to the field education assignment.
8. To secure transportation to and from the field education placement setting.
9. To provide payment for screening fees and mileage costs that the field setting does not cover.
FIELD EDUCATION POLICIES, CRITERIA, AND PROCEDURES

This section of the SAU School of Social Work’s BSW Program Field Education Manual specifies policies, criteria, and procedures for selecting field education settings and field instructors, placing and monitoring students, maintaining field liaison contacts with field settings, and evaluating student learning and field setting effectiveness. This information also describes how these field education elements are congruent with the program competencies.

SELECTING FIELD EDUCATION SETTINGS AND FIELD INSTRUCTORS

Selecting field education settings and field instructors is a central and ongoing activity of the director of field education. The director of field education initiates and maintains contact with community agencies and service providers in order to facilitate the development of collaborative educational agreements. After identifying a potential field setting, the director of field education proceeds to the next step in the selection process by meeting with personnel and determining the eligibility of a setting social worker to become a field instructor. When a field setting meets the program’s criteria for setting selection and a qualified field instructor agrees to accept students, the director of field education and the setting’s personnel complete the BSW Field Placement Setting Contract (see Appendix). Once the director of field education has secured a setting contract, the field instructor undergoes training.

Field Setting Criteria

In order to be eligible as a program field setting, the setting must offer adequate field education opportunities for students as evidenced by the following criteria:

1. The setting employs a qualified BSW or MSW social worker who can serve as a field instructor, or is willing to make provision for qualified supervision to complement agency services (see field instructor qualifications below).
2. The setting provides services that will expose students to the experiences required in the program’s field learning plan and meet the program’s competencies for field instruction.
3. The setting can offer opportunities for students to engage in social work services, assuming a workload under the supervision of a field instructor.
4. The setting can offer opportunities for students to engage in the full range of social work service provision on the micro, mezzo, and macro levels of practice.
5. The setting will accommodate for one hour of weekly field instruction per student.
6. The setting is able to supply adequate workspace and resources for students to learn and perform their duties in a professional manner.
7. The setting will provide release time for field instructors to attend trainings and workshops offered to supervisory personnel working with students.
Note: The BSW Program recommends placements based on having screened settings and students and making the best matches available. Students and agency field instructors accept the placement after an on-site interview of the student.

Field Instructor Criteria
Field education settings, when possible, shall supply a qualified field instructor as defined by the following criteria:

1. The field instructor must hold a BSW or MSW degree from a CSWE-accredited social work program.
2. The field instructor must have at least three months (for those holding a MSW) or at least two years (for those holding a BSW) of experience in the field setting post degree completion.
3. The field instructor may not have any documented NASW sanction in force on record.
4. The field instructor must have adequate time available to supervise and engage with the student and agree to provide one hour of direct field education supervision weekly.

In cases where a qualified field instructor is not available within the field setting, the SAU social work program provides the opportunity for students to utilize a task supervisor as the person they are immediately responsible to in the field setting. Task supervisors must have at least one year of social work experience; however, in order to reinforce the social work perspective, all students must have a fully-credentialed field instructor who meets with them for a minimum of one hour per week for field supervision. The School of Social Work will assign a qualified field instructor in those situations where a task supervisor is used.

Note: In the event that a field instructor does not hold an accredited BSW or MSW degree, the School of Social Work will assume responsibility to reinforce a social work perspective. This will be accomplished through oversight by the Field Education Committee.

Dual Relationship Policy
When assigning field instructors to students, the School of Social Work adheres to pertinent standards in the NASW Code of Ethics concerning dual relationships and conflicts of interest. In the context of field education, dual relationships occur when a field instructor maintains a relationship with a student in more than one domain, whether professional or personal. Dual or multiple relationships can occur simultaneously or consecutively. In the event that a dual relationship does exist the student must petition for approval from the field education faculty committee prior to field placement. The student will not begin to accrue hours until the field instructor has been approved.
PLACING STUDENTS

The BSW program ensures that students are properly prepared to enter the field education experience. Courses in the program curriculum reinforce specific areas of field readiness, including knowledge regarding the program’s competency practice behaviors and the NASW Code of Ethics.

BSW Field Readiness Criteria

The BSW program ensures that students are properly prepared to enter the field education experience. Courses in the program curriculum reinforce specific areas of field readiness, including knowledge regarding the program’s competency practice behaviors and the NASW Code of Ethics. During the students’ winter semester of the junior year, the application process for the field education experience begins. Through the SOCW 391 Junior Practicum course students will complete a field practicum experience for a total of 40 clock hours to meet the field readiness requirements.

The BSW student must meet the criteria listed below to be eligible to begin the 400 hour Senior Social Work Practicum (SOCW 428, 429). The student may not begin to accrue hours in the field until the director of field education has confirmed the placement.

1. The student must have completed or be currently completing the fieldwork prerequisite courses for the major (see below).
2. The student must have an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in all classes designated SOCW to be considered academically eligible.
3. The students must participate in the School of Social Work field placement selection process.
4. The student must complete all of the required field readiness assessments.
5. The student must submit a completed BSW Field Placement Application and all required attachments to the director of field education (see Appendix).
### Fieldwork Prerequisite Courses

**Prerequisites:**
- SOCW 211 – Introduction to Social Work
- SOCW 212 – Social Welfare as an Institution
- SOCW 213 – Interviewing Skills
- SOCW 311 – HBSE I (Human Behavior and the Social Environment I)
- SOCW 312 – HBSE II (Human Behavior and the Social Environment II)
- SOCW 310 – Social Work Practice with Individuals and Families
- SOCW 319 – Social Work Practice with Groups, Organizations, and Communities

- SOCW 391 – Junior Field Practicum
- Acceptance into the Social Work Program
- Acceptance with Field Program

**Required Cognates:**
- BIOL 102 – Principles of Biology
- PSYC 122 – General Psychology
- SOCI 125 – Introduction to Sociology
- PLSC 254 – American National & State Government
  OR
  - ECON 213 – Survey of Economics

**Concurrent Co-requisites:**
- NRSG 316 – Applied Statistics for Health Professionals
- SOCW 434 – Social Welfare Issues and Policies
- SOCW 441 – Integrative Seminar I
- SOCW 442 – Integrative Seminar II
- SOCW 497 – Research Methods

### Other Readiness Considerations

In addition to the competency-related readiness factors presented and assessed by the BSW program, information regarding confidentiality, use of social media and technology, safety practices in the field, and awareness about harassment are covered in the Junior Practicum and Integrative Seminar courses, prior to or concurrent with, students entering their field practicum.

#### Confidentiality

Students are required to sign a Field Education Confidentiality Agreement form (see Appendix) before starting their field practicum.

#### Use of Social Media and Technology

While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, Instagram, and Facebook-type postings should never reference information or
events related to field placement. Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency as well as the privacy of the social work student.

**Safety**
In addition to the material on safety covered in the courses, the practicum setting is also strongly encouraged to review safety procedures with students, especially those who may be unique to the agency and its clientele.

**Harassment**
The School of Social Work will not tolerate any form of harassment including:

1. Sexual/physical harassment.
2. Emotional/verbal harassment.
3. Racial/ethnic harassment.
4. Any conduct that intimidates, threatens, or endangers the health and safety of any person.

Students are encouraged to examine policy within the practicum setting regarding harassment and should notify the faculty field liaison and the director of field education immediately in the event there is any incident which appears to involve harassment.

**Specific Time Requirements**
The BSW Social Work practicum is held during the senior year, beginning the first week of September and lasting through the third week in April. Students are to be present and engaged in the work of the field agency for 16 hours a week throughout the school year. Regular attendance in placement is expected for the entire scheduled field instruction period. A total of 400 field hours are required. There are no early placement opportunities available to students.

Students are to notify the field instructor when they must be absent because of illness or other reasons; if the absence is expected to last more than one week, they also must notify the faculty field liaison and director of field education.

All absences, except for official university holidays and required meetings arranged for by the School of Social Work, are to be made up in a manner mutually agreed to by the student, the field instructor, and the faculty field liaison.

**Field/Class Conflicts**
Students must not miss class to participate in fieldwork activities. The course instructor must approve any exceptions. In addition, regular or supplementary field experiences are not to be scheduled in conflict with students' class participation.
**Early Termination of Placement**

Early termination is only considered under extenuating circumstances. It is very difficult to develop an adequate learning experience for a student in a new placement in mid-semester or mid-year, thus requests for changes of placement must involve the director of field education. If the student or field instructor initiates a change in practicum, she/he must first contact the director of field education and participate in a formal problem-solving process meeting. If the problem-solving process results in the decision to terminate, the student and field instructor must complete the Termination of Practicum Petition form. A student may not search for a new practicum until she/he has approval from the director of field education. The student will be expected to complete a Termination Plan prior to starting in a new practicum. Students should expect the entire change process to take at least four to six weeks. (see Appendix).

**Field Placements in Student’s Place of Employment**

The Council on Social Work Education’s (CSWE) standards address the need to maintain the educational focus of the field experience, to differentiate between job and field activities throughout the BSW program. In addition, the Council’s standards stress that such agencies commit the necessary resources to facilitate the student’s progress in the educational program even though the student may also be an employee. CSWE standards also require that coverage of educational objectives for field be the foundation for decisions around a student’s field experience.

Students who desire to have a field practicum in the setting where they are also employed must petition to do so by submitting a completed Employment-Based Placement Contract (see Appendix) to the director of field education for approval by the Field Education Committee. To ensure the role of student as learner, it is incumbent upon the student to clearly differentiate between employment responsibilities and field education learning experiences. The contract states that the student will use field education time to fulfill the assignments and educational experiences outlined in the student’s learning plan. A job description and clearly-defined field education learning activities are required before the placement can be confirmed. The student’s employer must agree, in writing, to allow the student to fulfill field education requirements in the employment setting.

Once the student has received approval from the Field Education Committee, the field instructor, in partnership with the director of field education and field liaison, assure that the student’s field placement is designed to provide them with opportunities to demonstrate developing competence in specific practice behaviors. In situations where an employment setting does not provide sufficient opportunity for the student to demonstrate the competency practice behaviors, it will be necessary to make arrangements with additional social service settings where completion of the learning plan requirements can be accomplished.
Accruing Field Hours for Class Assignments
The preparation and implementation time for class assignments may not be used to accrue field practice hours, except for assignments that meet one of the following criteria:

1. An assignment that includes the implementation of a program or intervention in the field practicum setting that meets an assessed need, or
2. An assignment that makes specific use of a competency and practice behavior identified in the student’s learning plan.

Students wishing to accrue practice hours for assignments meeting these criteria must petition the director of field education for approval.

Monitoring Students and Maintaining Field Liaison Contact

Students are closely monitored in their field education experience and field placements are evaluated to ensure they are providing a quality learning experience for students, which facilitates the achievement of program competency practice behaviors. Monitoring the quality of field instruction is accomplished through face-to-face, e-mail, and phone contacts among student, field instructor, director of field education, and field liaison.

Monitoring Students in the Field Setting
While in the field setting, the student is assigned to a qualified and trained field instructor. It is a program requirement for the student and field instructor to meet for a minimum of one hour per week for direct supervision. The ongoing evaluation of a student’s performance is an integral part of the field instructor’s responsibilities. During their weekly conferences, the field instructor assists the student in identifying performance strengths and weaknesses, evaluating progress towards achieving competence in the practice behaviors, and demonstrating professional responsibility. At the completion of the supervisory meeting, the field instructor and student are required to sign a Weekly Field Placement Journal form (see Appendix) which is submitted to the director of field education for review and feedback.

Oversight of students in field education also takes place through the Integrative Seminar courses. The faculty who teach these courses monitor students’ field placement experiences through specific class discussions and assignments.

Maintaining Field Liaison Contacts with the Field Setting
If the School of Social Work assigns a faculty field liaison to each student registered for practicum, the field liaison must be either a full-time social work faculty member or an adjunct faculty member contracted as a field liaison. Field liaisons undergo training to prepare them to serve in their role as a primary contact person between the BSW program and the field setting.
Field liaisons will make field setting site visits during the course of the practicum cycle to assess the student’s learning and to provide guidance and support to the field instructor. The field liaison is expected to visit the field setting at least one time during the practicum cycle. In addition to the face-to-face visit(s), email correspondence or phone conferences may also be scheduled at the student’s, task supervisor’s, or field instructor’s request, in order to address concerns in the field placement.

**EVALUATING STUDENT LEARNING**

Evaluation is an important part of the educational process and should be ongoing throughout the year. The BSW Field Education Learning Plans (one learning plan for the Fall Semester and another for the Winter Semester) are the primary tools for evaluating students’ progress and are done twice within the school year, shortly before the end of each semester (see Appendix for all forms). These formal evaluations enable the school and the student to see how well the student is applying social work knowledge, values, and principles to practice. In addition to formal assessment methods, ongoing evaluation of students’ learning is achieved through weekly supervision meetings with the field instructor, as well as through site visits. The director of field education, in consultation with the field instructor and the field liaison, assigns the student a final practicum grade.

**Learning Plan Time Regulations for Field Practicum Students**

The learning plan is the foundation upon which the student’s practicum experience is built. This document is developed by the student and the field instructor, in consultation with the director of field education or field liaison, and outlines the student’s learning activities for the year.

As the key document of the practicum experience, the student and field instructor will complete an Individualized Field Education Plan to support the student in the development of the learning plan. This form must be submitted to the director of field education within two (2) weeks of the student’s practicum (see Appendix). Students may begin accruing hours the day after their first Integrative Seminar class.

If the student fails to submit the learning plan by the end of the fourth week of the practicum experience, the student will cease to accrue field hours and the field instructor, task supervisor, and field liaison will be notified. The student will be required to continue in the practicum placement, but will not accrue practicum hours until the learning plan has been submitted to the director of field education and has been approved.

**Midterm/Final Evaluations**

Student learning evaluation is guided using the BSW Field Education Learning Plans as an instrument. The learning plan is developed by the student and the field instructor in consultation with the task supervisor. The learning plan makes explicit what the student’s learning activities
will be for the school year. The field instructor can use the learning plan to direct the student to the educational opportunities (cases, projects, meetings, etc.) that are most appropriate for the student’s current skills and which are related to program competencies and practice behaviors. The learning plan may be modified as mastery is achieved, new needs emerge, or additional field education experiences become available. The student completes and submits the learning plan electronically via the Intern Placement Tracking (IPT) Alcea software (www.runipt.com).

The field learning plan includes a built-in evaluation section that is to be used for both mid-term and final evaluations for the fall and winter semesters. The field instructor completes the assessment section of the learning plan and reviews the results with the student during both the mid-term and final evaluation period. The field instructor will include qualitative responses in the feedback section for areas receiving a score below 4. These areas will require ongoing development.

The learning plan evaluation scale is as follows:
1. Unsafe Performance
2. Beginner Performance
3. Standard Performance
4. Professional Performance
5. Exceptional Performance

By the end of the field practicum experience each student is required to achieve a level of 4 or higher on each program competency in the learning plan evaluation to successfully complete the field education requirement.

Field Instructor Evaluation of Student
Ongoing evaluation of a student’s performance occurs both informally and during structured weekly supervision appointments. Evaluation of the student’s learning is accomplished during weekly face-to-face supervision through: (1) identifying performance strengths and weaknesses, (2) evaluating progress towards achieving mastery of the practice behaviors as identified on their Learning Plan, and (3) verifying the weekly time log and journal (see Appendix). The student completes and submits the weekly time logs and journals to the director of field education electronically via the Intern Placement Tracking (IPT) Alcea software (www.runipt.com).

Field Liaison Evaluation of Student
If the School of Social Work assigns a faculty field liaison, the field liaisons maintain contact with the student and field instructor and schedule visits to observe the student in the practicum setting. The site visit is an opportunity to assess student learning, student/field instructor interaction, and the field setting in general. Feedback is solicited from both field instructor and the student about their perceptions concerning the student’s field experience. The field liaison records observations and data gathered from the setting visit on the Field Liaison Contact Form (see Appendix). This feedback is shared with the director of field education.
EVALUATING FIELD SETTING EFFECTIVENESS

The BSW program continually evaluates field placement settings to ensure they are providing a quality learning experience for students. Field settings effectiveness is monitored through both formative and summative means. These evaluation measures address how well the setting provides learning experiences that enable students to develop and demonstrate all of the program’s competencies.

Formative evaluation of field settings occurs weekly through the information students share in the Integrative Seminar class or in their weekly field journal. If students experience significant negative interactions or circumstances, they report those experiences to the seminar professor (generally the director of field education). In the event that the faculty member teaching the seminar course is not the director of field education, the professor immediately informs the director of field education. The director of field education has the responsibility to determine whether or not the problem the student is experiencing is performance related. Some examples of non-performance situations that can result in negative field experiences are the following:

1. Inadequate setting resources or learning opportunities to support field education requirements
2. Unanticipated “mismatch” of student and field education setting needs
3. Agency reorganization
4. Personality or ideological clash between field instructor and student

All reported negative experiences are followed up in two ways. First, the director of field education sets up an appointment with the student to discuss the situation in a more in-depth way than is done in the class setting. Second, if the situation falls outside the expected professional standards of the profession or seems to indicate that the setting is not meeting program criteria, the director of field education will then contact the field setting to explore the situation from the perspective of the setting personnel. If the issue is not resolved at this level, the director of field education will set up a meeting with the student and setting personnel to determine a course of action. On rare occasions where an appropriate and equitable solution is not found, the director of field education may elect to change the student’s placement.

Summative evaluations of field placements occur several times throughout the field experience. The field liaison visits provide opportunities for field setting evaluation and documentation. Students also give direct feedback about field settings at the end of their practicum through the Practicum Setting Evaluation form (see Appendix), which is completed as part of their Integrative Seminar class.
In the event that a field setting is thoroughly evaluated and the director of field education concludes that it does not meet the program’s criteria as an effective setting for field education placements, the setting is removed from the program’s roster. The setting may be reinstated after it is evident that the inadequacies have been appropriately addressed.

**UNSATISFACTORY PERFORMANCE IN FIELD SETTING**

The field instructor plays a pivotal role in identifying unsatisfactory performance early in the practicum experience and should discuss areas of concern with the student and notify the liaison immediately. If the student does not demonstrate measurable growth in the identified areas within a reasonable period of time, the director of field education should be notified. A joint meeting with the student, field instructor, task supervisor, field liaison and director of field education should be convened to develop strategies for remediation.

**Student Problems in the Field Placement**
The School of Social Work requests that the field instructor document and notify the director of field education promptly regarding any concerns about the student's performance in the agency. This includes, but is not limited to, any incident of professional misconduct that has been committed during field practicum. All incidents will be documented by the student’s field instructor and sent to the director of field education. If needed, a meeting with the student, field instructor, field liaison/director of field education and at times a member of the BSW Leadership Team, will be held to assess and consider a plan for remediation. Students should be aware that they are to uphold the policies of the practicum placement, the NASW Code of Ethics, the policies of the School of Social Work and the policies established by Southern Adventist University for student conduct. Behavioral deviance to any of these entities may result in formal disciplinary action.

**Termination of Field Placement**
If attempts to resolve the problem fail, a student may be asked to leave the placement or repeat their practicum. In the case of this occurrence, at the discretion of the director of field education and the BSW Leadership Team, there are several possible outcomes:

a) The student will be placed in a different agency and may be asked to repeat their practicum.

b) The student may be required to complete an additional number of field hours in their field placement.

c) The student may receive an "F" and/or be dismissed from the BSW program.

**Field Education Non-Academic Dismissal Policy**
This policy addresses the issue of non-academic dismissal from field education and is separate from policies regarding academic standing. A student may be dismissed for failure to comply with non-academic standards, even though the student is in good academic standing.
The School uses the *NASW Code of Ethics* as the standard for professional social work conduct. Prior to beginning field placements, students are required to sign a commitment to support and uphold the Code of Ethics. Consistent failure to demonstrate compliance with social work values, ethics, or professional behavior may warrant non-academic dismissal from field placement. Non-academic dismissal from the field may also result in dismissal from the BSW program.

Reasons for non-academic dismissal from field placement include but are not limited to:

1. Insensitivity for human needs, inflexibility, inappropriate attitudes toward diversity, or lack of social consciousness
2. Lack of professionalism
3. Inability to demonstrate appropriate control of emotional involvement
4. Inability to demonstrate professional assertiveness
5. Inability to work as part of a collegial network
6. Inability to recognize and resolve ethical conflicts and dilemmas within the social work practice
7. Inability to prioritize duties or responsibilities
8. Inability to establish and maintain appropriate boundaries

A student’s right to appeal a non-academic field education dismissal will be granted through the standard procedure outlined in the School of Social Work *BSW Student Handbook*. 
APPENDIX
OF
BSW FIELD EDUCATION FORMS
BSW FIELD PLACEMENT SETTING CONTRACT

We, the undersigned, hereby agree to the following arrangements between Southern Adventist University and _______________________________________ (Agency) to provide an appropriately supervised social work field experience.

A. Southern Adventist University agrees to:

1. Appoint a director of field education from the School of Social Work to be the primary liaison between the university and the field education placement setting.
2. Consult on the assignment of students to the field education setting to ensure appropriate learning opportunities for students that also fit the setting’s service functions.
3. Provide the field instructor with information about the student, the curriculum, and school policies, assisting the field instructor and task supervisor through consultation and conferences.
4. Designate a member of the faculty to serve as liaison to the field education setting.
5. Coordinate meetings of field instructors and faculty to integrate field instruction with the total curriculum.
6. Provide field education training to field liaisons, field instructors, and task supervisors.
7. Provide insurance for students completing their field education.

B. The director of field education agrees to:

1. Assist the field instructor in the understanding and development of the instructor’s role in relation to the program’s goals and competencies.
2. Assist the field instructor and student with the creation of experiential learning activities and with the ways and means of meeting the goals of the student learning plan.
3. Schedule and document conferences with the student for supervising, instructing, supporting, and reviewing progress toward meeting program goals and competencies.
4. Consult with the field instructor regarding the student’s progress.
5. Lead the campus-based field education seminar course as a supportive and integrative learning experience.
6. Submit the student’s final letter grade for the social work practicum course.
C. The program’s field liaison agrees to:

1. Complete field liaison training.
2. Maintain contact with the field instructor and carry out at least one site visit each practicum semester.
3. Interpret the connection between classroom curriculum and practicum for the field instructor.
4. Provide, as necessary, supervisory support for field instructors.
5. Ensure that the educational focus of the field placement is maintained.
6. Ensure that learning activities are appropriate, and where they are not appropriate, to assist the field instructor in developing additional assignments.
7. Provide feedback on the student’s progress toward proficiency in the program competencies.
8. Respond to problems raised by student or field instructor and to bring to the attention of the director of field education any student who is experiencing difficulties in practicum.

D. The placement setting agrees to:

1. Consider for acceptance student(s) of the University who are eligible for the social work field practicum and have expressed interest in this agency. The field education experience consists of a 400-clock hour placement.
2. Participate with the director of field education and interested students in pre-placement conferences regarding acceptance of student(s), review of the field placement recommending site activities, and arrangements of student(s) hours and instruction schedules.
3. Appoint a professional staff member to serve as field instructor and provide adequate time and resources for her/him to perform the responsibilities of the field instructor as described below.
4. Provide opportunities for the student(s) to observe and participate, both independently and with supervision, in the actual delivery of social work services to the placement agency’s clientele at all appropriate levels.
5. Provide coverage for the student(s) under the setting’s automobile and/or liability insurance policy as appropriate for volunteers within the setting. The student(s) will be covered under the university’s student liability insurance policy, but some settings may choose to include the student(s) under their volunteer liability policy as well.
6. Provide physical space and resources for the student(s) during the field practicum.
E. The setting’s field instructor agrees to:

1. Assume on-site responsibility for the student’s field education experience (including the responsibilities of the task supervisor, listed below, when there is no task supervisor utilized in the placement).
2. Collaboratively assess the learning needs of the student within the context of the program’s competencies and establish appropriate learning activities.
3. Assign tasks that are suitable in terms of the student’s capacity to carry out functions in the field education setting, recognizing the student as a developing professional.
4. Prepare and conduct individual weekly scheduled supervision conferences (one hour per week) for supervising, instructing, assisting the student(s) in integrating the experiences, and reviewing progress toward meeting his/her objectives and competencies, as outlined in his/her Field Education Learning Plan.
5. Confer frequently with the task supervisor and director of field education regarding the student’s progress.
6. Advocate for student access to learning experiences within the field setting and the professional community.
7. Meet program requirements by attending meetings for field instructors including the mandatory annual field instructor training and signing and submitting field-related papers.
8. Provide the director of field education with a written evaluation of the student(s) strengths, weaknesses, and overall performance at the middle and end of the field experience.
9. Supply the program with a current CV or résumé each academic year that a student is in placement. The MSW degree is preferred for field instructors; however a BSW prepared worker with two years of experience is suitable.

F. The setting’s task supervisor agrees to:

1. Attend field instructor training provided by the School of Social Work.
2. Orient the student to the field placement setting, familiarizing the student with the setting’s structure, policy, objectives, accountability mechanisms, and relationship to the community.
3. Review safety procedures with the student, especially those that may be unique to the setting and its clientele.
4. Work closely with student in the delivery of services by scheduling the student’s work assignments, integrating the student’s work with the work of the setting’s personnel, and assisting the student in meeting professional standards in the workplace.
5. Collaborate frequently with the field instructor and student regarding the student’s progress.
G. The student agrees to:

1. Assume professional responsibility and appropriate accountability for assigned client services and other field activities as outlined in the *NASW Code of Ethics* and according to field practicum setting requirements.
2. Commitment of completing a minimum of 400 hours to fulfill the requirements for graduation; completing a minimum of 200 hours per semester and commitment to the field placement setting until the third week in April.
3. Prepare a field education learning plan with the field instructor’s input, revising it as necessary.
4. Initiate and participate in weekly supervisory conferences with the field instructor, prepare and submit a weekly journal to document field work, share reactions to and questions about the field education experience, and advise the field instructor of new learning needs.
5. Participate in selected field setting activities (e.g., staff meetings, conferences, in-service training, and committee work), when these are not in conflict with campus-based courses, seminars, or other commitments.
6. Obtain field setting approval for the use of any case material or records outside of the setting while maintaining accepted standards of confidentiality.
7. Inform the field instructor of classroom assignments that relate to field instruction, and share material when relevant.
8. Confer periodically with the director of field education about learning experiences and any problems or concerns related to the field education assignment.
9. Secure transportation to and from the field education placement setting.
10. Provide payment for screening fees and mileage costs that the field setting does not cover.

Agency Representative/Task Supervisor Signature ________________________________ Date

Field Instructor Signature ________________________________ Date

Student Signature ________________________________ Date

Director of Field Education Signature ________________________________ Date
Field Liaison Report Form

Student Name__________________________

Agency_________________________________

Field Instructor__________________________________

Field Liaison____________________________________

Date of Report________________________________

Date of Contact________________________________

Type of Meeting ______ Face-to-Face ______ Phone _____ Video conference (Zoom, Skype)

Present During Meeting _____Student _____Field Instructor _____Other (please specify)__________

☐ BSW Senior ☐ MSW Foundation ☐ MSW Advanced

<table>
<thead>
<tr>
<th>Meeting expectations with the Learning Plan</th>
<th>Meeting expectations with hours</th>
<th>Prepared for supervision</th>
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<tbody>
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<td>o  Excelling</td>
<td>o  Excelling</td>
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<tr>
<td>o  Meets Expectations</td>
<td>o  Meets Expectations</td>
<td>o  Meets Expectations</td>
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<tr>
<td>o  Needs Improvement</td>
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<th>Adheres to the NASW Code of Ethics</th>
<th>Follows agency policies</th>
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<tbody>
<tr>
<td>o  Excelling</td>
<td>o  Excelling</td>
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<tr>
<td>Responds to constructive feedback</td>
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<td>o  Excelling</td>
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<tr>
<td>Manages time and meets deadlines</td>
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<tr>
<td>o  Excelling</td>
<td></td>
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<tr>
<td>o  Meets Expectations</td>
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<tr>
<td>Integrates classroom knowledge into practice</td>
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<td>o  Excelling</td>
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**Comments, concerns, or recommendations:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PROSPECTIVE FIELD EDUCATION SETTING ASSESSMENT

Agency Name: ___________________________________________________________

Address: __________________________________________________________________

Phone: ____________________________ Fax: ____________________________

Agency Director: ___________________________ Phone: ________________________

Agency Director’s E-Mail: _________________________________________________

Field instructor Name: ___________________________________________________

Degree: _____ BSW  _____ MSW  _____ Other: _______________________________

Position/Title: ___________________________________________________________

Office/Cell Phone #: __________________ Email: _____________________________

I. AGENCY ACTIVITIES

Identify the BSW/MSW generalist/advanced skill-based activities available in your agency setting:

☐ Client Advocacy  ☐ Assessment  ☐ Case Management  ☐ Community Outreach  ☐ Crisis Intervention  ☐ Evaluation  ☐ Crisis-Counseling  ☐ Individual Counseling  ☐ Family Counseling  ☐ Group Counseling  ☐ Evaluation  ☐ In-Home Treatment  ☐ Intake  ☐ Multidisciplinary Treatment Team  ☐ Program Development/Grant Writing  ☐ Bio-Psychosocial Evaluations  ☐ Community Resource Development  ☐ In-Home practice  ☐ Supervision  ☐ Treatment  ☐ Termination

Other (describe): _________________________________________________________

II. STUDENT INTERN LEARNING

Identify the core social work competencies applied in your agency that a student will have the opportunity to observe and practice.

<table>
<thead>
<tr>
<th>Council on Social Work Education (CSWE) Competencies</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td></td>
<td></td>
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<tr>
<td>2. Apply social work ethical principles to guide professional practice</td>
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<td></td>
</tr>
</tbody>
</table>
3. Apply critical thinking to inform and communicate professional judgments

4. Engage (experience) diversity and difference in practice

5. Advance human rights and social and economic justice.


7. Apply knowledge of human behavior and the social environment to clients.

8. Access to agency policies that provide guidance for the delivery social work services.

9. Respond to situations that shape practice

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

11. Engage in professional practice while holding a personal faith.

SECTION III: DEMOGRAPHIC INFORMATION

All information collected in this section will only be reported as aggregate data to ensure confidentiality.

Agency Status: □ Non-profit □ For-profit □ Faith-based □ Private □ County/state/federal

Agency Staff:

Number of Staff Members (Full-time and Part-time): □ less than 25 □ 26-40 □ more than 40

Number of Professional Social Workers: BSW: □ 1-5 □ 6-10 □ more than 10

MSW: □ 1-5 □ 6-10 □ more than 10 How many are LCSW: ______

Available in-house Field Instructors (BSW or MSW degrees only): ______

1. Please indicate the number of students your agency could accommodate: ______

2. Do you have any placement opportunities for evening or weekends? □ Yes □ No
If yes, please describe and note hours: __________________________

3. Do you have any financial resources available to student interns? □ Yes □ No
If yes, please check:
Stipends How many? How many? Amount: Work Study How many?
Amount: Other How many? How many? Amount: ________

4. Is your agency accessible to students with disabilities? □ Yes □ No
Please describe accessibility provided in your agency: __________________________
5. Transportation: Are students required to use their own cars? □ No □ Yes

6. **Client population served (check all that apply):**
   
   **Ages:**
   - □ Infants
   - □ School Age
   - □ Young Adults (21-35)
   - □ Older Adults (55+)
   - □ Children
   - □ Adolescents
   - □ Middle-Aged Adults (36-55)

   **Ethnicities:**
   - □ Asian Americans
   - □ African Americans
   - □ Euro-American
   - □ Hispanic Americans
   - □ Native Americans
   - □ Other

   **At-Risk Populations:**
   - □ Physically Disabled
   - □ Mentally Challenged
   - □ Frail, older adults
   - □ Women
   - □ Economically oppressed
   - □ Sexual minorities

8. Please check the specific focus of the agency program and services:
   - □ Aging
   - □ Child Welfare
   - □ Criminal Justice
   - □ Children & Adolescents
   - □ Women & Mental Health
   - □ Medical
   - □ Mental Health
   - □ Public Health
   - □ School Social Work
   - □ Physical Disabilities
   - □ Chemical Dependencies
   - □ Developmental Disabilities
   - □ Family Services
   - □ Juvenile Justice
   - □ Other, please specify: __________________________________________________________

Person filling out form: ____________________________ Date: ________________

Title: ____________________________ Phone: ________________
BSW FIELD PLACEMENT APPLICATION

Student: _______________________________ Date: ______________________

Overall GPA: __________

Agency: ____________________ Field Instructor: ____________________

Address: _______________________________ Zip: ______________

Phone: _______________ Email: ______________________________

BSW Field Placement Setting Contract | Yes | No | NOTES:
---|---|---|---
Resume | Yes | No | NOTES:
Confidentiality Statement | Yes | No | NOTES:

COGNATE Courses:

- MATH 215  Statistics  □  □
- BIOL 103 Principles of Biology  □  □
- ECON 213 Survey of Economics  □  □

Or

- PLSC 254 Am Natl. & State Govt.  □  □
- PSYC 122 General Psychology  □  □
- SOCI 125 Intro to Sociology  □  □

SOCW 310, Social Work Practice I | Yes | No | Grade _____
SOCW 311, HBSE I | Yes | No | Grade _____
SOCW 312, HBSE II | Yes | No | Grade _____
SOCW 319, Social Work Practice II | Yes | No | Grade _____
SOCW 391, Junior Field Practicum | Yes | No | Grade _____
<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Good</th>
<th>Poor</th>
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<tr>
<td>Junior Practicum Assessment (Attach to this document)</td>
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Notes: ______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Full Acceptance

Not Accepted

Director of Field Education Approve: _________________________________ Date: ________________

Field Program Administrator: _________________________________ Date: ________________
FIELD EDUCATION CONFIDENTIALITY AGREEMENT

I understand that as a School of Social Work Practicum at Southern Adventist University, I am bound by the rules of confidentiality that govern the social work profession as well as those ascribed to by this field placement site.

I have discussed the concept of confidentiality with my field instructor(s) and will not divulge to anyone, other than my instructor or another worker directly involved with the client system, any information which will compromise the client-system/social worker relationship, whether it be verbal, in writing or electronically transmitted.

I will hold as confidential and will not disseminate either directly or intentionally any aspect of confidential information as defined in HIPPA (Health Insurance Portability and Accountability Act of 1996). This act addresses security, protection, and privacy of individual identifiable health care information.

_________________________________________  ________________
Student Signature                          Date

_________________________________________  ________________
Field Instructor Signature                  Date

_________________________________________  ________________
Agency Representative/Task Supervisor Signature  Date

_________________________________________  ________________
Director of Field Education Signature       Date
EMPLOYMENT-BASED PLACEMENT CONTRACT

Please complete the form below and submit to the School of Social Work office. Office 423-236-2768; Fax 423-236-1768

Name of the student: ________________________________

Field Agency: ____________________ Agency Representative: ________________

Phone Number: _______________ Email: ________________________________

Address: __________________________________________________________________________

Does the placement have an affiliation as a SAU Field Agency? : □ Yes □ No

Proposed Field Instructor Name: ________________________________

Field Instructor Contact Information: ________________________________

Does the professional have an affiliation as a SAU Field Instructor? : □ Yes □ No

Employed by the agency: □ Yes □ No

Date of employment by the agency: ____________________________

Student’s Employment at the Agency: ____________________________

Current Title: ________________________________
Describe in detail current Work Responsibilities: ________________________________

Current number of hours per week: ______________________________

Current Employment Supervisor Name, Phone and Email: ________________________________
______________________________________________________________________________
______________________________________________________________________________

Current Professional Relationship with Proposed Field Instructor: __________________________

Explain the difference between employment responsibilities and field education outcomes. Applicant may attach a separate letter in addition to providing information in the space below.

Policy Understandings:
The agency must be affiliated with the Southern Adventist University School of Social Work. The field instructor must be approved to serve as field faculty. The field experience must meet all of the requirements of the field practicum as stipulated in the BSW Program Field Education Manual. The field placement must have social work as its primary function. Student’s educational requirements must be supported by the agency including seminar attendance and completion of academic assignments.

All required materials must be received prior to the School’s consideration of the placement proposal, including agency and proposed field instructor’s resume. The field office will have 30 days from receipt of all information to render a decision.
STATEMENT OF AGREEMENT:

The employer pledges to make the field placement experience independent of the employment experience with significant new learning and professional development. The employer agrees that the primary function of the field placement is the development of new learning and skill development and those will take priority in the field education experience.

<table>
<thead>
<tr>
<th>Work Supervisor Signature and Title</th>
<th>Date</th>
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</table>

The student pledges to make the field placement experience independent of the employment experience as a student learner with primary attention devoted to the educational objectives and operationalization of the learning plan. The student understands that educational credit for the practicum will only be given if the integrity of the learning experience is preserved.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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</table>

The field instructor pledges to provide learning experiences in the agency setting that meet the educational requirements of the program and to direct the students’ activities at the agency with priority on the educational experiences for the learning plan. The field instructor will provide at least an hour a week of direct educational supervision. The field instructor will participate in orientation and training provided by the Field Education Program.

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<thead>
<tr>
<th>Field Instructor Signature and Title</th>
<th>Date</th>
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</table>

The field education director pledges to provide educational support to the agency and the student through the integrative seminar, the Field Education Manual, field instructor orientation and training, and liaison visits and other contacts.

<table>
<thead>
<tr>
<th>Director of Field Education Signature</th>
<th>Date</th>
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</thead>
</table>
Please include the following when journaling:
1. Describe *learning activities/experiences* for this past week.
2. For each learning activity/experience, describe how you implemented learning from the coursework.
   Reference each competency and practice behavior that applies to the learning activities/experiences described
   (i.e. 1:2 = competency #1 and practice behavior #2).

3. Describe areas of growth or concern to address during supervision:

   **Task Supervisor’s Comments:**

   **Supervisor’s Comments:**

   **Director of Field Education’s Comments:**
<table>
<thead>
<tr>
<th>Practicum Student’s Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Task Supervisor’s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Instructor’s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Director of Field Education/Liaison’s Signature</td>
<td>Date</td>
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</tbody>
</table>
BSW TIME LOG – ON ALCEA
FALL 2017 / WINTER 2018

Student’s Name: ____________________________  Agency: ____________________________

Week of: ____________________________  Instructor: ____________________________

<table>
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<th>End ______</th>
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<td>Total Time ______</td>
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<tr>
<td>Tuesday</td>
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<td>Begin ______</td>
<td>End ______</td>
<td>Total Time ______</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Begin ______</td>
<td>End ______</td>
<td>Total Time ______</td>
</tr>
<tr>
<td></td>
<td>Begin ______</td>
<td>End ______</td>
<td>Total Time ______</td>
</tr>
<tr>
<td>Thursday</td>
<td>Begin ______</td>
<td>End ______</td>
<td>Total Time ______</td>
</tr>
<tr>
<td></td>
<td>Begin ______</td>
<td>End ______</td>
<td>Total Time ______</td>
</tr>
<tr>
<td>Friday</td>
<td>Begin ______</td>
<td>End ______</td>
<td>Total Time ______</td>
</tr>
<tr>
<td></td>
<td>Begin ______</td>
<td>End ______</td>
<td>Total Time ______</td>
</tr>
</tbody>
</table>

1-15 minutes = .25  
16-30 minutes = .50  
31-45 minutes = .75  
46-60 minutes = 1 hour

Practicum Student Signature: ____________________________  Date: ____________________________

Field Instructor Signature: ____________________________  Date: ____________________________

(Copy for Director of Field Education submitted weekly)
INDIVIDUALIZED FIELD EDUCATION PLAN (IFEP)

Student ________________________________________________ Agency __________________________________________________________

Field Instructor __________________________________________

Task Supervisor (If applicable) ______________________________

Semester _____ Year _____

- The completed IFEP will serve as a contract between the student and the field instructor; documenting the opportunities provided by the practicum and developing the student learning plan for the student experience.

- The IFEP and the Learning Plan are designed to work together to support the agency and student experience.
Individualized Field Education
PLAN

Part I
To help students and supervisors determine the basic structure of the practicum, it is recommended that these items be discussed at the beginning of the internship.

**Student Schedule** *(Days and hours)*

**Supervision** *(Day, time)*

**Off-Site Supervision if applicable** *(Day, time, location)*

**Additional Support:** *(Names and contact information of people the student can utilize when the supervisor is unavailable)*

**Agency Emergency/Safety Procedures:** *(After-hours safety/security, home visits, crisis management, etc.)*

**Absence Policy:** *(How will absences be addressed? Who does the student contact regarding absences? What is the phone/email information for the contact? After-hours phone numbers?)*

**Student Space** *(Workspace, available resource (i.e., phone, computer, copier)*

**Other:** *(e.g., holidays, tracking of hours, etc.)*
Students and supervisors should follow these steps in completing the IFEP:

1. Students read over and discuss the Individualized Field Education Plan with their field instructor and task supervisor during the two weeks of practicum.
   a. Discuss how the practice behaviors listed in the evaluation apply to the agency and the practicum responsibilities.
   b. Determine the tasks, activities, and learning that need to occur so that the student can meet the requirements for practicum competencies.
   c. If the practicum setting does not include the opportunity to address all of the competencies, the field instructor and the student should explore ways that the student practicum can be expanded. This process may also occur if the student identifies additional activities or areas of interest within a secondary placement.
   d. This discussion should also address the ways that supervision will be structured.
   e. Students will then complete this IFEP.
   f. Include specific activities in which the student will participate.
   g. Include as many items as necessary to build into the student-learning plan.

2. The director of field education will review the completed IFEP.

3. The IFEP will be signed and used as the official document to develop the learning plan.

Utilizing the list of competencies and practice behaviors, describe the activities and tasks that will be completed during the practicum. Many activities frequently address more than one competency.

- 
- 
- 
- 
- 

(Include as many as needed - Update each quarter)

If applicable, describe other activities and tasks that are available in the practicum. This may include optional tasks and/or activities that are of particular interest to the student.

-
Identify issues that the student personally needs to address for professional development.

(Include as many as needed - Update each quarter)

SIGNATURES:

_________________________________________________________________________ Date ________________
Student

_________________________________________________________________________ Date ________________
Field Instructor

_________________________________________________________________________ Date ________________
Task Supervisor (if applicable)

_________________________________________________________________________ Date ________________
Director of Field Education
LEARNING PLAN – FALL – ON ALCEA

Student: _____ Agency Name: _____ Field instructor: _____ Task Supervisor: _____

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unsafe Performance</td>
</tr>
<tr>
<td>2. Beginner Performance</td>
</tr>
<tr>
<td>3. Standard Performance</td>
</tr>
<tr>
<td>4. Professional Performance</td>
</tr>
<tr>
<td>5. Exceptional Performance</td>
</tr>
</tbody>
</table>

Core Field Competency: 1.) Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Observe and offer feedback on client access to services.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Practice personal reflection and self-correction to assure continual professional development.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Become aware of and demonstrate professional roles and boundaries in accordance with the NASW Code of Ethics.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>d. Demonstrate professional demeanor in behavior, appearance, and communication in accordance with agency policy.</td>
<td></td>
</tr>
<tr>
<td>Core Field Competency: 2.) Apply social work ethical principles to guide professional practice (NASW, IFSW, IAASW)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Field Practice Behaviors</td>
<td>Learning Activities (Action Steps)</td>
</tr>
<tr>
<td>a.</td>
<td>a. Recognize and discuss personal values in a way that allows professional values and relevant law to guide practice.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Apply standards of the NASW Code of Ethics to decisions.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Conduct ethical practice.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>d. Engage in ethical decision making processes and strategies</td>
<td></td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- On-going development:
- Concerns:
### Core Field Competency: 3.) Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Identify multiple sources of knowledge relevant to client services, including research-based knowledge, and practice wisdom.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Review models of assessment, prevention, intervention, and evaluation.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Observe and initiate oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**
- **Strengths:**
- **On-going development:**
- **Concerns:**

### Core Field Competency: 4.) Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Recognize cultural values that may oppress or enhance privilege and power.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Become aware of and reflect on personal biases and values in working with diverse groups.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Recognize the importance of difference in shaping life experience.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>d. View self as learner of various client/cultural groups.</td>
<td></td>
</tr>
</tbody>
</table>

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45
### Core Field Competency: 5.) Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Recognize the various forms of oppression and discrimination.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Recognize issues of human rights and social and economic justice.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Engage in practices that advance social and economic justice.</td>
<td></td>
</tr>
</tbody>
</table>

### Feedback:
- **Strengths:**
- **On-going development:**
- **Concerns:**

### Core Field Competency: 6.) Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Use practice experience to inform scientific inquiry.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Use research evidence to inform practice.</td>
<td></td>
</tr>
</tbody>
</table>

### Feedback:
- **Strengths:**
- **On-going development:**
- **Concerns:**

### Core Field Competency: 7.) Apply knowledge of human behavior and the social environment.
## EVALUATION

<table>
<thead>
<tr>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>a. Identify concepts and theories of human behavior that guide the processes of assessment, intervention, and evaluation.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>b. Identify biological, social, cultural, psychological, and spiritual issues that promote or deter people in maintaining or achieving health and well being.</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**

- **Strengths:**
- **On-going development:**
- **Concerns:**

### Core Field Competency: 8.) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>a. Identify and understand agency-specific policies that advance social well-being.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>b. Discuss with colleagues and clients agency-specific policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**

- **Strengths:**
- **On going development:**
- **Concerns:**

### Core Field Competency: 9.) Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>a. Be aware of environmental and societal trends to provide relevant service.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Field Competency: 8.) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
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<th>EVALUATION</th>
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<tr>
<td>b.</td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>b. Discuss with colleagues and clients agency-specific policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**

- **Strengths:**
- **On going development:**
- **Concerns:**
Feedback:
- Strengths:
- On-going development:
- Concerns:

Core Field Competency: 10.) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAGEMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>a. Prepare for action with individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Use empathy and other interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>d. Collect, organize, and interpret client data.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>e. Assess client strengths and limitations.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>f. Develop mutually agreed-on intervention goals and objectives</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Select appropriate intervention strategies.</td>
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<tr>
<td>----</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td><strong>INTERVENTION</strong></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Initiate actions to achieve organizational goals.</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>i. Identify prevention interventions that enhance client capacities.</td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>j. Help clients resolve problems.</td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td>k. Identify issues for client advocacy and mediation.</td>
<td></td>
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<tr>
<td>l.</td>
<td>l. Facilitate transitions and endings.</td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td><strong>EVALUATION</strong></td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td>m. Plan evaluation activities.</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**
- **Strengths:**
- **On-going development:**
- **Concerns:**

I concur with this learning agreement:  

___________________________  ________________________  
**Student Signature**       **Date**

Learning Agreement Reviewed with:

Field instructor:  

___________________________  ________________________  
**Field Instructor Signature**  **Date**

SAU Director of Field Education:  

___________________________  ________________________  
**SAU Director of Field Education Signature**  **Date**

Comments/Recommendations:
LEARNING PLAN – WINTER – ON ALCEA

Student: ____ Agency Name: ____ Field instructor: ____ Task Supervisor: ____

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Advocate for client access to services.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Practice personal reflection and self-correction to assure continual professional development.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Demonstrate professional roles and boundaries in the field setting.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>d. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>e. Demonstrate commitment to career-long learning.</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Scale
f. Use supervision and consultation for personal and professional development.

Feedback:
- Strengths:
- On-going development:
- Concerns:

Core Field Competency: 2.) Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Recognize and manage personal values in a way that allow professional values to guide practice.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Make ethical decisions by applying standards of the <em>NASW Code of Ethics</em>.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Tolerate ambiguity in resolving ethical conflicts.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>d. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td></td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- On-going development:
- Concerns:

Core Field Competency: 3.) Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td></td>
</tr>
</tbody>
</table>
b. Analyze models of assessment, prevention, intervention, and evaluation.

c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Feedback:
- Strengths:
- On-going development:
- Concerns:

**Core Field Competency: 4.) Engage diversity and difference in practice.**

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Recognize the extent to which cultural values that may oppress or enhance privilege and power.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Gain sufficient self-awareness to progress towards eliminating the influence of personal biases and values in working with diverse groups.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>c. Recognize and communicate understanding of the importance of difference in shaping life experience.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>d. View self as learner and engage client/cultural groups as informants.</td>
<td></td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- On-going development:
- Concerns:
### Core Field Competency: 5.) Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Articulate understanding of the various forms of oppression and discrimination.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Advocate for human rights and social and economic justice.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Engage in practices that advance social and economic justice.</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**
- **Strengths:**
- **On-going development:**
- **Concerns:**

### Core Field Competency: 6.) Engage in research-informed practice and practice-informed research.

<table>
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<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Use practice experience to inform scientific inquiry.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Use research evidence to inform practice.</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback:**
- **Strengths:**
- **On-going development:**
- **Concerns:**

### Core Field Competency: 7.) Apply knowledge of human behavior and the social environment.
a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

b. Critique and apply knowledge to understand person and environment.

Feedback:
- Strengths:
- On-going development:
- Concerns:

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

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Analyze, formulate, and advocate for agency-specific policies that advance social well-being.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Collaborate with colleagues and clients for effective policy action.</td>
<td></td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- On-going development:
- Concerns:

Core Field Competency: 9.) Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a. Be aware of environmental and societal trends to provide relevant service.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>b. Provide leadership to improve the quality of social services.</td>
<td></td>
</tr>
</tbody>
</table>
Feedback:
- Strengths:
- On-going development:
- Concerns:

**Core Field Competency: 10.) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Field Practice Behaviors</th>
<th>Learning Activities (Action Steps)</th>
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<tbody>
<tr>
<td>a.</td>
<td><strong>ENGAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Prepare for action with individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Use empathy and other interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td><strong>ASSESSMENT</strong></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Collect, organize, and interpret client data.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Assess client strengths and limitations.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Develop mutually agreed-on intervention goals and objectives</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Select appropriate intervention strategies.</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td><strong>INTERVENTION</strong></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Initiate actions to achieve organizational goals.</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>i. Implement prevention interventions that enhance client capacities.</td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>j. Help clients resolve problems.</td>
<td></td>
</tr>
</tbody>
</table>
k. | k. Negotiate, mediate, and advocate for clients.|
l. | l. Facilitate transitions and endings.|
m. | EVALUATION m. Analyze, monitor and evaluate interventions.|

Feedback:
- Strengths:
- On-going development:
- Concerns:

I concur with this learning agreement:

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Learning Agreement Reviewed with:

Field instructor:

<table>
<thead>
<tr>
<th>Field Instructor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

SAU Director of Field Education:

<table>
<thead>
<tr>
<th>SAU Director of Field Education Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Comments/Recommendation:

56
LEARNING PLAN EXAMPLE

Student: [Name]
Agency Name: [Name]
Field instructor: [Name]
Task Supervisor: [Name]

<table>
<thead>
<tr>
<th>Core Field Competency: 1.) Identify as a professional social worker and conduct oneself accordingly.</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td>1. Advocate for client access to the services of social work.</td>
<td>I will research and compile a list of resources in the area which could be beneficial for my agency’s population (ex. resources for teen mothers, cancer patients, low-income individuals, etc.) and share them with clients as needed.</td>
</tr>
<tr>
<td>2.)</td>
<td>2. Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Each month I will journal about my professional development and note areas in which improvement is needed. These things will be discussed in supervision.</td>
</tr>
<tr>
<td>3.)</td>
<td>3. Attend to professional roles and boundaries.</td>
<td>Throughout my practicum, I will ensure that I attend to professional roles and boundaries by following agency guidelines in these areas and discuss professionalism with my field instructor at least once a month.</td>
</tr>
<tr>
<td>4.)</td>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>I will be on time, appropriately dressed each time I am at practicum and display professionalism when communicating with colleagues and clients.</td>
</tr>
<tr>
<td>5.)</td>
<td>5. Engage in career-long learning.</td>
<td>At least twice during my practicum, I will attend a conference or presentation relevant to my agency’s population (ex: the aging conference for students interning in a nursing home). I will share with my field instructor what was learned and how it could be useful to the agency.</td>
</tr>
<tr>
<td>6.)</td>
<td>6. Use supervision and consultation.</td>
<td>Each week throughout my practicum, I will meet with my field instructor to discuss my experiences as a social work intern. I will come to these meetings prepared with a list of things to discuss.</td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- Ongoing development:
- Concerns:
### Core Field Competency: 2.) Apply social work ethical principles to guide professional practice (NASW, IFSW, IAASW)

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td>1. Recognize and discuss personal values in a way that allows professional values to guide practice.</td>
<td>Throughout my practicum, I will identify at least three clients or colleagues whose values differ from my own. I will journal about these differences and how they could impact professionalism.</td>
</tr>
<tr>
<td></td>
<td>2. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, of the International Federation of SW/International Assoc. of Schools of SW Ethics in Social Work, Statement of Principles.</td>
<td>During my practicum, I will identify at least two ethical dilemmas at my agency. I will process these dilemmas with my field instructor, using the NASW Code of Ethics and a chosen ethical decision making framework (such as the ETHIC model).</td>
</tr>
<tr>
<td></td>
<td>3. Tolerate ambiguity in resolving ethical conflicts.</td>
<td>When ethical dilemmas arise, I will brainstorm possible solutions and at least once I will write a journal entry about the ambiguity of a specific dilemma.</td>
</tr>
<tr>
<td>3.)</td>
<td>4. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Within two months of beginning my practicum, I will select an ethical decision making framework to use when ethical dilemmas arise. I will share this framework with my field instructor and utilize it throughout my practicum.</td>
</tr>
</tbody>
</table>

**Feedback:**
- **Strengths:**
- **Ongoing development:**
- **Concerns:**
### Core Field Competency: 3.) Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td>a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Each month I will find a research article relevant to my agency and the services it offers and share it with my field instructor.</td>
</tr>
<tr>
<td></td>
<td>b. Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Before the end of my practicum, I will complete at least two biopsychosocial assessments and analyze the form used by my agency for this process.</td>
</tr>
<tr>
<td>2.)</td>
<td>c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>I will be professional in communication and solicit feedback from my supervisor on how to be more professional when speaking and writing. I will be professional in documentation and seek feedback on those skills.</td>
</tr>
</tbody>
</table>

**Feedback:**
- **Strengths:**
- **Ongoing development:**
- **Concerns:**

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60
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>At least 3 times during my practicum, I will assess and identify types of diversity present among the population served by my agency and discuss this with my supervisor.</td>
</tr>
<tr>
<td>2.)</td>
<td>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Throughout my practicum, I will journal about my biases and values and how they affect my interactions with diverse clients. I will also discuss these biases and values with my field instructor.</td>
</tr>
<tr>
<td>3.)</td>
<td>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>At least 4 times during my practicum, I will determine how a specific client was impacted by difference and diversity and how that contributes to his or her current situation.</td>
</tr>
<tr>
<td>4.)</td>
<td>4. View themselves as learners and engage those with whom they work as informants.</td>
<td>I will seek knowledge from diverse clients and share what I learned with my field instructor at least twice before the end of my practicum.</td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- Ongoing development:
- Concerns:
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<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.)</strong></td>
<td>1. Understand the forms and mechanisms of oppression and discrimination.</td>
<td>I will discuss with my supervisor the various forms of oppression or discrimination faced by the clients served by our agency. I will find at least 2 articles which discuss these types of discrimination.</td>
</tr>
<tr>
<td></td>
<td>2. Advocate for human rights and social and economic justice.</td>
<td>I will write a letter to my representative about a bill related to my agency’s population and share the letter and response with my supervisor. (Examples of issues for bills: domestic violence, addiction, disabilities, unwanted pregnancy).</td>
</tr>
<tr>
<td><strong>2.)</strong></td>
<td>3. Engage in practices that advance social and economic justice.</td>
<td>I will attend Social Work Day on the Hill and present on a bill that would benefit clients my agency serves.</td>
</tr>
</tbody>
</table>

Feedback:
- **Strengths:**
- **Ongoing development:**
- **Concerns:**
Core Field Competency: 6.) Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td>1. Use practice experience to inform scientific inquiry.</td>
<td>At least twice during my practicum, I will research the best interventions for specific situations dealt with by my agency’s population and share my findings with my supervisor.</td>
</tr>
<tr>
<td>2.)</td>
<td>2. Use research evidence to inform practice.</td>
<td>I will research evidence based interventions and implement them into a psycho-educational group for (insert specific population) at least once before the end of my practicum. I will journal about these interventions and how they were implemented.</td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- Ongoing development:
- Concerns:
### Core Field Competency: 7.) Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. )</td>
<td>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>I will incorporate my knowledge of developmental stages when working with clients and use this each time I conduct an assessment.</td>
</tr>
<tr>
<td></td>
<td>2. Critique and apply knowledge to understand person and environment.</td>
<td>Each month, I will choose a client and identify three factors which affect his or her environment. I will discuss these three factors with my supervisor and incorporate them into the care plan for the client.</td>
</tr>
</tbody>
</table>

**Feedback:**
- **Strengths:**
- **Ongoing development:**
- **Concerns:**

64
## Core Field Competency: 8.) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td>1. Analyze, formulate and advocate for policies that advance social well-being.</td>
<td>During the first two weeks of my practicum, I will analyze my agency’s current policies and journal about ways in which some of them could be re-written to promote the rights of clients.</td>
</tr>
<tr>
<td>2.)</td>
<td>2. Collaborate with colleagues and clients for effective policy action.</td>
<td>During my practicum, I will research a bill that is relevant to my agency’s population and present an overview to agency employees so that we can join together to advocate for it.</td>
</tr>
</tbody>
</table>

### Feedback:
- **Strengths:**
- **Ongoing development:**
- **Concerns:**
Core Field Competency: 9.) Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>Evaluation</th>
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<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td>Throughout my practicum, I will attend at least two workshops or trainings which are relevant to my agency and journal about new developments and emerging trends in those areas.</td>
</tr>
<tr>
<td></td>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>Before the end of my practicum, I will participate in an event which makes the community aware of the services provided by my agency (ex. Health fair booth, social work fair, etc.) I will share with individuals what our agency does and how they can receive services.</td>
</tr>
</tbody>
</table>

Feedback:
- Strengths:
- Ongoing development:
- Concerns:
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Field Practice Behaviors</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.)</td>
<td><strong>ENGAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</td>
<td>During my practicum, I will read each client’s chart and information before meeting with him or her to ensure that I am prepared for that interaction.</td>
</tr>
<tr>
<td></td>
<td>2. Use empathy and other interpersonal skills.</td>
<td>I will use empathy and active listening skills during each client interaction and discuss with my field instructor when I have difficulty with this.</td>
</tr>
<tr>
<td></td>
<td>3. Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>At least 3 times during my practicum, I will work with clients to develop an intervention plan that best meets their needs and receive feedback from my supervisor on this.</td>
</tr>
<tr>
<td>2.)</td>
<td><strong>ASSESSMENT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Collect, organize, and interpret client data.</td>
<td>At least once during my practicum, I will work with a client to draw an eco-map or genogram. I will share the data gathered from this activity with my supervisor.</td>
</tr>
<tr>
<td></td>
<td>5. Assess client strengths and limitations.</td>
<td>When conducting assessments of clients, I will share with my supervisor at least one strength and one limitation of the client and his or her situation.</td>
</tr>
<tr>
<td></td>
<td>6. Develop mutually agreed-on intervention goals and objectives.</td>
<td>Each month, I will review one client chart and come up with a SMART goal for him or her. I will share this goal with my supervisor and get feedback on it.</td>
</tr>
<tr>
<td>3.)</td>
<td><strong>INTERVENTION</strong></td>
<td></td>
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<tr>
<td></td>
<td>7. Select appropriate intervention strategies.</td>
<td>Before the end of my practicum, I will research intervention strategies for my agency’s target population and discuss how they could be used with specific clients.</td>
</tr>
<tr>
<td>4.)</td>
<td>8. Initiate actions to achieve organizational goals.</td>
<td>I will become familiar with my agency’s organizational goals and incorporate them when working with clients. I will discuss these interactions with my field instructor.</td>
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<tr>
<td>10.)</td>
<td>Implement prevention interventions that enhance clients capacities.</td>
<td>During my practicum, I will discuss appropriate prevention interventions with my supervisor and work with him or her to implement these in the form of a psychoeducational group specific to the needs of my agency’s population.</td>
</tr>
<tr>
<td></td>
<td>Help clients resolve problems.</td>
<td>At least twice before the end of my practicum, I will help clients resolve a specific problem and write a detailed journal entry about how I was able to help them.</td>
</tr>
<tr>
<td>12.)</td>
<td>Negotiate, mediate, and advocate for clients.</td>
<td>At least three times during my practicum, I will work with a client and get him or her connected to a needed community resource.</td>
</tr>
<tr>
<td>13.)</td>
<td>Facilitate transitions and endings.</td>
<td>I will discuss termination with my field instructor and prepare clients for termination from the time I meet them. I will discuss the termination process with my field instructor at least every month.</td>
</tr>
</tbody>
</table>

**EVALUATION**

13. Critically analyze, monitor, and evaluate interventions.

To assess the effectiveness of the psychoeducational group I implement at my agency, I will use pre and post-tests completed by clients. I will share these results with my supervisor and we will list ways the group could be changed in the future.

**Feedback:**

- **Strengths:**
- **Ongoing development:**
- **Concerns:**
Signature Page

I concur with this Learning Plan:

__________________________________________________________________________  ____________
Student Signature  Date

Learning Plan reviewed with:

Field Instructor:

__________________________________________________________________________  ____________
Field Instructor Signature  Date

SAU Director of Field Education:

__________________________________________________________________________  ____________
SAU Director of Field Education Signature  Date
**FIELD INSTRUCTOR EVALUATION**

(To be completed with final Field Education Evaluation)

Southern Adventist University Director of Field Education: _________________________

Field Setting ___________________________________________________________________

Field Instructor __________________________________________________________________

Student _________________________________________________________________________

A. Rate the Director of field education by the following levels:

<table>
<thead>
<tr>
<th></th>
<th>4 – Above expected level</th>
<th>3 – Expected level</th>
<th>2 – Below expected level</th>
<th>1 – Unsatisfactory</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

- Provided an orientation to the field instructor regarding the educational requirements and expectations of the School of Social Work.
- Assisted the field instructor to develop learning activities and promote student development.
- Served as a resource person to the field instructor.
- Discussed with the student and field instructor the student’s level of performance during mid-terms and finals and throughout the semester as needed.
- Was available throughout the semester to discuss any problems or issues which arise between or among the student, agency, field instructor or department.
- Supported the student-instructor relationship.
- Demonstrated flexibility rather than rigidity.
- Maintained friendly atmosphere and demeanor.
- Was attentive and responsive in conferences to questions/concerns throughout the semester.

A. What suggestions do you have for improving the Field Instruction Program?
B. Please comment on the adequacy of the School of Social Work’s curriculum in preparing students for field instruction.

Please return this completed evaluation to:

School of Social Work
Director of Field Education
Southern Adventist University
P.O Box 370
Collegedale, TN 37315
STUDENT FIELD PLACEMENT EVALUATION

Student: ______________________________________________________________________

Agency: ______________________________________________________________________

Program/Department: __________________________________________________________

Field Instructor: _______________________________________________________________

Fall / Spring Semester, 20____

A. Please rate your agency experiences in reference to each of the following criteria using the scale provided. Elaborate or illustrate as needed in the space below each criterion.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume of activities</td>
<td>0……..1..........2..........3........4</td>
</tr>
<tr>
<td>Amount of client contact</td>
<td>0……..1..........2..........3........4</td>
</tr>
<tr>
<td>Variety of learning opportunities</td>
<td>0……..1..........2..........3........4</td>
</tr>
<tr>
<td>Opportunities to work independently</td>
<td>0……..1..........2..........3........4</td>
</tr>
<tr>
<td>Flexibility of student contract hours</td>
<td>0……..1..........2..........3........4</td>
</tr>
</tbody>
</table>

4……………………..Above expected level
3…………………….............Expected level
2……………………..Below expected level
1…………………………….Unsatisfactory
0……………….Uncertain or not applicable
6. Availability of activities during non-business hours
   0…1…2…3…4

7. Acceptance and inclusion of student by staff
   0…1…2…3…4

8. Accessibility of support and consultation:
   - From field instructor
     0…1…2…3…4
   - From other staff
     0…1…2…3…4

9. Quality of support and consultation:
   - From field instructor
     0…1…2…3…4
   - From other staff
     0…1…2…3…4

10. Your overall satisfaction with the internship
    0…1…2…3…4

B. Please rate the field instructor in reference to each of the following criteria using the scale provided. Elaborate or illustrate as needed.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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</tr>
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<td>1</td>
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</tr>
<tr>
<td>0</td>
<td>Uncertain or not applicable</td>
</tr>
</tbody>
</table>

C. Flexibility rather than rigidity
   0…1…2…3…4

D. Includes you in decision making
   0…1…2…3…4

E. Assigns task fairly
   0…1…2…3…4

F. Inspires you to think and improve
   0…1…2…3…4

G. Provides constructive criticism
   0…1…2…3…4
H. Maintains friendly atmosphere and demeanor
0……….1……………2…………3……..4

I. Advocates for you when necessary
0……….1……………2…………3……..4

J. Attentive and responsive in conferences
0……….1……………2…………3……..4

K. Encourages discussion and interaction
0……….1……………2…………3……..4

L. Knowledge of community resources
0……….1……………2…………3……..4

M. Knowledgeable about program area
0……….1……………2…………3……..4

N. Practices what he/she teaches
0……….1……………2…………3……..4

O. Schedules weekly supervision sessions
0……….1……………2…………3……..4

P. Summarize your main activities in the agency:

Q. Discuss any changes or improvements that you recommend:

R. Any information regarding this placement which was not covered and would be important to the placement of future students: