

S O C I A L W O R K

# Field Education Manual

2017-2018

CONCORDIA COLLEGE   
New York *Since 1881*



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## Introduction

The purpose of this manual is to familiarize students, faculty, field instructors and other agency personnel, and interested parties with the philosophy, goals, structure, policies, and procedures of the Field Education Program and the context within which it functions.

It presents an overview of the Field Education Program and explicates the role of field education as the signature pedagogy of social work education and, more specifically, its role in the College's curriculum.

The guide also details the structure of the Field Education Program and provides a delineation of the roles of the Director of Field Education, faculty, and Advisory Board. Information about the mechanics of the program is also included. Criteria for the selection of agencies and field instructors are spelled out.

Responsibilities of field instructors, the Colleges, and participating agencies are enumerated and described. Finally, the administrative policies and procedures of the Field Education Department are explained. A comprehensive Appendix includes relevant curriculum materials, lists, forms, and related resource materials.

Certain sections of the manual will be more useful to students and other sections will be more useful to field instructors and other agency representatives. Since the requirements for Junior level students and their supervisors differ from those for Seniors, information on these two program components has been separated as appropriate. The Table of Contents should assist in locating the sections of relevance to your needs.

Since field education is a dynamic process which bridges College and community programs, it is constantly changing. Therefore, this manual is put together in binder format so that revisions can be readily incorporated. We invite your input in identifying areas for growth and change.

All extension sites will follow the same procedure and report directly to the Director of Field Education who will then in turn, report to the Program Director.

## **Program Overview**

In 1979 five Westchester colleges joined forces to form the Social Work Education Consortium, a single entity representing the interinstitutional department of social work of the participating colleges. In 1982 this interinstitutional social work program was awarded full accreditation by the Council on Social Work Education (CSWE) as a baccalaureate degree program in social work education. This accreditation was valid through June 1991. In May 1990, the participating colleges - the College of New Rochelle, Iona, Concordia, and Marymount Colleges - voted to dissolve the Consortium. Dissolution was effective as of June 30, 1991.

Concordia College sought accreditation of its own Bachelor's in Social Work program through the Council on Social Work Education during the 1990-1991 College year. Notification of initial accreditation of its program came in the Spring of 1992. Beginning Fall, 1991, all courses and field education were offered directly by Concordia's program in Social Work. The faculty from Concordia, Iona and the College of New Rochelle continue to cooperate and organize joint meetings and seminars for students and field instructors as are appropriate.

Social work students are prepared for entry level generalist professional practice as established by the National Association of Social Workers. The program also provides superior academic preparation for graduate studies, leading to the possibility of advanced standing in graduate Colleges of social work. Advanced standing students are able to complete the MSW program in one rather than two years if all the criteria are met in undergraduate studies.

The curriculum reflects a liberal arts perspective, emphasizing the acquisition of knowledge, attitudes and ways of thinking about people within a societal and cultural context. This broad perspective enriches the students' understanding of the person-in-environment focus of social work and is the foundation for the social work concentration. Students are required to take liberal arts courses; 30 credits of support courses in the social, behavioral, and biological sciences; and 42 credits of professional foundation courses in social work. Required social work courses are distributed in nine content areas, as set forth by the "Curriculum Policy Statement of the Council on Social Work Education." (See Appendix). These include: Social Work Practice, Human Behavior and the Social Environment, Social Welfare Programs and Policies, Research, Field Practicum, Social Work Values and Ethics, Diversity, Promotion of Social and Economic Justice, and Populations At-Risk.

## **Program Mission Statement**

**The Social Work Program at Concordia College – New York is dedicated to educating students for competent and effective generalist social work practice.**

**The program creates a learning environment that offers faith-based, value-**

**oriented learning to promote social justice, self-assessment, service to the community, self-determination and respect for diversity.**

Advisory Board Approved - 5/28/04; Social Work Faculty confirmed - 6/10/04  
Revised by Faculty in May 2010

Students and faculty use the mission statement as a guide, together with community experiences on and off campus as well as the New York Metropolitan area to enhance student learning opportunities. Faculty and Students use the following 9 competencies and practice behaviors set by the CSWE (Council on Social Work Education) 2015 EPAS (Educational Program Assessment Standards) to guide the student personal and professional development.

**Student Learning Outcomes: CSWE Competencies and Behaviors:**

Learning outcomes are designed in accordance with the Council of Social Work Education (CSWE) EPAS 2015 9 competencies, behaviors, and dimensions.

Student will be able to.....

<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>
---

On Completion of this course the student will be able to.....

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

5	use supervision and consultation to guide professional judgment and behavior	
	Values, Skills	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #2: Engage Diversity and Difference in Practice</b>
---

On Completion of this course the student will be able to.....

6	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
	Knowledge	
	Diversity	
7	present themselves as learners and engage clients and constituencies as experts of their own experiences	
	Knowledge	
	Skills	
8	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>
--

On Completion of this course the student will be able to.....

9	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
	Knowledge	
	Skills	
10	engage in practices that advance social, economic, and environmental justice	
	Skills	
	Values	

Student will be able to.....

<b>Competency #4: Engage in Practice-informed Research and Research-informed Practice</b>
---

On Completion of this course the student will be able to.....

11	use practice experiences and theory to inform scientific inquiry and research	
----	---	--

	Knowledge	
	Skills	
12	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
	Knowledge	
	Cognitive & Affective Processes	
13	use and translate research evidence to inform and improve practice, policy, and service delivery	
	Knowledge	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #5: Engage in Policy Practice</b>
---

On Completion of this course the student will be able to.....

14	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
15	access how social welfare and economic policies impact the delivery of and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
16	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	
	Values	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
---

On Completion of this course the student will be able to.....

17	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
	Knowledge	
	Skills	
18	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	

	Values	
	Skills	

Student will be able to.....

<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

19	collect and organize data and apply critical thinking to interpret information from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
20	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
21	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges with clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
22	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
	Knowledge	
	Values	

Student will be able to.....

<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

23	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
24	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Knowledge	
	Skills	
25	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	

	Values	
	Skills	
26	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
27	facilitate effective transitions and endings that advance mutually agreed upon goals	
	Knowledge	
	Skills	

Student will be able to.....

<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

28	select and use appropriate methods for evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
29	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
30	critically analyze, monitor, and evaluate intervention and program processes and outcomes	
	Knowledge	
	Cognitive & Affective Processes	
31	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	
	Knowledge	
	Skills	

The EPAS guidelines from 2015 give priority to preparing competent and ethical generalist social work practitioners who understand their responsibilities within an environment composed of multiple systems of different sizes and types. This is consistent with the purposes of the profession of social work and the needs of the communities in which program graduates will ultimately practice as social workers. The goals also reflect the reality of our societal structure which systematically disadvantages certain groups of people. Furthermore, professionalism is seen as a constantly evolving

and developing state of being that requires on-going learning and growth.

A comprehensive explanation of curriculum requirements and philosophy is contained in the paper, "Conceptualization of Generalist Practice" embedded in this Manual and in the "Curriculum Policy Statement of the Council on Social Work Education". Course syllabi for all required social work courses are available upon request.

## **Overview of the Field Education Program**

### **Field Application Opportunities in the Curriculum**

Social work education combines cognitive content with opportunities for application and interaction. Through the interweaving of cognitive content and experiential opportunities, students are prepared for professional practice. Social workers intervene in people's lives with the objective of improving their life situation. Such interventions are based on concepts about the cause and dynamics of the situation of the client(s) with whom the social worker is engaged. These concepts direct the design of the intervention plan and the tasks and activities that comprise it. For this reason, a major goal of social work education is to provide students with the knowledge crucial to practice and to help students develop a conception of practice that reinforces their use of knowledge in practice.

Cognitive content and experiential opportunities should not be dichotomized, but rather must be interrelated if the social work education curriculum is to be effective. To achieve this curricular goal, field application opportunities must be made available to students in all professional courses. In other words, application opportunities must occur well before the senior practicum and should not be limited only to discrete field experiences. Rather, they may take place inside the classroom, may utilize informal structures and everyday situations outside the classroom, and may focus on the examination of the range of experiences students already have had in helping situations and in related life activities. However, academic credit in field practicum courses is not given for prior work or life experience. Students complete a total of 500 hours of field practicum in the program, 100 hours during the junior year and 400 hours during the senior year.

In the College's program, field application opportunities are provided early in the course sequence and are sequential in nature. As students learn cognitive content, either of a "how-to" or a "why is this so" nature, opportunities to apply, test, and reflect upon this content are provided.

In Social Welfare as a Social Institution (SWASI), generally taken during the first semester of the junior year, students learn about the organization and structure of social

welfare programs and are familiarized with examples of major public and private social welfare efforts. Application opportunities are provided through several assignments, one of which requires students to analyze their own use of social welfare resources, and the second of which asks them to obtain information, from written sources and interviews, about a formal public or private social welfare program.

Social work majors also take their initial practice course during the first semester of their junior year. This course, Foundations of Social Work Practice, provides an overview of social work as a profession, focusing on its purposes, objectives, values and practice skills. It encompasses beginning skills in assessment, the development of relationships, and communication. Along with SWASI, this course prepares students for the Junior Practicum that accompanies Human Behavior in the Social Environment II (HBSE) and Social Work Processes I, taken during the second semester. Experiential learning is built into the Foundations course through a series of application opportunities. For example, students are asked to select a target population, such as the homeless, to visit a social service agency which deals with this population, and to interview staff concerning the nature of their work with this client population.

In Human Behavior in the Social Environment I and II (HBSE I and II) students learn the conceptual foundation of the person-in-environment and systems theory framework for understanding the dynamic interaction of the biological, psychological, social and cultural components of human behavior from birth through young adulthood, and young adulthood through old age. These courses emphasize biological, psychological and sociocultural concepts as a basis for understanding human behavior fosters the application of knowledge to practice assessment and intervention.

Social Work Practice I, the first in the three-semester sequence of methods courses, focuses on professional communication and relationships skills. The Junior Practicum, a one day a week introductory field experience, is a component of this course. The experiential component offers the student the opportunity to conduct limited social work activities in an agency setting and observe agency functioning; the classroom component integrates these experiences with knowledge, value, and skill elements in the curriculum. Students are required to complete logs and recordings of their experiences at assigned practicum agency. This is also the major's writing intensive course.

In the senior year, students take a policy course, two practice related courses, and an integrative seminar. The practice courses are taken in conjunction with formal experiential courses - Field Education I and II, which require two to three days per week in an agency setting. The Program's emphasis on integration of the cognitive and the applied is reflected in this dovetailing of the senior practice and field courses. The senior field education courses are viewed as an extension and expansion of the previous field application opportunities provided by the program. Although the settings are more complex and demanding, the process of utilizing the cognitive does not differ. Field instructors (selected from staff of the placement agencies), faculty liaisons (who teach the concurrent field education seminars), the colleges' Field Education Programs,

and students form a partnership in the development, implementation and assessment of agency assignments and responsibilities. The senior year practice courses develop skills in problem solving, assessment, intervention and evaluation. Using a holistic generalist practice perspective and a systems approach, these courses explore a range of modalities and skills needed for practice with diverse client populations and fields of practice. The practice sequence assists students in acquiring requisite knowledge, values and skills for practice with individuals, families, groups and communities.

Social Work Practice II, taken during the first semester of the senior year, develops practice skills, emphasizing the contracting, goal setting and intervention steps of the problem-solving model. Strategies of intervention are identified and illustrated. Course content also focuses on the evaluation of one's own practice and the relation of skills to professional values and ethics. Consistent with the curriculum's fundamental commitment to the promotion of social justice, this sequence pays special attention to practice issues relating to people of various ethnic, racial, and cultural groups, women, the poor, gay, lesbian, and bisexual people, and those with physical or mental challenges. Application opportunities include an assignment in which students carry out and analyze assessment and goal setting for a selected client system.

Social Work Practice III, the final course in the practice sequence, refines and integrates practice skills needed to assess and intervene in situations involving a range of systems and a diversity of human groups. Tools and skills essential to the evaluation of service and practice outcomes and to the effectiveness of interventions are further developed. The final phases of the problem-solving process, evaluation and termination are studied in the theoretical and practical application and is consistent with the fundamental commitment of the profession of social work toward social justice for all people.

Social Welfare Policy, the second course in the Social Welfare Policy and Services sequence, is based on the integration of practice and policy. It assists students in identifying policies of concern to baccalaureate practitioners, analyzing policy formulation, understanding the roles of policy makers at different levels, and developing policy-related practice activities. Field application opportunities are developed through senior field placement based assignments. For example, students are asked to write about their involvement in policy activities during their field practicum, identifying and evaluating personal policies they made and implemented and organizational policies they followed.

Senior Seminar, the capstone course for social work majors, is taken concurrently with the fourth practice course and the second semester senior field education course. It enables students to explore issues arising from the field experience, including relationships with clients, colleagues, and field instructors; to integrate relevant principles and concepts by exploring their application to field practice; and to further develop and/or refine selected communication and problem-solving skills. Field application opportunities include the opportunity to analyze an organizational issue related to the field agency's ongoing service provision, evaluating the effectiveness of

the process by which service is being provided and suggesting possible alternatives for improvement of the process and the product.

The field application opportunities provided through the Colleges' curriculum are sequenced by complexity and responsibility of task, progressing from observations and non-threatening relationship development to a formal placement in a social service agency. They are also sequential in that they take into consideration the student's increasing ability to apply knowledge and skills as they are learned in the classroom.

Finally, the sequential nature is reflected in the increasing role of faculty in monitoring actual placement activities. The sequential design is intended to discourage students from beginning with solutions and technique (the "how") before they have some ideas about the "what" and the "why." This approach is directed toward producing analytically-oriented, thinking practitioners.

### **Role of the Field Practicum in the Curriculum**

According to the CSWE "Educational Policy," Standard 2.2 anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession, fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence." (EPAS 2.2).

The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

As already described, the Program's approach to field education includes field application opportunities throughout the curriculum as well as the requirement of three formal field experiences: Junior Practicum (200 hours of agency based experience, a component of Social Work Processes I) and Field Education I and II (200 hours each semester of the senior year of agency based experience with a weekly classroom-based field seminar).

### **The Field Education Seminar**

A weekly classroom based field seminar is a component of Field Education I and II. The seminar provides an integrative experience where role play, discussions, peer interactions, speakers and videos are used to enhance the student's skill development, strengthen the knowledge base, and enhance her/his ability to critically evaluate the values and ethics of the profession. Assignments include the development of a learning contract which spells out the learning objectives and expectations in the field setting; process recordings, which serve as a learning/teaching tool both in the field and in the classroom; and class presentation(s) in which the student develops an assessment and intervention plan for a client system with which she/he is working. Self and peer evaluation are enhanced through the use of audio/visual taping and critiquing of case materials. Written exercises, which enable the student to practice a variety of kinds of

social work recording, are also included.

### **Student Learning in the Field Sequence**

While there is considerable variation in experiences due to differences among individual students, practice settings, and practice assignments, student learning in the field sequence generally follows this progression:

- An orientation to agency purpose, mission, function and organizational structure, the service delivery systems and client population;
- Focus on basic social work values such as confidentiality, self-determination and the primacy of the client's interests;
- Broad-based assessment of client systems within an ecological, generalist perspective emphasizing racial, ethnic, economic, cultural, class and gender factors and their implications for the helping process and the planning of interventive strategies;
- Exploration of different modalities of professional intervention, including case management, crisis intervention, community organization, advocacy, and planned change, and application of these modalities to client systems of different sizes;
- Increasing self-awareness, professional discipline and ability to evaluate work with client and resource systems;
- Assessment of the service needs of target, action, change agent systems, including engagement in a planning process to address gaps in needed services;
- Understanding of the dynamics of and preparation for termination with clients and the development of appropriate follow up plans.

Objectives for Junior Practicum (See following page)

Objectives for Senior Field Experience I (See page 16)

Objectives for Senior Field Experience II (See page 176)

## Objectives for Junior Year Field Placement

1. The ability to communicate and relate professionally to some actors within the range of resource systems (i.e. clients, colleagues, social workers, the social work profession, agency, local community, society-at-large, social welfare institution).
  - a. The opportunity to establish relationships and communicate with clients and other appropriate persons.
  - b. The opportunity to gain experience with a variety of forms of written communication used in agency settings.
  - c. The opportunity to conduct interviews within the range of resource systems (identified above).
  - d. The opportunity to establish beginning professional relationships and participate in the activities of professional associations.
  - e. The opportunity to establish a professional relationship with a member of diverse and vulnerable client group(s).
2. The ability to utilize the problem-solving approach (assuming a systems perspective and taking into consideration factors of human diversity) to assess client need.
  - a. The opportunity to collect data relevant to issues of human diversity. This should include the integration of basic concepts from the biological, behavioral, and social sciences as a basis for understanding sources of human behavior.
  - b. The opportunity to collect data relevant to an understanding of the operation of agencies and organizations with which the student has contact.
  - c. The opportunity to collect data on a stage of the life cycle in order to integrate tasks, needs, available resources and obstacles, and the impact of systems and human diversity on behavior at each stage.
3. The ability to utilize and develop knowledge about the variety of resources in the range of resource systems.
  - a. The opportunity to collect data and use the concepts of systems, goal directed behavior, and human diversity to analyze the availability of resources to people, and the way in which resources are or are not used by people as they seek to meet their needs.

- b. The opportunity to utilize knowledge about resources in communicating and relating professionally within the range of resource systems.
4. The ability to begin to develop skills in self-assessment.
    - a. The opportunity to obtain feedback from clients and colleagues.
    - b. The opportunity to collect data about and analyze one's own practice activities.
    - c. The opportunity to increase self-awareness.
    - d. The opportunity to examine the fit between social work and personal values.
  5. The ability to display a capacity for analytical thinking and a facility to apply conceptualization and generalization in practice.
    - a. The opportunity to collect data about and analyze the relationship between the Program's conception of practice and that of some of the systems within the range of resource systems; to apply the understanding derived from this process to a specific practice situation.
  6. The ability to use self in a professionally appropriate way including:
    - a. Punctuality and attendance
    - b. Interactional skills with other members of the agency
    - c. Sense of self as a member of the profession and of a team
    - d. Follow through and the meeting of deadlines
    - e. Assumption of responsibility for one's own actions
    - f. Flexibility

## Guiding Principles for Junior Practicum

1. The practicum is closely related to the educational objectives of the junior year curriculum. Students cannot and should not be expected to apply concepts they have not yet learned. The experience acquired through the practicum becomes part of the classroom teaching content.
2. The Junior Practicum is designed to give the student an introduction or beginning knowledge base and experience of professional social work, following the objectives listed on the previous pages. Students are assigned to placement in mutual agreement with the College and agency and are expected to receive daily guidance regarding their assigned activities, as well as scheduled supervision time of 30 minutes per week or one hour every two weeks as a minimum. It is expected that the integration of the cognitive and applied will occur in the class room.
3. The value of the practicum is lost unless there is ongoing feedback and utilization of the content in the classroom. Structured logs and process recordings (see Appendix) will be completed by the student, to be reviewed and utilized in the classroom by the Practice I instructor. Field instructors are expected to assist with this process by reviewing and commenting on the student's process recordings prior to handing them into the instructor. Relevant practicum content will also be incorporated into the Human Behavior class.
4. A Junior Practicum time log and evaluation form are to be completed by the student and the agency supervisor.
5. The student is also expected to complete a learning contract, with the assistance of the field instructor. This learning contract should be completed by the third week of placement. (Example in appendix)
6. The student is also required to complete a student feedback form regarding the agency and practicum experience.

## Objectives for Senior Field Education I

1. The ability to apply the process of problem solving and related analytical and interactional tasks and roles.
2. Beginning skill in holistic assessment of client systems of different sizes and the resources systems related to the clients' situations.
3. Beginning skill in using assessment data to develop intervention objectives and to develop and apply plans appropriate to these objectives.
4. Beginning skill in identifying interventive strategies and performing related tasks and roles.
5. The ability to consciously assess one's own values and the impact these may have on the assessment process, especially in working with vulnerable and oppressed populations, especially people of various racial, cultural and ethnic backgrounds, women, the poor, gay, lesbian, and bisexual people, and those with physical or mental challenges.
6. The ability to involve, work with, and maximize essential participants from resources systems appropriate to the client situation. (Relevant resources systems may be the client, worker, agency, colleagues and other helpers, the local community, social welfare institutions, society at large, and the social work profession.)
7. Skill in identifying policies of concern to the practitioner and using knowledge of relevant policies in the assessment process.
8. The ability to utilize research methods in the assessment process and in the selection of interventive techniques.
9. The ability to evaluate one's own generalist practice.

## Objectives for Field Education II

1. The ability to apply a range of interventions in the appropriate resource systems to achieve the purposes of social work.
2. The ability to apply social work interactional and analytical tasks and roles in carrying out interventions and evaluation.
3. The ability to apply interventions that are appropriate to and useful in working with diverse, vulnerable and oppressed populations, people of various racial, ethnic and cultural backgrounds, women, the poor, gay, lesbian, and bisexual people, and those with physical or mental challenges.
4. The ability to utilize research methods in the identification, selection, and evaluation of strategies of intervention.
5. The ability to use interventions with client systems of different sizes.
6. Demonstration of skill in self-assessment of values, roles, and practice interventions as they are applied in inter-actions between the worker and the appropriate resource system(s).
7. Demonstration of skill in identifying policies of concern to the practitioner in relevant resource systems and in applying policy related interventions.
8. Demonstration of skill in the ongoing evaluation of own generalist practice, including the utilization of feedback from others.
9. Skill in carrying out termination process.

## **Guiding Principles for Field Education I and II**

1. The field work carried out in fulfillment of the requirements of Field Education I and II is closely related to the education objectives of the senior year curriculum. Students cannot and should not be expected to apply concepts they have not yet learned. Thus, the sequencing of assignments and learning objectives should be planned to correspond with the objectives of first and second semester senior courses (course syllabi may be requested).
2. In order to carry out their assignments and fulfill the academic requirements of their program, students must receive regularly scheduled, structured supervision of at least one hour per week, which includes review of process recordings and other written assignments that relate to field work. The seminar program for field instructors is designed to assist field personnel in providing appropriate supervision.
3. The value of field education is lost unless there is ongoing feedback and utilization of the content in the classroom. The process recordings and other written records completed by the student will be reviewed and utilized in the classroom by the Field Education seminar instructor. Relevant field agency content will also be incorporated into the Social Welfare Policy, Social Work Processes II and III, and Senior Seminar classes.
4. Field Education I and II evaluation forms are to be completed by the field instructor and reviewed with the student. These forms also verify the total number of field hours completed by the student each semester. In addition, time logs, signed by the field instructor, will be submitted at mid-term and at the completion of the semester, along with the evaluation forms.

## **Structure of the Field Education Program**

### **Role of the Director of Field Education**

- A. The Director of Field Education holds an M.S.W. degree from a CSWE accredited program and is a full-time member of the social work faculty at Concordia College – New York. The faculty determines the Director of Field Education.
- B. The responsibilities of the Director of Field Education are as follows at each location in Bronxville, New York and at Sara Schenirer Extension sites:
  1. Direct the field education for the junior social work students for placement in the spring of the students' junior year. The placement process will begin in the fall semester. All students will be given assignments before semester break.
  2. Direct the field education for the senior social work students for placement in September of the student's senior academic year. Field assignments will be made upon completion of the "End-of-year-Junior-Self Assessment Tool" and the student interview by faculty to move into senior field placement.
  3. Supervise the activities of the students in placement.
  4. Perform liaison activities with all field instructors.
  5. Set up field instructors training and on-going education opportunities.
  6. Recruit new field assignments.
  7. Assure that the field instructors in a timely manner complete all evaluations of students.
  8. Assure that all students' evaluations of their field education experience are gathered and analyzed at the end of each academic year for future necessary changes or adjustments.
  9. Call a Field Education advisory board meeting once each semester to get feedback, share information and get new ideas for students and placements.
  10. Prepare regular updates on the Field Education Manual in a timely manner assuring coordination with the Social Work Program manual and other programmatic changes.
  11. Maintain adherence to the standards set forth by the Commission on Accreditation.

## **Role of the Faculty Field Liaison**

The Director of Field Education is the instructor of the Seminar in Field Education in which the student is enrolled. Field instructors are given the name and phone number of the Field Liaison for their assigned student(s) at the beginning of the placement.

Responsibilities of the Director of Field Education include:

- In consultation with other faculty, placement of senior level students in specific agency assignments, considering agency characteristics and requests and the preferences and needs of students;
- Teaching of weekly Seminars in Field Education;
- Educational direction, coordination, and monitoring of field practicum experiences for assigned students, including visitation of field sites at which students are placed;
- Review of student learning contracts and process recordings;
- Participation in field instructor seminars;
- Review of field evaluations of students, as completed by field instructors, input into written evaluations, and the determination of students' course grades for Field Education I and II;
- In conjunction with the Director of Field Education, resolution of problems which arise, such as requests for reassignment or termination, excessive or unexplained student absences, or disagreements between students and field agencies;
- Participation in evaluation of the field practicum and of placement sites.

## Mechanics of the Field Education Program

### The Placement Process

**Juniors:** Junior field placement decisions are made during the second half of the fall semester. The Director of Field Education or Site Coordinator (Sara Schenirer) meets with students to orient them to the practicum, familiarize them with the range of field sites available for placement, and distribute the application form on which they are to indicate their preferences. All extension sites will follow the same procedure and report directly to the Director of Field Education who reports to the Social Work Program Chair. Students are given several weeks to complete the form. Matching decisions are made by the site coordinator in conjunction with other faculty and take into consideration perceived learning needs, student preferences, characteristics of available agencies and supervisors, and time and geographic factors. Students' academic advisors and the instructors of their first semester social work courses play a critical role in the placement process as they are most familiar with the student's strengths and deficits. Students and supervisors are notified of the placements, and students are asked to contact their prospective supervisor before the January intersession to confirm placement arrangements. One field placement is assigned to each junior student and it is the social work program expectation that a student remains in the assigned placement for the duration of the semester.

**Seniors:** Senior placement decisions are made in May for the following September. An orientation to Senior Field Placement takes place in the Social Work Practice I course during the spring semester of the junior year. Students complete a comprehensive application form on which they include professional interests, prior work and volunteer experiences, special skills and needs, and field of practice and/or agency preferences. A directory of approved field agencies is available for student review. Students are also encouraged to speak with senior level students in placement at sites they are considering. Matching decisions are made by the site coordinator in conjunction with other faculty and take into consideration perceived learning needs, performance in Junior Practicum and other junior level social work courses, student preferences, schedule and geographic factors. Students are expected to interview with a perspective agency/field instructor with confirmation of placement after positive feedback by student and agency has been received. Students are notified of their placement and are asked to contact their prospective field instructor before or during the summer break to make plans for the fall semester. Prospective field instructors are provided with the student's application for placement. One field placement is assigned to each senior student and it is the social work program expectation that a student remains in the assigned placement for the academic year.

**Transportation:** Students are responsible for the cost of their own transportation to and from field placements. This includes public transportation/or use of their own vehicle.

## **Site Orientations of Students to Field Education and to Agency**

Students' initial orientation to field education takes place during the classroom session at which the Director of Field Education familiarizes them with the placement process. Juniors receive additional orientation to their Practicum at the inception of spring semester in their Social Work Processes I class. Seniors receive a similar, though more detailed, orientation in their Field Education Seminar. Often the orientation of seniors extends over several class sessions of the Seminar. Topics covered include appropriate dress, attendance policy and responsibility for notifying field agency regarding absence, professional behavior, confidentiality, the supervisory process, and issues surrounding the "settling in" process.

Further orientation takes place at the field site. Topics generally include: agency policies and procedures; introduction to staff; familiarization with office set-up and space for student use; agency reporting and record keeping procedures; telephone protocols; "on-the-job" transportation issues; agency purpose, mission, function, organizational structure, service delivery systems, client population and community; and anticipated plan for ongoing exchange between student and field instructor.

## **Design of Student Learning Assignments**

**Juniors:** Learning assignments should be designed to enable the student to fulfill the objectives for Junior Practicum (see pages 9-10). In general, appropriate assignments should emphasize relationship building, communication, professional writing, and self-awareness skills. Student should be assisted in identifying and relating appropriately to issues of client diversity, at-risk populations life cycle stages and their impact on service delivery. They should have the opportunity to experience and understand the agency as an organization and to engage in interaction with clients and professionals in the field. In settings in which social work services are well developed, students should have the chance to observe and participate in activities related to these services. Since students vary in ability, skill, and experience levels, supervisors should assess the student's level and design learning assignments accordingly.

**Seniors:** Learning expectations for Field Education I (fall semester) and Field Education II (spring semester) are included in this manual on pages 12-13. In a general sense, learning assignments should include direct contact with clients. Assignments which include work with people of various ages, classes, colors, races, cultures, disabilities, ethnicities, family structures, gender, marital status, national origin, religions, sex and sexual orientation are desirable.

During the first semester, student assignments should be designed to further client assessment skills and skills in planning and goal setting. In addition, students should have the opportunity to work with resource systems relevant to client needs and agency services. These may include: colleagues, social workers, social work professional groups, the agency as an organizational entity, local community, society-at-large, and/or social welfare institutions. Opportunities should also be provided for the

student to learn about agency policies and other governmental and institutional policies which impact agency clients and service delivery.

During the second semester, student learning assignments from the first semester should be broadened to include emphasis on the development of intervention skills and understanding the application of the range of possible interventions appropriate for use by a baccalaureate level practitioner. In addition, the student should have the opportunity to use research/evaluative methods in the identification, selection, and evaluation of strategies of intervention she/he employs. She/he should also be encouraged to evaluate her/his own practice. The policy identification skills developed during the first semester should be broadened to include practice in the application of appropriate policy related interventions, evaluation of systems regarding social and economic injustices, and participation in the development of agency policies, when appropriate.

Individual student learning needs - as identified through periodic meetings with the Director of Field Education, ongoing student supervision, and the assessment process - should govern the design and alteration of learning assignments.

### **Development of the Learning Contract**

The learning contract is a tool used in Junior practicum and senior field experience to spell out: mechanics of the field placement, records and recording procedures, and learning objectives with specific corresponding assignments and assessment measures. The contract facilitates the recognition of individual learning needs and takes into account differing levels of experience. The contract individualizes and operationalizes departmental expectations for each student.

The learning contract is developed by the student in consultation with her/his field instructor during the first few weeks in placement. It serves as a guide for learning and evaluation in the field setting. The contract must be signed by the student, field instructor and Field Seminar Instructor; it may be amended at any time with concurrence from these parties. It is modified at the inception of the second semester to reflect new and changed learning assignments appropriate to the objectives of Field Education II. A contract outline is included in Appendices.

### **Recording Requirements**

**Juniors:** As a component of the Social Work Practice I course, students are required to keep an ongoing log of their practicum work. In addition, they are expected to do three process recordings, using a format distributed in class. Sample process recording formats are included in Appendix E. Both logs and process recordings are submitted to the student's Processes I instructor for review and use in classroom discussion. Process recordings are to be shared and critiqued with the agency based Practicum supervisor, before being submitted to Processes I instructor.

**Seniors:** Seniors are required to complete nine process recordings per semester, using the format learned in Practice and discussed in class (see Appendix F). They are to be reviewed and critiqued with the field instructor before being submitted to the Field Seminar Instructor. Process recordings are a tool for the field instructor's use in ongoing supervision. They are also used in the classroom where their content forms the basis for role plays and discussion. Students are required to complete process recordings in a timely fashion. During periods when agency assignments do not provide material for face-to-face client based recording, students are encouraged to use content from meetings, telephone contacts, and dialogue with colleagues and supervisor to substitute.

## **Student Supervision**

Ongoing supervision is an essential component of the field experience. Students should receive supervision both as the need arises and on a regularly scheduled basis. As students become familiar with their work setting and learn agency policies and procedures, they should be able to function more independently.

**Juniors:** Juniors should have weekly supervision for at least half an hour with supervisors. Supervisory time should total at least two hours per month.

**Seniors:** Regularly scheduled weekly supervision of at least one-hour duration should be provided throughout the two semesters. The structure and format for the supervisory session may be developed by the field instructor or jointly with the student. Many field instructors require that the student develop an agenda to which the field instructor may submit additional items. The student should be encouraged in a non-threatening manner to provide assessment feedback about the volume and nature of assignments, the supervisory relationship, the quality of agency life, and their practice behaviors as they develop social work competencies.

## **The Evaluation Process**

Evaluation should be an ongoing process and is an important part of the field learning experience. The student, the agency field instructor and the faculty liaison participate in this process.

**Juniors:** The purpose of the Junior Practicum evaluation process is to determine how well students are applying cognitive content in a practice setting and how well they are developing and identifying with professional social work values and skills. The form (see Appendix) requires the identification of Practicum learning experiences in which the student has engaged, as well as written evaluative feedback in each of the areas of competency identified in the Objectives for Junior Practicum. Supervisors should complete the form, discuss it with the student, attach their signature and the student's, and submit the form to the Director of Field Education. The student should be given the opportunity to affix her/his own comments to the form if so desired.

Copies of the completed form are retained by the student, the supervisor, and the Academic Advisor. The completed form is reviewed by the Social Work Processes I instructor and is used by her/him as an important component in the awarding of a course grade.

**Seniors:** The student's learning contract and the evaluation forms provided by the College (see Appendices) should be used as the bases for evaluation. It is suggested that the field instructor review the evaluation form with the student verbally at mid-semester in order to identify areas of competence as well as areas where further knowledge or skill are needed. In this way, the evaluation performed at the end of the semester will produce no surprises for the student, but rather will be a reflection of feedback she/he has been getting throughout the semester.

The end of semester evaluation process may be conceived of as three phases: preparation, verbal interaction, and completion of the written evaluation form. Students should play an active role in this process by identifying from among their placement experiences those that best illustrate the practicum objectives and by rating how well they have performed in each of the areas. This process should be undertaken about three weeks prior to the end of the semester to allow time for reflection, discussion, writing, review, and submission. The written evaluation form must be reviewed and signed by the student. The form provides space for the student to add comments or reactions if she/he so desires. The Faculty Liaison (Field Seminar Instructor) reviews the student's Field Education Evaluation Form, adds written comments based on her/his own knowledge and observation of the student, and signs it. The Evaluation Form is used by the Field Seminar Instructor in assigning the student's grade for Field Education. It becomes part of the student's permanent record and is often requested by graduate Colleges who use it in their admissions decisions.

### **Problem Solving/Grievance Procedures**

The following procedures are designed to promote communication and constructive problem solving among college and agency participants in dealing with issues that may arise during the placement.

1. If a student experiences any kind of difficulty with the field placement, she/he should:
  - a. Discuss the problem in an issue-oriented way with her/his Field Instructor.
  - b. If this does not resolve the issue, discuss the issue and attempt to resolve it at the agency level with the Faculty Liaison's involvement.
  - c. If a satisfactory solution cannot be achieved, the Faculty Liaison will recommend to the Site Coordinator that the student withdraw or be

removed from the agency.

- d. The Site Coordinator for extension sites, will report any changes to the Director of Field Education, who will report to the Social Work Program Chair.
2. If an agency is dissatisfied with a student's performance, the following procedures should be followed:
- a. Bring the issue to the student's attention as soon as possible in order that the student may help to solve the problem. Both the problem and constructive behavioral alternatives should be discussed.
  - b. When appropriate, the agency Field Instructor works with the student to modify the learning contract so that the agency's expectations are stated in behavioral terms.
  - c. If the student's performance does not adequately improve after using the specified procedures, the Field Instructor should contact the Director of Filed Education to determine what corrective actions will be taken.
  - d. Absences, breaches of client confidentiality, negligence and/or apathetic performance are actions that may constitute grounds for student's dismissal from the field placement.

It is recognized that occasionally problems may arise in a student's field placement such that it is not possible or desirable to discuss them first with the student's assigned agency Field Supervisor. If the student believes that she/he is experiencing such a problem, she/he should bring it to the attention of the Director of Field Education (at the main campus) or Site Coordinator (Sara Schenirer) who will determine if the regular procedure should be followed. If the Director of Field Education determines that it should not, then she/he will refer the case to the Social Work Program Chair. In such cases, a meeting of the student and program faculty may be required to develop a plan for problem resolution.

### **Termination/Reassignment of Students**

Decisions concerning reassignment of a student are made by the Director of Field Education or Site Coordinator. Such decisions are made after thorough consultation and discussion with the affected student and the agency at which the student is placed. The conditions under which they are considered, the individuals who may initiate such requests and the process by which requests are processed are outlined in the preceding section. Following receipt of a request for reassignment, the Director of Field Education speaks with the affected student and the Site Coordinator (at Sara Schenirer) to obtain the data needed to make an alternative assignment. The

Field Supervisor's documentation of placement hours completed, his/her assessment of the student's work, and the Director of Field Education's recommendations are necessary pieces of information that must be provided prior to reassignment.

Requests for reassignment initiated by students prior to the inception of field work are handled by the Director of Field Education and the Site Coordinator in consultation with other program faculty and the field instructor at the prospective placement agency.

Termination decisions are made in consultation by Faculty Liaisons, Field Coordinator and Program Director as the outcome of a problem solving/grievance process (as previously outlined). Students, their Academic Advisor, and the Coordinator of Field Education are informed in writing of such decisions.

### **Criteria for Selection of Agencies as Field Education Sites**

The determination of the suitability of agencies for student placement is a college responsibility. Responsibility for exploring the viability of sites for possible use in the Field Education Program rests with the Director of Field Education and the Site Coordinator, in conjunction with other faculty. The Director of Field Education visits those sites which appear to fulfill the College's criteria and meets with appropriate staff. Other faculty members are also consulted as they are often familiar with sites under consideration.

Criteria used in this process include:

Standards for services to clients that are consistent with the professional stance of the National Association of Social Workers;

Learning opportunities that are consistent with the College's conception of generalist practice;

A broad range of appropriate learning experiences that will afford opportunities to learn social work practice behaviors and advance toward competencies;

Capacity to handle several students (preferred although not required);

Policies that permit the involvement of students in actual service delivery yet clearly differentiate between work and student learning assignments;

The availability of appropriate resources to support training, i.e., student work space, private area for interviewing, ongoing on-site supervisory staff;

Willingness to participate in activities run by the colleges for field instructors or task supervisors, such as the Field Instructors' Seminar Series; and to

collaborate with the College for the continual upgrading of the program;

Ability to provide educationally directed field education with the appropriate level of supervision;

Willingness to facilitate faculty visits to agency site;

Affirmative Action Policy and personnel practices that are consistent with the Council on Social Work Education and the National Association of Social Worker's policies and standards.

### **Criteria for Selection of Field Instructors**

For Junior Practicum Students: MSW supervisors are preferred. In situations where an MSW is not available, especially in non-traditional field placements, a BSW with two years post-degree experience or an individual with a Master's degree in a related discipline will be considered. The proposed field supervisor's qualifications, student needs, program requirements and standards will be carefully evaluated by the Director of Field Education and/or Site Coordinator in arriving at a decision.

In cases where the student's on-going task supervision is to be provided by someone in the agency other than a social worker, a plan will be devised by which a professional social worker meets with the student on a regular basis to interpret the ways in which the assigned activities are related to social work practice. Moreover, the Faculty Field Director will be responsible for identifying specific areas that will require additional faculty involvement to assure that a social work focus and identification are maintained and for assisting in whatever ways are deemed necessary to achieve this objective.

For Senior Field Placement Students: MSW field instructors with one-year post-degree practice experience is required. When an MSW is not available, a BSW with a minimum of two years of post-degree experience which begins on preceding page for explanation of procedure for approval of such exceptions and formulation of compensatory plan.

The Field Director's assesses a prospective field supervisor's qualification and will consider the individual's professional education, commitment to the values of the social work profession, and competence in practice. In addition, the prospective field supervisor's availability to students and faculty and his/her interest in supporting the educational structure as recommended by CSWE will be assessed. One hour of supervision weekly is required to assist the student with assignments. Please see the "Cooperative Agreement" between Concordia and the field placement locations.

All new field instructors receive a thorough orientation to the colleges' program, which includes the Program's conceptualization of practice, its curriculum, the educational objectives of field education, and the policies and procedures which govern the Program.

## **Expectations of Field Instructors**

- Knowledge of the Program's educational model, field education objectives, and conceptualization of practice;
- Willingness to work collaboratively with Director of Field Education, Site Coordinator, faculty, students;
- Attendance at required orientation and ongoing field instructors' seminars. (New field instructors of Seniors are required to attend orientation plus three additional sessions scheduled between September and May; Supervisors of Juniors are required to attend one orientation session and one evaluation session. An end of the year recognition and awards session will be held for all field instructors, faculty, and students.) A calendar, indicating dates and topics will be distributed at the beginning of the academic year. Two seminars/workshops are held during the College year. All field instructors are strongly encouraged to attend;
- Assistance to student in her/his preparation of the Student Learning Contract;
- Provision of assigned student(s) with regularly scheduled supervision (one hour weekly for Seniors and two hours per month for Juniors);
- Timely review of student process recordings and agreement to use them as an integral part of the supervisory conference;
- Timely submission of end of semester student assessment forms (evaluations).

## **Responsibilities of College, Agency, Students**

### **Program:**

- Approval of the agencies and/or settings to be used for field placement;
- Placement of students in specific agencies and/or settings, considering the preferences of agencies and preferences and needs of students;
- Development of meetings with field instructors to upgrade the field program;
- Arrangement for orientation and training workshops for field instructors;
- Evaluation of the performance of students in field placement;

- Determination of the course grade;
- For senior field placement: Arrangement of at least one liaison meeting between Faculty Liaisons, Field Instructors and students each semester.

**Agency:**

- For senior field placement: preparation with student of a contract;
- Designation of a student work space;
- Orientation of the student to the agency;
- Regular weekly supervisory conferences with the student;
- Attendance at field instructor meetings;
- Preparation of written evaluation and participation in evaluation process;
- Participation with the College in regular evaluation of the field practicum, and in curriculum development and monitoring.

**Students:**

- Attendance at the agency on a regular basis during the hours arranged for placement. Two hundred hours per semester are required of Seniors; one hundred hours during one semester are required of Juniors. Any deviation from the established schedule must be handled in a professional, responsible manner;
- Arrangement of meetings with the field instructor to discuss the contract and learning experiences. Agendas should be prepared by student and field instructor;
- Application of the ethics and values of social work in their practice at the agency;
- Assessment of personal professional development in relation to the educational objectives of the program;
- Participation in field assessment conferences and submission of follow up comments, if desired.
- Transportation to the placement site is the responsibility of the

individual student. The cost of travel, whether by public transportation or private car, should be calculated and budgeted as required. Policies and procedures of the Field Education Program are described beginning on the next page.

**Policies and procedures of the Field Education Program are described beginning on the next page.**

## **Policies and Procedures of the Field Education Program**

### **Days and Hours in Placement**

For Junior placement: students are required to spend a total of 100 hours in a one-semester Practicum experience (equivalent to approximately seven hours per week over a 14 or 15-week period each semester). Students may fulfill this requirement by going to their placement one day per week or splitting the hours over two days.

For Senior Field Placement: students are required to spend a total of 400 hours over a two-semester period; 200 hours per semester (equivalent to two days a week, 7-8 hours per day over a 14 or 15-week period each semester). Students may fulfill this requirement by going to their placement two days per week or splitting the hours over a three-day period.

For purposes of counting hours, full days which include a lunch hour may be counted as eight-hour (8-hour) days.

Students who do not complete their required hours by the end of the semester will receive an Incomplete or a failing grade in their Processes I (for Juniors) or Field Education (for Seniors) courses. They must then work out with their agency field instructor and Faculty Liaison a plan by which the required hours will be completed.

### **Absence from Placement**

Students are responsible for notifying their agency field instructor or their designate in a timely fashion when they anticipate arriving late at their field setting or when they must be absent.

If the student must miss field placement for more than two consecutive days, she/he should notify the Director of Field Education as well as the agency field instructor. Absences exceeding three days per semester could be grounds for termination from placement.

All absences must be made up. Students should discuss their plans for making up absences with their field instructor and inform her/him as well as the Director of Field Education of the plan chosen.

### **Holidays**

Holidays are taken according to the field agency calendar. However, the student is only credited with hours spent at the agency and does not receive credit for these holidays.

Students are not expected to be at their agencies during College holidays. Some agencies, however, require or strongly recommend that students be at placement during extended College holidays (e.g. January intersession or Spring break) in order that services to clients not be disrupted. These arrangements should be negotiated at the beginning of the placement and should be part of the student's written learning contract.

Regardless of the number of holidays or vacation days taken, students must complete the specified number of hours for the placement in order to fulfill the field requirement.

### **Use of Place of Employment for Placement**

Students who choose to arrange their placement at their place of employment may do so in the junior or the senior year but not in both years. In either case, they must be assigned to a different department or division with different experiences and separate supervision reflective of the needs and requirements of their social work program.

At the time of application for placement, students desiring such placements must provide assurance that they will be granted release time for course and field education or that they can schedule their employment hours and field work hours so as not to overlap.

In processing such requests, the Director of Field Education will seek assurance that there will be no reduction of the program's established class and field practicum requirements; that field education is educationally focused rather than centered on agency services; that the field practicum conforms to the policies and standards set for all students; and that the agency under consideration meets the same criteria as all other field agencies.

### **Junior and Senior Year Placement Sites**

It is expected that students will be assigned to different agencies during their junior and senior years. In special or unusual cases, approval may be granted for a student to remain at the same agency. However, in such cases, it will be necessary for the student to have new responsibilities, reflective of the learning objectives for senior year Field Education.

### **Home Visits**

Students may be assigned to make home visits as a component of their field learning experiences. If so, the initial visit (at minimum) should be made with accompaniment by an agency staff member so that the student is familiarized with the process and assisted in mastering the requisite skills and overcoming any concomitant fears or uneasiness. A procedure should be established whereby the student leaves

information at agency re date and time of visit, client name, telephone, address, and other relevant information so that agency personnel may follow up if any problem arises. It is assumed that agencies which mandate home visits will carry insurance under which student interns are covered.

### **Reimbursement of Student Travel**

Agency policy should provide for reimbursement of students for car, public transportation, or related expenses incurred in the performance of agency assignments. Such policy should be made explicit during the student's agency orientation.

### **College-Agency Contract**

Responsibilities of student, College, and agency are spelled out in the Cooperative Agreement Between the Social Work Program of Concordia College and \_\_\_\_\_ (agency name), which is signed by the Program Director and appropriate field agency administrators when new sites are approved for participation in the program (see Appendix G). This document formalizes the willingness of the College and an agency to cooperate in furthering the baccalaureate students' professional development. The agreement represents a good faith effort on the part of all concerned parties to carry out their responsibilities as outlined.

### **Agency/Field Instructor Benefits**

In recognition of the contribution field agencies and instructors make through their participation in the Field Education Program, the colleges make available the following benefits:

1. Field Instructors (or agencies) providing a total of 200 hours of student supervision to junior and/or senior level students during an academic year will be eligible for a course waiver which may be used for a 3-credit course to be taken by any agency staff person at Concordia College. Instructors of seniors who supervise a student for a full academic year are entitled to two waivers. The Social Work Field Coordinator should be contacted for further clarification of this policy.
2. A library card for the college will be issued to all Field Instructors upon their request.
3. Agency representatives are encouraged to discuss with Faculty Liaison areas of possible collaboration/ cooperation among the agency, the college and the social work program.

Social Work Faculty**Professor Jennifer Pinto****Director of Social Work Program**

**Biography:** Professor Jennifer Pinto is a licensed Social Worker with an earned Master's degree in Social Work from Fordham University. Professor Pinto completed her clinical training in 2000, following many hours of group, individual and social skills training with children and families at the Children's School for Early Development in White Plains, New York.

Professor Pinto is the Director of the Social Work Program and assistant professor of Social Work at Concordia College Bronxville, New York. She teaches courses in Social Welfare in the United States; Ethical Decision Making in Social Work practice and she mentors students beginning in their first year through their capstone experience in preparation for graduation and entry into the Social Work profession.

Professor Pinto has developed educational skills, practice and training in behavior interventions for autistic children. As the leader of an interdisciplinary team Ms. Pinto coordinated - home family training through a variety of behavioral interventions. She also coordinated Individualized Education Plans with the Department of Health, Early Intervention and CPSE/CSE, Committee on Preschool Special Education/Committee on Special Education. The central focus of her work was on behavioral intervention training, parent training and advocacy for client systems.

**Provost Dr. Sherry Fraser**

**Biography:** Dr. Sherry Fraser joined the Concordia Faculty in 1984 as an Assistant Professor of Social Work and advanced to the rank of Professor of Social Work in 1998. In 2001, she became the first woman to be appointed Academic Dean for the College. In 2005, she was promoted to Dean of the College and in 2010, as Vice-President for Academic and Student Affairs. She has held Professional Positions for NYS Social Work Education Association, from a Westchester Regional Representative to become their President. She is a New York State licensed clinical social worker

**Professor Lucy E. Hoffman****Director of Field Education**

**Biography:** Lucy received her BA in Sociology from SUNY Cortland and her MSW from Fordham University. She is a licensed social worker in NYS, a member of the National Association of Social workers, and a NYS Mandated child abuse instructor/reporter. Lucy's past professional experiences include medical social work at St. Barnabas Hospital, Sound Shore Medical Center, and many years of Hospice work. Prior to this recent position, Lucy was an adjunct instructor at Concordia, teaching courses in the Social Work Program and the first-year seminar course. She has also served as a counselor in the Wellness Center at the College.

Lucy has volunteered with The Danny Fund, an organization that provides emotional and financial support to children and their families with catastrophic illnesses, and is currently on the Board of Directors for Hope's Door which is an organization that seeks to end domestic violence.

**Professor Joan Adams**

**Biography:** Professor Adams joined the faculty in 1995, serving the Concordia College community and several professional social work and professional organizations. Her strong areas of interest are culture, cultural competence, aging and advocacy through community and faith-based organizations

**Social Work Adjunct Faculty:**

Professor Janet Vasquez

Schedule of Events

October 4-6, 2017	NYS Social Work Education Conference Saratoga Springs, NY Students will attend.
March 28, 2017	NYS Legislative Action Day Albany, NY Students will attend.
May 13, 2017	Commencement

**COOPERATIVE AGREEMENT  
BETWEEN  
THE SOCIAL WORK PROGRAM OF  
CONCORDIA COLLEGE  
AND**

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This Cooperative Agreement dated as of \_\_\_\_\_, 2017 (this "Agreement") is entered into by and between Concordia College – New York with its principal office located at 171 White Plains Road, Bronxville, New York 10708 (hereinafter referred to as the "College") and \_\_\_\_\_, with its principal office located at \_\_\_\_\_ (hereinafter referred to as the "Agency") (collectively referred to herein as the "Parties") to arrange for the placement of the College's students with Agency for purposes of social work field education ("Field Education").

**RECITALS**

WHEREAS, the College seeks to prepare students to become competent professional social workers and considers Field Education to be a vital academic component of its undergraduate Social Work Program;

WHEREAS, the Agency is willing to accept students enrolled in the Social Work Program of the College for purposes of providing Field Education placements; and

WHEREAS, to achieve the educational outcomes desired by the Parties, it is in the best interests of the Parties that the terms and conditions for Field Education placements be set forth herein.

NOW THEREFORE, it is mutually understood and agreed by and between the Parties hereto as follows:

**Article I – College**

1. The College shall be responsible for approving the agencies and/or settings to be used for Field Education placement.
2. The College shall make all determinations for the placement of students in specific agencies and/or settings, and will consider the preferences of Agency and the preferences and needs of College's students.
3. The College shall schedule meetings with the field instructors to review and evaluate the effectiveness of the program and make recommendations to enhance the Field Education program.
4. The College shall arrange for orientation and training workshops for Agency's employees who will serve as instructors in the Field Education program.
5. The College shall evaluate the performance of students in the Field Education placement.
6. The College shall be responsible for determining the course grade to be given to the student assigned to Agency in the Field Education placement.
7. The College shall arrange at least one (1) liaison meeting among the College's Faculty Liaison, field instructors and students each semester for the junior practicum and senior Field Education placement.

**Article II – Agency**

8. The Agency agrees to prepare a contract for a Field Education placement for a student who is in their senior year of undergraduate studies at the College, review the contract with the student and obtain the student's signature on the contract.
9. The Agency shall designate an appropriate work space within the Agency for the student placed by the College in a Field Education placement with the Agency.
10. The Agency shall provide an orientation to the student regarding the policies and procedures of the Agency.
11. The Agency shall schedule weekly supervisory conferences with the student.
12. The Agency shall ensure that Agency field instructors attend a minimum of one (1) field instructor meetings and two (2) workshops provided by the College on its campus.
13. The Agency agrees to prepare a written evaluation of the student's performance during the course of

the Field Education placement on the form titled “Senior Evaluation of Field Education Performance I and II” for seniors and on the form titled “Junior Year Field Education Evaluation” for juniors.

14. The Agency agrees to provide regular evaluation of the field placement for student, curriculum development, and monitoring for the Social Work Program through Social Work field advising meetings at the beginning of the academic year.

### **Article III – Students**

15. Students shall fulfill the designated hours arranged for their Field Education placement at Agency. Students in their senior year of study are required to complete two hundred (200) hours per semester and students in their junior year of study are required to complete one hundred (100) hours per semester.

16. Students shall schedule regular meetings with the Field Education placement instructor to review the contract and student learning experiences as spelled out in EPAS 2015.

17. Students shall be responsible for the application of the ethics and values of social work in their practice at the Agency.

18. Students shall be responsible for the assessment of personal/professional development in relation to the education objectives of the College’s Field Education program.

19. Students shall participate in Field Education assessment conferences with the Field Supervisor and submit feedback of student’s field performance based upon EPAS 2015.

20. Students shall provide the form titled “Senior Evaluation of Field Education Performance” or “Junior Year Field Education Evaluation” for completion by their Field Education instructor.

21. This Agreement shall be effective for a period of one (1) year commencing as of the date first written above, and shall automatically renew annually until either of the Parties notifies the other in writing of the termination of this Agreement.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first written above.

CONCORDIA COLLEGE – NEW YORK

By: \_\_\_\_\_  
Name:  
Title:

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

By: \_\_\_\_\_  
Name:  
Title:

## APPENDICES & FORMS



FIELD VISIT REPORT FORM

STUDENT \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTOR OF FIELD EDUCATION \_\_\_\_\_

AGENCY \_\_\_\_\_

FIELD INSTRUCTOR \_\_\_\_\_

OTHERS \_\_\_\_\_

Agency Visit Date:

Review of Contract:     yes     no

Issues Raised:

Recommendations:

\_\_\_\_\_  
Faculty Signature

**CONCORDIA COLLEGE**  
**171 White Plains Road Bronxville, New York 10708**  
**SOCIAL WORK PROGRAM**  
**JUNIOR LEARNING CONTRACT**

<b>Name of Student:</b> _____	Date: _____
Address: _____	Email: _____
_____	Phone Number: _____
<b>Agency:</b> _____	<b>Field Supervisor:</b> _____
Address: _____	Address: _____
_____	Email: _____
Phone Number: _____	

**I. MECHANICS OF PLACEMENT – Interns are expected to consult with their supervisors in completing the specific details of the placement**

**a. Days and times (i.e., 9:00am-5:00pm)**

Each day of attendance at placement for current semester must be listed on the time log (for fall and/or spring). A total of 100 hours must be completed for spring semester of the junior year.

\*Students must have their “Time Log” initialed by the Field Supervisor every week at field placement and must show this time log to the Field Instructor every week there is class. The Field Director will share any problems that occur with accumulation of hours on a weekly basis.

\*Students who do not complete their hours by the end of the semester will receive a grade of “I” or incomplete. A date of completion must be selected by the professor when a grade of “I” is received. The student will receive the default grade given by the date of completion. If the total number of required hours are not met, the evaluation and time log are not signed by both the student and field instructor, a grade of F will be given.

**b. Notification of absences**

Who and how to notify agency personnel in case of emergency (if late, ill, etc.). Name and telephone number of the alternate person an alternate back-up person, as well as field supervisor, must be included in this section.

\*Any changes the schedule of dates and times of attendance at field placement listed above must be put in writing via email for the field supervisor to approve. If a student is going to be absent from field placement due to illness or personal emergency for any reason the student must report this to the Field Supervisor via email prior to or the morning of the student is expected to report.

**c. Negotiation of student breaks in the semester**

Include dates and times of periods of field placement outside the school calendar.

\*Students are required to follow their school calendar, please attach to this document. If the student will stay beyond the period of the 12-16 course schedule with breaks it must be stated clearly in this section. Dates, times and changes to school college calendar.

**d. Policies, procedures and orientation of field placement**

Agendas must be organized by the field supervisor at the agency. The student is expected to follow those procedures with the supervision of the field supervisor. When there are questions regarding policies and procedures the student must get clarification from the field supervisor.

**e. Attendance at all agencies meetings (i.e. staff meetings, in-service trainings, including board meetings, or other regularly scheduled meetings)**

The dates and times of these meetings must be provided to the student in advance and the student must be available on the day of the meeting to attend.

**f. Development of a written and verbal learning contract**

Please list the goals and objectives of the student at the field placement. The field supervisor, agency, and student must be aware of the steps the student will take to achieve these goals. Students will be given an end of the semester Field Evaluation based on the competencies, dimensions and behaviors needed to achieve these goals. If there is an area where the student will not have opportunity to complete a certain objective, one must be arranged to complete the missing goal.

**II. REPORTING AND RECORDING**

**a. Compliance**

Students must have a clear understanding of agency reporting/recording policies, including, but not limited to assessments/intakes, data sheets, case progress notes, etc. Field supervisors will take responsibility for reviewing these assignments.

**b. Process recordings (3 each semester junior year and 6 each fall and spring semester for the senior year) Specific dates:** when they will be handed in to field instructor and faculty for critique/review. Where they will be written: at the agency or on your own time.

**III. SUPERVISION**

**a. Formal and informal supervision**

Formal supervision must be once per week for 1 hour. If supervision is missed in case of an emergency or schedule conflict, one week it must be rescheduled for the next available day the student is assigned.

Please add to this section when, how long you will meet, who is responsible for agenda items, including: student's feelings, thoughts, issues of confidentiality issues, and obstacles personal or professional related to the field environment. If informal supervision or emergency supervision is needed how can the student arrange in the event the Social Work supervisor is not available. Please include the name of the contact and contact information here.

#### **IV. GENERAL LEARNING OBJECTIVES**

- a. Include in this section the field placement mission and purpose
- b. Means of communication skills: oral, written.
- c. Engagement/relationship skills with the range of resource systems -- clients, colleagues, social workers, social work profession, agency, local community, society-at-large, social welfare institutions.
- d. Use of problem solving skills – assessment, collection of data, formulation of a plan to meet client’s needs, skills technology or otherwise.
- e. Understanding of diversity, vulnerability and its impact of client systems.
- f. Self-Assessment – ability to use supervision, integrate analyze and feedback from clients, colleagues; increase in self- awareness, consciousness of personal value system/professional value system.
- g. Professional development – good work habits, reliability, flexibility, punctuality, follow-through, accepting responsibility for own behavior.

\_\_\_\_\_

**Field Site Supervisor’s Signature**

**Date:** \_\_\_\_\_

\_\_\_\_\_

**Student’s Signature**

**Date:** \_\_\_\_\_

**CONCORDIA COLLEGE  
SOCIAL WORK PROGRAM  
JUNIOR LEARNING EVALUATION**

Please use as a guide for develop the learning contract.

**Student Learning Outcomes: CSWE Competencies and Behaviors:**

Learning outcomes are designed in accordance with the Council of Social Work Education (CSWE) EPAS 2015 9 competencies and behaviors.

Student will be able to.....

<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>
---

On Completion of this course the student will be able to.....

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

Student will be able to.....

<b>Competency #2: Engage Diversity and Difference in Practice</b>
---

On Completion of this course the student will be able to.....

6	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
---	---	--

	Knowledge	
	Diversity	
7	present themselves as learners and engage clients and constituencies as experts of their own experiences	
	Knowledge	
	Skills	
8	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>
--

On Completion of this course the student will be able to.....

9	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
	Knowledge	
	Skills	
10	engage in practices that advance social, economic, and environmental justice	
	Skills	
	Values	

Student will be able to.....

<b>Competency #4: Engage in Practice-informed Research and Research-informed Practice</b>
---

On Completion of this course the student will be able to.....

11	use practice experiences and theory to inform scientific inquiry and research	
	Knowledge	
	Skills	
12	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
	Knowledge	
	Cognitive & Affective Processes	
13	use and translate research evidence to inform and improve practice, policy, and service delivery	
	Knowledge	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #5: Engage in Policy Practice</b>
---

On Completion of this course the student will be able to.....

14	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
15	access how social welfare and economic policies impact the delivery of and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
16	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	
	Values	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
---

On Completion of this course the student will be able to.....

17	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
	Knowledge	
	Skills	
18	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

19	collect and organize data and apply critical thinking to interpret information from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	

20	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
21	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges with clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
22	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
	Knowledge	
	Values	

Student will be able to.....

<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

23	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
24	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Knowledge	
	Skills	
25	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Values	
	Skills	
26	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
27	facilitate effective transitions and endings that advance mutually agreed upon goals	
	Knowledge	
	Skills	

Student will be able to.....

<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

28	select and use appropriate methods for evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
29	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
30	critically analyze, monitor, and evaluate intervention and program processes and outcomes	
	Knowledge	
	Cognitive & Affective Processes	
31	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	
	Knowledge	
	Skills	

NOTE TO THE FIELD EDUCATOR: The field experience has been identified by the Council on Social Work Education as the signature pedagogy for the profession. In that regard, we, at Concordia College wish to express our sincere appreciate to you as the Educator in the Field. This is assurance to the profession that criteria for excellence will be maintained. Your commitment to that excellence is a testament to the profession and to the clients we serve.

This learning contract has been reviewed by the student and field supervisor with regard to client contacts and other tasks to be carried out throughout the fall and spring semesters.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Reviewed by the Director of Field Education

\_\_\_\_\_  
Date

COVER SHEET  
PROCESS RECORDING # \_\_\_\_\_

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

Client Identifier: \_\_\_\_\_

Date of Contact: \_\_\_\_\_

Nature of Contact (one-on-one, group, telephone, etc.): \_\_\_\_\_

\_\_\_\_\_

Location of Contact (home visit, agency, hospital room, etc.): \_\_\_\_\_

\_\_\_\_\_

Length of Contact (in minutes): \_\_\_\_\_

In what language was contact held? \_\_\_\_\_

Pre-Engagement Comments (Describe activities undertaken on behalf of client system prior to this contact): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plans for Future Actions (Describe the activities you plan to undertake on behalf of the client system): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Field Instructor (supervisor's)  
Signature: #1 Review/Critique \_\_\_\_\_

Date: \_\_\_\_\_

Signature: #2 Review/Critique \_\_\_\_\_

Date: \_\_\_\_\_

PROCESS RECORDING

SUPERVISORY COMMENTS	INTERVIEW CONTENT	GUT-LEVEL FEELINGS	ANALYSIS

Summary of Session: (Overall review of the session and interaction with client system and other resources) \_\_\_\_\_

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Assessment: (Evaluation of client system's functioning, behavior, feelings, etc.) \_\_\_\_\_

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Long term goals: (Objectives client expects to accomplish based on mutually identified strengths and needs):

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Short term goals: (Mutually agreed upon measurable and observable tasks necessary to achieve long term goals): \_\_\_\_\_

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Classroom Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

**CONCORDIA COLLEGE**  
**171 White Plains Road Bronxville, New York 10708**  
**SOCIAL WORK PROGRAM**  
**SENIOR LEARNING CONTRACT**

<b>Name of Student:</b> _____	Date: _____
Address: _____	Email: _____
_____	Phone Number: _____
<b>Agency:</b> _____	<b>Field Supervisor:</b> _____
Address: _____	Address: _____
_____	Email: _____
Phone Number: _____	

**I. MECHANICS OF PLACEMENT – Interns are expected to consult with their supervisors in completing the specific details of the placement**

**b. Days and times (i.e., 9:00am-5:00pm)**

Each day of attendance at placement for current semester must be listed on the time log (for fall and/or spring). A total of 200 hours each semester for the fall and spring semester of the senior year.

\*Students must have their “Time Log” initialed by the Field Supervisor every week at field placement and must show this time log to the Field Instructor every week there is class. The Field Director will share any problems that occur with accumulation of hours on a weekly basis.

\*Students who do not complete their hours by the end of the semester will receive a grade of “I” or incomplete. A date of completion must be selected by the professor when a grade of “I” is received. The student will receive the default grade given by the date of completion. If the total number of required hours are not met, the evaluation and time log are not signed by both the student and field instructor, a grade of F will be given.

**b. Notification of absences**

Who and how to notify agency personnel in case of emergency (if late, ill, etc.). Name and telephone number of the alternate person an alternate back-up person, as well as field supervisor, must be included in this section.

\*Any changes the schedule of dates and times of attendance at field placement listed above must be put in writing via email for the field supervisor to approve. If a student is going to be absent from field placement due to illness or personal emergency for any reason the student must report this to the Field Supervisor via email prior to or the morning of the student is expected to report.

**g. Negotiation of student breaks in the semester**

Include dates and times of periods of field placement outside the school calendar.

\*Students are required to follow their school calendar, please attach to this document. If the student will stay beyond the period of the 12-16 course schedule with breaks it must be stated clearly in this section. Dates, times and changes to school college calendar.

**h. Policies, procedures and orientation of field placement**

Agendas must be organized by the field supervisor at the agency. The student is expected to follow those procedures with the supervision of the field supervisor. When there are questions regarding policies and procedures the student must get clarification from the field supervisor.

**i. Attendance at all agencies meetings (i.e. staff meetings, in-service trainings, including board meetings, or other regularly scheduled meetings)**

The dates and times of these meetings must be provided to the student in advance and the student must be available on the day of the meeting to attend.

**j. Development of a written and verbal learning contract**

Please list the goals and objectives of the student at the field placement. The field supervisor, agency, and student must be aware of the steps the student will take to achieve these goals. Students will be given an end of the semester Field Evaluation based on the competencies, dimensions and behaviors needed to achieve these goals. If there is an area where the student will not have opportunity to complete a certain objective, one must be arranged to complete the missing goal.

**II. REPORTING AND RECORDING**

**b. Compliance**

Students must have a clear understanding of agency reporting/recording policies, including, but not limited to assessments/intakes, data sheets, case progress notes, etc. Field supervisors will take responsibility for reviewing these assignments.

**b. Process recordings (3 each semester junior year and 6 each fall and spring semester for the senior year) Specific dates:** when they will be handed in to field instructor and faculty for critique/review. Where they will be written: at the agency or on your own time.

**III. SUPERVISION**

**b. Formal and informal supervision**

Formal supervision must be once per week for 1 hour. If supervision is missed in case of an emergency or schedule conflict, one week it must be rescheduled for the next available day the student is assigned.

Please add to this section when, how long you will meet, who is responsible for agenda

items, including: student's feelings, thoughts, issues of confidentiality issues, and obstacles personal or professional related to the field environment. If informal supervision or emergency supervision is needed how can the student arrange in the event the Social Work supervisor is not available. Please include the name of the contact and contact information here.

#### **IV. GENERAL LEARNING OBJECTIVES**

- d. Include in this section the field placement mission and purpose
- e. Means of communication skills: oral, written.
- f. Engagement/relationship skills with the range of resource systems -- clients, colleagues, social workers, social work profession, agency, local community, society-at-large, social welfare institutions.
- d. Use of problem solving skills – assessment, collection of data, formulation of a plan to meet client’s needs, skills technology or otherwise.
- e. Understanding of diversity, vulnerability and its impact of client systems.
- f. Self-Assessment – ability to use supervision, integrate analyze and feedback from clients, colleagues; increase in self- awareness, consciousness of personal value system/professional value system.
- g. Professional development – good work habits, reliability, flexibility, punctuality, follow-through, accepting responsibility for own behavior.

\_\_\_\_\_  
**Field Site Supervisor’s Signature**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Student’s Signature**

**Date:** \_\_\_\_\_

CONCORDIA COLLEGE  
SOCIAL WORK PROGRAM

**SENIOR EVALUATION OF FIELD EDUCATION PERFORMANCE I**

Name of Intern \_\_\_\_\_

Field Agency \_\_\_\_\_

Field Instructor (name, title and degree held) \_\_\_\_\_

\_\_\_\_\_

Total number of field hours completed \_\_\_\_\_

Fall semester/year \_\_\_\_\_

This evaluation should indicate the perceptions of the agency supervisor regarding the student's professional development as a new beginning-level social work generalist. The evaluation will be used by the social work faculty to assess the student's level of competence and learning needs and to provide faculty with information for calculating a grade for the placement. Student field evaluations are often requested by graduate schools in their consideration of applicants.

Field instructors, interns and classroom instructors should use the following form to evaluate the intern's performance. The criteria of evaluation are established by our national accrediting organization (the Council on Social Work Education).

For each of the items on the following pages, fill in the number that best represents the intern's performance. In the "comments" section of the form, use evidence from the intern's practice to summarize areas of strength and those that need improvement. If student has not had the opportunity to learn/demonstrate a particular skill, please indicate.

List and describe the intern's assignments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*Under each competency statement are several items that we ask you to rate according to the following criteria.

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

Additional comments may be made under each competency section. The Social Work Program (students, faculty, administration) appreciate comments that highlight areas of strength as well as areas that need further development.

Student Learning Outcomes: CSWE Competencies and Behaviors:

Learning outcomes are designed in accordance with the Council of Social Work Education (CSWE) EPAS 2015 9 competencies and practice behaviors.

Student will be able to.....

<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>
---

On Completion of this course the student will be able to.....

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

Student will be able to.....

<b>Competency #2: Engage Diversity and Difference in Practice</b>
---

On Completion of this course the student will be able to.....

6	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
	Knowledge	
	Diversity	
7	present themselves as learners and engage clients and constituencies as experts of their own experiences	
	Knowledge	
	Skills	
8	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>
--

On Completion of this course the student will be able to.....

9	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
	Knowledge	
	Skills	
10	engage in practices that advance social, economic, and environmental justice	
	Skills	
	Values	

Student will be able to.....

<b>Competency #4: Engage in Practice-informed Research and Research-informed Practice</b>
---

On Completion of this course the student will be able to.....

11	use practice experiences and theory to inform scientific inquiry and research	
	Knowledge	
	Skills	
12	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
	Knowledge	
	Cognitive & Affective Processes	

13	use and translate research evidence to inform and improve practice, policy, and service delivery	
	Knowledge	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #5: Engage in Policy Practice</b>
---

On Completion of this course the student will be able to.....

14	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
15	access how social welfare and economic policies impact the delivery of and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
16	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	
	Values	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
---

On Completion of this course the student will be able to.....

17	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
	Knowledge	
	Skills	
18	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

19	collect and organize data and apply critical thinking to interpret information from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
20	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
21	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges with clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
22	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
	Knowledge	
	Values	

Student will be able to.....

<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

23	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
24	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Knowledge	
	Skills	
25	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Values	
	Skills	
26	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
27	facilitate effective transitions and endings that advance mutually agreed upon goals	
	Knowledge	
	Skills	

Student will be able to.....

<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

28	select and use appropriate methods for evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
29	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
30	critically analyze, monitor, and evaluate intervention and program processes and outcomes	
	Knowledge	
	Cognitive & Affective Processes	
31	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	
	Knowledge	
	Skills	

<b>Overall Evaluation at <u>MIDTERM</u>:</b>
--

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

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

**Comments/elaboration:**

Signature of Agency Field Instructor: \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

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

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

I agree with the evaluation <input type="checkbox"/>
I do not agree with evaluation <input type="checkbox"/>

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

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

Signature of Faculty Field Seminar Instructor  
\_\_\_\_\_

Grade Awarded for Placement \_\_\_\_\_

Instructor's Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONCORDIA COLLEGE  
SOCIAL WORK PROGRAM

**SENIOR EVALUATION OF FIELD EDUCATION PERFORMANCE II**

Name of Intern \_\_\_\_\_

Field Agency \_\_\_\_\_

Field Instructor (name, title and degree held) \_\_\_\_\_

\_\_\_\_\_

Total number of field hours completed \_\_\_\_\_

Fall semester/year \_\_\_\_\_

This evaluation should indicate the perceptions of the agency supervisor regarding the student's professional development as a new beginning-level social work generalist. The evaluation will be used by the social work faculty to assess the student's level of competence and learning needs and to provide faculty with information for calculating a grade for the placement. Student field evaluations are often requested by graduate schools in their consideration of applicants.

Field instructors, interns and classroom instructors should use the following form to evaluate the intern's performance. The criteria of evaluation are established by our national accrediting organization (the Council on Social Work Education).

For each of the items on the following pages, fill in the number that best represents the intern's performance. In the "comments" section of the form, use evidence from the intern's practice to summarize areas of strength and those that need improvement. If student has not had the opportunity to learn/demonstrate a particular skill, please indicate.

List and describe the intern's assignments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*Under each competency statement are several items that we ask you to rate according to the following criteria.

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

Additional comments may be made under each competency section. The Social Work Program (students, faculty, administration) appreciate comments that highlight areas of strength as well as areas that need further development.

Student Learning Outcomes: CSWE Competencies and Behaviors:

Learning outcomes are designed in accordance with the Council of Social Work Education (CSWE) EPAS 2015 9 competencies and practice behaviors.

Student will be able to.....

<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>
---

On Completion of this course the student will be able to.....

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

Student will be able to.....

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

On Completion of this course the student will be able to.....

6	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
	Knowledge	
	Diversity	
7	present themselves as learners and engage clients and constituencies as experts of their own experiences	
	Knowledge	
	Skills	
8	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

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

On Completion of this course the student will be able to.....

9	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
	Knowledge	
	Skills	
10	engage in practices that advance social, economic, and environmental justice	
	Skills	
	Values	

Student will be able to.....

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

On Completion of this course the student will be able to.....

11	use practice experiences and theory to inform scientific inquiry and research	
	Knowledge	
	Skills	
12	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
	Knowledge	
	Cognitive & Affective Processes	

13	use and translate research evidence to inform and improve practice, policy, and service delivery	
	Knowledge	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #5: Engage in Policy Practice</b>
---

On Completion of this course the student will be able to.....

14	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
15	access how social welfare and economic policies impact the delivery of and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
16	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	
	Values	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
---

On Completion of this course the student will be able to.....

17	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
	Knowledge	
	Skills	
18	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

19	collect and organize data and apply critical thinking to interpret information from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
20	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
21	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges with clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
22	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
	Knowledge	
	Values	

Student will be able to.....

<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

23	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
24	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Knowledge	
	Skills	
25	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Values	
	Skills	
26	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
27	facilitate effective transitions and endings that advance mutually agreed upon goals	
	Knowledge	
	Skills	

Student will be able to.....

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

On Completion of this course the student will be able to.....

28	select and use appropriate methods for evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
29	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
30	critically analyze, monitor, and evaluate intervention and program processes and outcomes	
	Knowledge	
	Cognitive & Affective Processes	
31	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	
	Knowledge	
	Skills	

**Overall Evaluation at FINAL:**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

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

**Comments/elaboration:**

Signature of Agency Field Instructor: \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

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

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

I agree with the evaluation <input type="checkbox"/>
I do not agree with evaluation <input type="checkbox"/>

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

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

Signature of Faculty Field Seminar Instructor  
\_\_\_\_\_

Grade Awarded for Placement \_\_\_\_\_

Instructor's Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONCORDIA COLLEGE  
 Department of Social Work  
**Junior Year Field Education Evaluation**

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

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

Name of Fieldwork Supervisor: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_ No. of Hours Completed: \_\_\_\_\_

This evaluation should indicate the perceptions and experiences of the agency supervisor regarding the student's professional development as a social work generalist. The information will be used by the social work faculty to assess the student's level of competence and learning needs and to award a grade for Processes I. Student field evaluations may be requested by graduate Colleges in their consideration of applicants.

**\*Under each competency statement are several items that we ask you to rate according to the following criteria.**

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

**Additional comments may be made under each competency section. The Social Work Program (students, faculty, administration) appreciate comments that highlight areas of strength as well as areas that need further development.**

Student Learning Outcomes: CSWE Competencies and Behaviors:

Learning outcomes are designed in accordance with the Council of Social Work Education (CSWE) EPAS 2015 9 competencies and practice behaviors.

Student will be able to.....

<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>
---

On Completion of this course the student will be able to.....

1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	
---	---	--

	Values	
	Cognitive & Affective Processes	
2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Values, Skills	
	Cognitive & Affective Processes	
3	demonstrate professional demeanor in behavior; appearance; oral, and written, and electronic communication	
	Values	
	Skills	
4	use technology ethically and appropriately to facilitate practice outcomes	
	Skills	
	Values	
5	use supervision and consultation to guide professional judgment and behavior	
	Values, Skills	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #2: Engage Diversity and Difference in Practice</b>
---

On Completion of this course the student will be able to.....

6	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	
	Knowledge	
	Diversity	
7	present themselves as learners and engage clients and constituencies as experts of their own experiences	
	Knowledge	
	Skills	
8	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>
--

On Completion of this course the student will be able to.....

9	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
	Knowledge	

	Skills	
10	engage in practices that advance social, economic, and environmental justice	
	Skills	
	Values	

Student will be able to.....

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

On Completion of this course the student will be able to.....

11	use practice experiences and theory to inform scientific inquiry and research	
	Knowledge	
	Skills	
12	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
	Knowledge	
	Cognitive & Affective Processes	
13	use and translate research evidence to inform and improve practice, policy, and service delivery	
	Knowledge	
	Cognitive & Affective Processes	

Student will be able to.....

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

On Completion of this course the student will be able to.....

14	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
15	access how social welfare and economic policies impact the delivery of and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
16	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	
	Values	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
---

On Completion of this course the student will be able to.....

17	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
	Knowledge	
	Skills	
18	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	
	Values	
	Skills	

Student will be able to.....

<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

19	collect and organize data and apply critical thinking to interpret information from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
20	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
21	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges with clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
22	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
	Knowledge	
	Values	

Student will be able to.....

<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

23	critically choose and implement interventions to achieve practice goals and enhance	
----	---	--

	capacities of clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
24	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Knowledge	
	Skills	
25	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Values	
	Skills	
26	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
27	facilitate effective transitions and endings that advance mutually agreed upon goals	
	Knowledge	
	Skills	

Student will be able to.....

<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

28	select and use appropriate methods for evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
29	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
30	critically analyze, monitor, and evaluate intervention and program processes and outcomes	
	Knowledge	
	Cognitive & Affective Processes	
31	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	
	Knowledge	
	Skills	

**Overall Evaluation at FINAL:**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

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

**Comments/elaboration:**

Signature of Agency Field Instructor: \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

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

Signature of Faculty Field Seminar Instructor : \_\_\_\_\_

Grade Awarded for Placement \_\_\_\_\_

Instructor's Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*This evaluation has been collaboratively developed between the field instructor and the student. I believe it is a fair and accurate assessment of the student's performance and progress in the spring semester of junior year.*

SIGNATURES

\_\_\_\_\_  
(Field Instructor) (Date)

\_\_\_\_\_  
(Student) (Date)

\_\_\_\_\_  
(Faculty Liaison) (Review Date)





CONCORDIA COLLEGE  
SOCIAL WORK PROGRAM  
**STUDENT EVALUATION OF FIELD AGENCY**

Student's Name \_\_\_\_\_

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

Field Agency \_\_\_\_\_

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

(name & title)

Type of Agency/Program \_\_\_\_\_

Summary of Student's Experiences/Assignments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**Competency 1**

**Intern demonstrates Ethical and Professional Behavior**

1. Did the placement provide opportunities to encourage your identification as a professional social-worker-in-training?

Definitely \_\_\_\_\_ Somewhat \_\_\_\_\_ Hardly at all \_\_\_\_\_

2. Were professional work habits such as punctuality, attendance, follow through, ability to meet deadlines and assume responsibility for actions, work, organization emphasized?

Definitely \_\_\_\_\_ Somewhat \_\_\_\_\_ Hardly at all \_\_\_\_\_

3. Did the assignments advance your knowledge about the values of the social work profession?

Definitely \_\_\_\_\_ Somewhat \_\_\_\_\_ Hardly at all \_\_\_\_\_

4. Did you have the chance to practice and receive feedback on your:

Writing skills: yes \_\_\_ to some extent \_\_\_ no \_\_\_

Oral communication: yes \_\_\_ to some extent \_\_\_ no \_\_\_

**Competency 2**

**Intern Engages Diversity and Difference in Practice**

1. Did the agency provide opportunities to apply knowledge of critical thinking, assessment, problem-solving and analysis?

Definitely \_\_\_\_\_ Somewhat \_\_\_\_\_ Hardly at all \_\_\_\_\_

Did you have an opportunity to work with clients of various racial, ethnic, cultural and class backgrounds?

Definitely\_\_\_\_\_ Somewhat\_\_\_\_\_ Hardly at all\_\_\_\_\_

### **Competency 3**

#### **Intern Advances Human Rights and Social, Economic, and Environmental Justice**

1. Were you exposed to situations in which basic human rights were being advocated for clients?

Definitely\_\_\_\_\_ Somewhat\_\_\_\_\_ Hardly at all\_\_\_\_\_

2. Do you have a clearer understanding of practices that advance social and economic justice?

Definitely\_\_\_\_\_ Somewhat\_\_\_\_\_ Hardly at all\_\_\_\_\_

### **Competency 4**

#### **Intern Engages in Practice-informed research and Research-informed practice**

Were you assisted in making the connection between research and practice?

Definitely\_\_\_\_\_ Somewhat\_\_\_\_\_ Hardly at all\_\_\_\_\_

Did you have an opportunity to work with clients at different phases of the life span?

Definitely\_\_\_\_\_ Somewhat\_\_\_\_\_ Hardly at all\_\_\_\_\_

### **Competency 5**

#### **Intern Engages in policy practice**

Did you have the chance to develop skills in identifying policies of concern and applying policy-related interventions?

yes\_\_\_\_\_ to some extent\_\_\_\_\_ no\_\_\_\_\_

### **Competency 6**

#### **Intern Engages with Individual, Families, Groups, Organizations, and Communities**

1. Did you work with client systems of different sizes?

Individuals            yes\_\_\_\_\_    no\_\_\_\_\_

Families              yes\_\_\_\_\_    no\_\_\_\_\_

Groups                yes\_\_\_\_\_    no\_\_\_\_\_

Organizations        yes\_\_\_\_\_    no\_\_\_\_\_

Communities          yes\_\_\_\_\_    no\_\_\_\_\_

2. If so, please give 2 examples of how you engaged in the areas you selected yes:

### **Competency 7**

#### **Intern Assesses Individuals, Families, Groups, Organizations and Communities**

1. Did you work with client systems of different sizes?

Individuals            yes\_\_\_\_\_    no\_\_\_\_\_

Families              yes\_\_\_\_\_    no\_\_\_\_\_

Groups	yes_____	no_____
Organizations	yes_____	no_____
Communities	yes_____	no_____

2. If so, please give 2 examples of how you assessed systems in the areas you selected yes:

**Competency 8 Intern Intervenes with Individuals, Families, Groups, Organizations and Communities**

1. Were you exposed to and given the chance to practice a range of interventions and intervention roles?

Individuals	yes_____	no_____
Families	yes_____	no_____
Groups	yes_____	no_____
Organizations	yes_____	no_____
Communities	yes_____	no_____

2. If so, please give 2 examples of how you intervened with client systems in the areas you selected yes:

**Competency 9 Intern Evaluates Individuals, Families, Groups, Organizations and Communities**

1. Were you given the chance to evaluate your interventions with a client?

Individuals	yes_____	no_____
Families	yes_____	no_____
Groups	yes_____	no_____
Organizations	yes_____	no_____
Communities	yes_____	no_____

2. If so how did you evaluate these specific (i.e. individuals, families, groups, organizations and communities) client system?

**Field Supervision**

1. Was supervision: in a group \_\_\_\_\_ individual \_\_\_\_\_
2. At least one hour weekly \_\_\_\_\_ less \_\_\_\_\_
3. On a regularly scheduled basis \_\_\_\_\_ sporadic \_\_\_\_\_
4. Was faculty helpful in monitoring, problem solving, and attending to your learning needs in the field?

yes \_\_\_\_ somewhat \_\_\_\_ hardly at all \_\_\_\_

Evaluation of Field Instructor	Very Good	Satisfactory	Fair	Unsatisfactory
Facilitated orientation to agency				
Invited participation in meetings				
Encouraged visits to community resources				
Facilitated understanding and use of agency policy and procedures				
Encouraged self-assessment/ evaluation				
Provided fair, understandable feedback				
Facilitated learning of practice skills				
Was accessible to answer questions				
Modeled and encouraged professional values and behaviors.				

Student's Comments: Please make any comments or give examples which would further clarify or expand on your ratings.



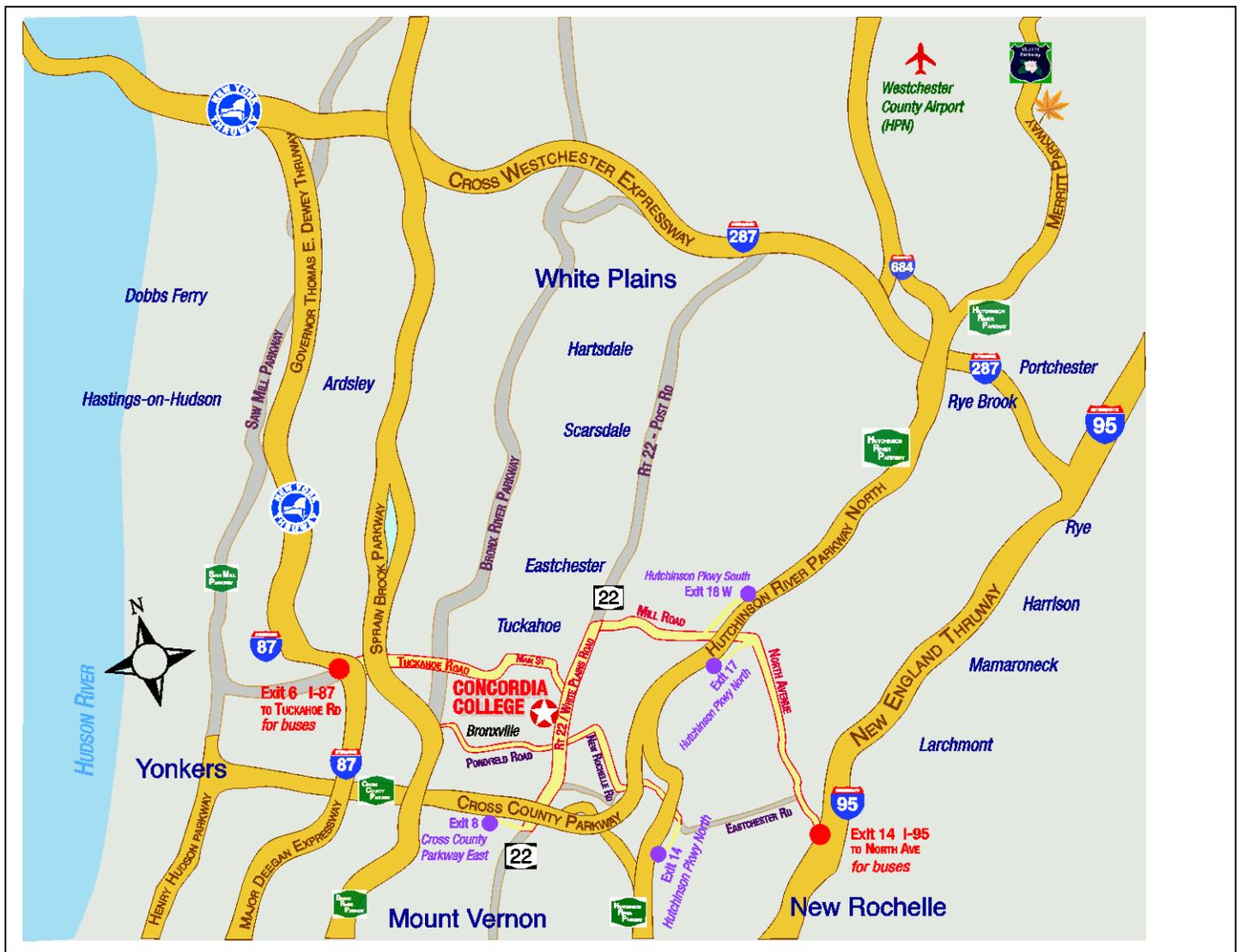
# Concordia College Campus Map

- |     |  |     |   |
|-----|--|-----|---|
| 1.  | Feth Administration Hall                               | 11. | Terrace                                   |
| 2.  | Sieker Hall ICESL                                      | 12. | Schoenfeld Campus Center *                |
| 3.  | President's Home                                       |     | <i>Bookstore</i>                          |
| 4.  | Scheele Memorial Library                               |     | <i>Brickyard</i>                          |
|     | <i>Darlene Hedin Krenz New Media Center</i>            | 13. | Bohm Hall                                 |
|     | <i>Donald A. Krenz Academic Center</i>                 | 14. | Admission/Talbot House, 1 Concordia Place |
|     | <i>OSilas Gallery</i>                                  | 15. | Stein Hall-Conservatory                   |
|     | <i>Yeager Collection Room</i>                          | 16. | Village Lutheran Church/Chapel College    |
| 5.  | Romoser Hall   | 17. | Meyer Athletic Center *                   |
| 6.  | Brunn-Maier Science Hall *                             |     | <i>Tennis Courts</i>                      |
| 7.  | The Commons / Day Camp Registration Office             |     | <i>Fitness Center</i>                     |
| 8.  | Sommer Center for Worship and<br>the Performing Arts * | 18. | Ressmeyer Hall                            |
| 9.  | Rippe Hall   | 19. | Koepchen Hall                             |
| 10. | Liberal Studies Hall *                                 | 20. | Ward House                                |

\* public restrooms

CONCORDIA COLLEGE  
NEW YORK

171 White Plains Road, Bronxville, NY 10708  
914-337-9300 www.concordia-ny.edu



## Directions to Concordia College

### From New York City, New Jersey and Upstate New York

Take the New York State Thruway (Major Deegan Expressway /I-87) to the Cross County Parkway. Go east to exit 8, Route 22/North Columbus Avenue\*. At the end of the ramp, turn left onto Route 22. The college is located 1.4 miles north.

### From Long Island

Take the Hutchinson River Parkway (off the New England Thruway) north to exit 13, Cross County Parkway. Continue on the Cross County Parkway to exit 8, Route 22/North Columbus Avenue\*. At the end of the ramp, turn left onto Route 22. The college is located 1.4 miles north.

### From Connecticut

Take the Merritt Parkway to the Hutchinson River Parkway south to exit 18 W, Mill Road. At the end of the ramp, turn right onto Mill Road and continue 0.7 miles to Route 22/White Plains Road\*. Turn left onto White Plains Road. The college is located one mile south.

\*Note: Route 22 is named Columbus Avenue south of the Cross County Parkway and White Plains Road to the north.