

MEREDITH
COLLEGE



Field Education Manual

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FORWARD

This manual has been prepared for the purpose of assisting students, faculty, and agency field instructors in understanding the objective, policies, and procedures governing field education instruction for the Bachelor of Social Work Degree in the Social Work Program at Meredith College.

RIGHTS RESERVED

The provisions of this handbook are not to be regarded as an irrevocable contract. The Social Work Program reserves the right to modify, revoke, or add to any and all regulations at any time.

Field Education Manual



Social Work Program

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Meredith College Admits Women Students without regard to race, creed, national or ethnic origin, age, sexual orientation or disability. The Bachelor of Social Work Major is accredited by the Council on Social Work Education.

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Introduction

It is the primary goal of the Meredith College Social Work Program to educate generalist social work practitioners -- that is, entry level professionals prepared to work effectively with individuals, families, groups, organizations, and communities. A secondary goal is to prepare students for graduate study in social work.

Field Education is an essential and integral component of a generalist social work curriculum. It represents the culmination of the student's professional education, enabling her to apply values, knowledge, skills, and self understanding gained through the social work curriculum to the social problems and needs of the client population served by a particular human service agency.

An educationally directed field practicum experience will enable the student to:

- practice culturally competent, professional skills and behaviors
- develop appropriate qualities and attributes
- use critical thinking faculties which include understanding, interpreting, and reflecting
- transfer learning from one context to another
- evaluate her own practice
- use ideas to inform her practice and generate theories
- evaluate her learning style
- become empowered to create and structure a learning environment conducive to life-long learning.

The contribution of agency field instructors, administrators, and other agency personnel is essential to the achievement of these goals, and the Meredith College social work faculty gratefully acknowledges their ongoing commitment to this endeavor. This manual was developed to provide information to field instructors, agencies, social work faculty and social work students.

History of Social Work at Meredith College

The social work program is a professional program for applied practice and has been accredited by the Council on Social Work Education since 1975. Certification for teaching at all levels may be combined with a major in social work. The social work program is in the Sociology and Social Work Department in the School of Humanities and Social Sciences.

Mission, Goals, and Objectives

Meredith College Mission Statement

"In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the College values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.

Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate interns learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in interns the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and so lead responsible lives of work, citizenship, leisure, learning, and service."
Meredith College Undergraduate Catalogue 2007-2008, p. 6.

Social Work Mission Statement

The mission of the Meredith College Social Work Program is to prepare culturally competent graduates who excel as ethical and effective generalist social work practitioners and successfully pursue graduate study in social work. These graduates are well grounded in the liberal arts and the history, purposes, and philosophy of the social work profession, and have the ability to think both locally and globally.

Social Work Program Goals

The goals of the Social Work Program are:

1. To prepare competent and effective entry-level generalist social work professionals who have the knowledge, values, and skills necessary to serve diverse populations at all systems levels without discrimination, and to pursue graduate study in social work. (PO 1, 3, 5, 6, 7, 8, 10).
2. To prepare women to enter practice and graduate study with a clear understanding of their personal and professional values, and an unwavering commitment to practice according to the principles of the National Association of Social Workers Code of Ethics. (PO 2).
3. To prepare graduates to engage in evidence-based professional practice, evaluate their own practice, and apply research and practice skills to the development of social work knowledge and service delivery systems. (PO 9, 12).
4. To foster in graduates a commitment to the amelioration of conditions of social and economic injustice with particular attention to those conditions that significantly impact North Carolina. (PO 4, 8).

Social Work Program Objectives

Upon successful completion of the Meredith College Social Work Program, graduates will demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination, and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, with colleagues, and in communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Definition of Generalist Practice

Generalist social work practice is grounded in empirically based theory and provides ethical and effective services to diverse clients at all systems levels including individuals, families, groups, complex organizations, and communities.

Generalist social work practitioners work directly with client systems at all levels in a variety of roles including advocate, mediator, broker, counselor, and facilitator.

Generalist social work practitioners connect client systems with resources, advocate for policy changes as needed to improve services to clients, intervene with organizations to ensure equitable distribution of resources, and use research to evaluate practice and assess needed changes.

Social Work Major Requirements

To be accepted as a major in the Bachelor of Social Work degree program, students must satisfy the following requirements:

1. Minimum Cumulative GPA of 2.0
2. Completion of Introduction to Social Work 100 with a grade of C or better
3. Critical thinking and writing skills as demonstrated in coursework
4. Demonstrate commitment to comply with the N.A.S.W. Code of Ethics
5. Interpersonal skills as demonstrated in classroom and group interaction and faculty interview
6. Successful completion of all components of the major application process by the due dates

In addition to the College requirements, the core courses for the Bachelor of Social Work Degree include the following:

Liberal Arts Courses*

BIO 322 / 342	General Biology I....	4 hours
SOC 230	Principles of Sociology.....	3 hours
PSY 100	General Psychology	3 hours
POL 100	American Political Systems.....	3 hours
PSY 200	Statistical Methods in Psychology	<u>3 hours</u>
Total		16 hours

*Thirteen (13) of the sixteen (16) hours count toward Meredith's general college requirements which must be completed by all students who graduate from the College.

Social Work Courses

SWK 240	Populations at Risk and Social Justice.....	3 hours
SWK 241	Introduction to Social Work & Social Welfare.....	3 hours
SWK 302	Social Policy Analysis.....	3 hours
SWK 304	Generalist Practice with Individuals.....	3 hours
SWK 305	Generalist Practice with Families & Groups.....	3 hours
SWK 307	Human Behavior for Social Work Practice: Conception through Adolescence	3 hours
SWK 308	Human Behavior for Social Work Practice: Adulthood through Death	3 hours
SWK 309	Research Methods for Social Work.....	3 hours
SWK 311	Preparation for Field.....	1 hour
SWK401	Generalist Practice with Organizations & Communities.....	3 hours
SWK 402	Social Work Field Experience.....	12 hours
SWK 403	Field Instruction Seminar.....	3 hours
<hr/> Total		43 hours

Social Work Course Descriptions

SWK 240 Populations- at- Risk and Social Justice

This course introduces students to concepts and processes of social and economic injustice and to productive strategies for redressing them. Content is grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. It offers a framework and strategies for addressing the unique needs of populations that may be at risk for discrimination, oppression, and economic deprivation as a result of conditions related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Fall & Summer 3 hours

SWK 241 Introduction to Social Work and Social Welfare

An overview of the profession of social work and the American Social Welfare Institution, examining the history of the American social welfare system and the contemporary structure of services as well as the role of policy in service delivery, social work practice, and attainment of individual and social well-being. The history, mission, and philosophy of the social work profession are also presented with an emphasis on the generalist model of social work practice. Students test their interest in social work through completion of 30 hours of service learning in a social welfare agency.

Fall & Spring 3 hours

SWK 302 Social Policy Analysis

Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use these to influence, formulate, and advocate for policy consistent with social work values. Prerequisites: SWK 241, POL 100.

Spring & alternate Summers 3 hours

SWK 304 Generalist Practice With Individuals

This course is the first in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage individuals in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. **Open to social work majors only.** Prerequisites: SWK 241 and SWK 307 or SWK 308.

Fall & Spring 3 hours

SWK 305 Generalist Practice with Families and Groups

This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage families and groups in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. **Open to social work majors only.** Prerequisites: SWK 241, SWK 304, SWK 307, 308.

Fall & Spring 3 hours

SWK 307 Human Behavior for Social Work Practice: Birth Through Adolescence

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: PSY 100, SOC 230. Prerequisite or co-requisite: SWK 241, BIO 322/342

Fall 3 hours

SWK 308 Human Behavior for Social Work Practice: Adulthood through Death

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: PSY 100, SOC 230: Prerequisite or co-requisite:

SWK 241, BIO 342/322

Spring 3 hours

SWK 309 Research Methods for Social Work

This course prepares student to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The course prepares students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. Prerequisite: PSY 200.

Fall 3 hours

SWK 311 Preparation for Social Work Field Placement

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Students must complete a pre-placement experience in their field agency.

Prerequisites: SWK 304, Co-requisites: SWK 305, SWK 401.

Fall & Spring 1 hour

Pass-Fail Grading Only

SWK 401 Generalist Practice With Organizations and Communities

This course is the third in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage organizations and communities in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. **Open to social work majors only.** Prerequisites: SWK 241, SWK 307 or 308, SWK 304.

Fall & Spring 3 hours

SWK 402 Social Work Field Experience

The social work field experience is an integral component of social work education and is anchored in the mission, goals, and objectives of the social work program. A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in an appropriate social agency is required. This experience will reinforce the student's identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of professional competence. **Open to social work majors only.** All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of Director of Field Education. Fee: \$300.

Fall & Spring 12 hours

SWK 403 Field Instruction Seminar

Students meet weekly for a 3-hour integrative field seminar designed to assist them in applying empirically based social work theory, knowledge and professional ethics in a social work practice setting and provide a capstone experience. Students complete an evaluation of practice research project in which they apply in their field settings research skills obtained through the social work curriculum. Written assignments are provided to demonstrate integration of knowledge and practice. **Open to social work majors only.** All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of the Director of Field Education.

Fall & Spring 3 hours

SWK 405 Selected Topics in Social Work

Topics relevant to social work practice are offered as needed based on student requests and faculty availability. Topics offered include social work in education, social work in criminal justice, social work and the law, social work in health care, child welfare, geriatric social work, gender issues in social work, and social work in mental health settings.

Statement of Non-Discrimination

The Meredith College Social Work Program does not discriminate on the basis of conditions of age, class, disability, ethnicity, family structure, gender, marital status, national origin, race, religion sex or sexual orientation.

Functions of Field Education

The educationally directed field placement enables the intern to test out and integrate her theoretical knowledge, practice skills, and professional values which she has acquired through her participation in the social work education process. At the same time, she gains in-depth understanding of the workings of a particular social welfare agency. The outcome of each field education experience should be a professionally reflective, self-evaluating, knowledgeable and developing social worker who is prepared to become an entry-level generalist social work practitioner. Social work field education is based on the premise that having an experience is not necessarily synonymous with learning something from it. For learning to occur it is necessary that intern, field instructor, and social work faculty work closely to develop and monitor field placements to ensure that the student receives structured, sequential learning opportunities.

This purpose is best actualized through the close cooperation of the Meredith College Social Work Program faculty and the agencies that support the program through providing field placement opportunities and supervision for social work students.

The following standards and guidelines are designed to define roles and working relationships of all parties involved in the field education process

College Roles and Responsibilities

Field Advisory Committee

The field advisory committee consists of 3 to 5 members who are appointed by the chair of the Social Work Advisory Board. This committee advises the social work faculty on the development and implementation of the field education program and assists in developing and maintaining effective working relationships between the Meredith College Social Work Program and Field Agencies.

Director of Field Education

The Director of Field Education is responsible for the development and coordination of the field education program. His /Her specific responsibilities include:

- Recruitment and screening of field agencies and field instructors.
- Negotiating Agency-College Contracts and maintaining an up-to-date file of such agreements.
- Dissemination of information regarding policies, procedures, and schedules of the field education program.
- Coordination of student field applications, interviews, and assignments to field agencies.
- Providing ongoing support to interns and field instructors.
- Conducting mid-term and final evaluation conferences for interns for whom he/she is faculty liaison.
- Assisting interns in the integration of field learning and the social work curriculum through a weekly field education seminar.
- Assigning a final grade to each intern in consultation with the field instructor.
- Providing orientation and training for field instructors.
- Completing annual assessments of the field education program.
- Providing regular reports on the field education program to the Field Advisory Committee.

Faculty Liaison

Faculty Liaisons are Meredith College social work faculty who are appointed by the Program Director to oversee the field education experience of individual interns.

Faculty Liaison responsibilities include:

- Reviewing the intern's progress in her field placement through discussions and examination of course assignments.
- Reviewing and approving the intern's learning contract.
- Conducting mid-term and final evaluation conferences with the intern and her field instructor.
- Providing ongoing support to assigned interns and their field instructors.
- Attending regular meetings with the Director of Field Education to make him/her aware of the intern's progress and any concerns.

Agency Roles and Responsibilities

All agencies that provide field placement experiences for Meredith interns must support sound social work practice and professional education. Each agency administrator is responsible for providing qualified staff to supervise the intern, and supporting the social work field instructor with the necessary time and resources to enable him/her to successfully perform this role.

In addition, the agency should provide the intern with access to client systems, enable her to participate in all appropriate agency activities, support her involvement with staff and community resources, and provide work space, desk, and the supplies and equipment necessary to enable her to successfully perform her assigned tasks. The intern must be accepted as a learner and a developing professional. She should *not* be exploited to meet staffing needs.

All agencies should provide necessary accommodations to ensure equal opportunities for interns identified as disabled according to the Americans with Disabilities Act.

Field Instructor

The Council on Social Work Education (CSWE), which accredits the Meredith College Social Work Program, requires that all social work field instructors be qualified social work professionals who hold the BSW or MSW degree. When appropriate, a qualified professional in a related field may be named as a field supervisor. S/he will oversee the intern's participation in the agency programs while a person holding the necessary social work degree will provide weekly supervision and theoretical practice input. All field instructors will be expected to demonstrate a commitment to social work values, competence in practice, and a genuine interest in intern education and professional development.

The field instructor's responsibilities include:

- Orienting the intern to the agency setting, its philosophy, goals and programs, and to the role of an intern within the agency.
- Helping the intern understand agency policies and procedures.
- Serving as a model for the intern's development as a professional social worker.
- Helping the intern learn to work effectively with diverse client populations and to advocate for social and economic justice for all people.
- Providing appropriate learning experiences for the intern which will typically include the assignment of clients (individual, families, and groups) and the opportunity to participate in other experiences such as staff meetings, visits to other agencies, policy and program development, program evaluation, research, professional meetings and staff development workshops.
- Assisting the intern in integrating social work theory with practice situations.
- Providing clear expectations for the intern concerning her responsibilities and role.

- Providing a *minimum* of one hour of structured supervision each week in addition to ongoing guidance and support.
- Assisting the intern in the development of her Learning Contract based on her individual learning needs and social work program requirements.
- Providing support and assistance to the intern in her ongoing development as a professional and continuing evaluation of her practice.
- Encouraging the intern's participation in professional meetings and organizations.
- Assisting the intern with termination from clients and agency.
- Meeting with faculty liaison and intern to evaluate her progress at mid-term and upon her completion of the placement as well as at other times deemed necessary by any parties involved in the placement.
- Submitting to the faculty liaison a written evaluation of the intern's performance at mid-term and upon her completion of the placement.

Agency-College Contract

The roles and responsibilities outlined above are specified in a Agency-College Contract which must be signed by representatives of both the agency and the Meredith College Social Work Program before a placement can begin. Copies of the contract are maintained in the Field Education Office and the agency.

Student Responsibilities

The student must be an active participant in planning for and implementing her field education experience. She will:

- Submit a Field Application and Résumé.
- Submit a personal narrative.
- Schedule and participate in an interview with prospective field agencies.
- Accept responsibility for learning.
- Develop, with her field instructor, a learning contract that will outline field learning objectives, activities, and evaluative criteria.
- Develop appropriate mechanisms through which to evaluate her practice.
- Actively seek opportunities that will enhance her professional identification and development.
- Evaluate her performance, her field placement agency, her field instructor and her faculty liaison.

Policies and Procedures For Field Placement

Eligibility

Only students who have been accepted into the social work program and are majors in good standing with at least a 2.3 GPA with no outstanding grades of Incomplete may apply for a field placement. Applications will be considered only for those students who have completed all prerequisites for the major as specified in the College Catalogue with a minimum of a C grade. Students must have their advisor's written approval and the consent of the Director of Field Education.

SWK 311 Preparation for Field

During the semester immediately preceding her entrance into field placement, each student is required to enroll in SWK 311 Preparation for Field. This one credit hour course is used to assist students in exploring field placement options and completing the application and interview process. In addition, students will address issues of concern, which include but are not limited to safety, professional values and ethics, diversity, populations-at-risk, issues of social and economic justice, and evaluation of practice as they move into the practicum situation. SWK 311 is taken Pass/Fail grading.

Field Agencies

The Director of Field Education is responsible for maintaining a current list of social agencies that are willing to provide field placements for Meredith students and for making this list available to them. All prospective field agencies will be asked to complete a form which will provide comprehensive information about the agency, its philosophy, services, and target population. A resume will also be requested which details the educational background and experience of the field instructor. This information will be organized into a field agency file, which will be maintained in the Office of the Field Director and made available to all social work students.

Students are placed in agencies that provide exposure to clients at all systems levels (i.e., micro, mezzo, and macro). Agencies that provide only policy and macro practice do not qualify as they do not provide generalist learning experiences as required by baccalaureate social work majors.

Employing Agency Field Placement

If a student requests placement in a human service agency in which she is already employed, the agency must be willing to provide release time from her regular work assignment, make available appropriate learning activities, and provide regular supervision by a qualified social worker. Students completing placements in agencies in which they are employed must adhere to the same policies and procedures required of all students. A student requesting this arrangement should submit a completed and signed Placement at Employing Agency Form to the Director of Field Education along with her Field Application. Each situation must be individually assessed and approved by the Director of Field Education.

Application for Field

Each student will complete a Field Application in which she will list in order her three (3) preferences for a field agency. The student will compose a personal narrative and resume which may be distributed to potential field instructors during the application process. The social work faculty reviews all applications and determines the appropriateness of the placement. While faculty will attempt to honor the student's preferences whenever possible, it will be necessary to evaluate the request in light of the availability of appropriate learning opportunities, student capabilities and needs, and the agency situation. The Director of Field Education makes final decisions concerning

field placements for students. While s/he will make every effort to honor student preferences, it is not possible to guarantee that every student will be placed in the agency of her first choice.

If a student wishes to pursue a field placement in an agency not on the list of field agencies with which the Meredith College Field Education Program has a working relationship, she should inform the Director of Field Education who will contact the agency to determine the feasibility of a placement.

The Director of Field Education will contact prospective agencies to discuss placement opportunities, potential learning experiences, and availability of appropriate supervision. The Director of Field Education will send the student's resume to prospective field instructors. When the Director of Field Education receives approval from prospective field instructors, she will notify the student who will contact the field instructor to arrange an interview. **The intern should not contact any agency before she has consulted with the Director of Field Education.**

Student Interview & Placement Confirmation

The student is responsible for scheduling and completing an interview with her prospective field instructor. After the interview has been conducted, the field instructor will notify the Director of Field Education and/or the student of the decision regarding placement acceptance. All field placements should be confirmed by the last day of class during the semester the student is enrolled in SWK 311.

A student may complete a maximum of 3 placement interviews at 3 different agencies during the semester in which she is enrolled in SWK 311. If after 3 interviews, the student is not accepted by any of the potential field agencies, the student and the Director of Field Education will meet to assess the situation and determine how to proceed.

Pre-Placement Agency Requirements

Some field agencies will require students to complete a background check, drug test, and/or have certain health tests and vaccinations completed prior to the start of their placement. A field agency may also require that students be covered by a health insurance policy while they are completing their field placements.

If a student is required to complete a background check, the Social Work Program will pay for or reimburse students for the cost of the background check up to the amount of \$25. If the amount of the background check exceeds \$25, the student will be responsible for the remaining expense.

The Social Work Program cannot pay or reimburse students for the cost of vaccinations, health tests, and/or health insurance.

Liability Insurance and Accidents

The Social Work Program maintains a group professional liability policy to protect all social work students and faculty against malpractice suits in any incident related to the social work field placement. Coverage consists of \$2,000,000 for each wrongful act and \$4,000,000 for all incidents related to the Meredith College Social Work Program. Student field fees fund this insurance.

Meredith College cannot be held responsible for any accident, which occurs while an intern is off campus, even if the activity is sponsored by the College. Field agencies are responsible for communicating to the intern the agency's policy regarding responsibility should the intern be involved in an accident either in the agency or while functioning as a representative for the agency.

Field Kick Off

All students enrolled in field education courses should plan to meet at Meredith for a field orientation on the day immediately preceding the first day of class for the semester. All agency field instructors and Meredith field education faculty will also be in attendance at this session. The purpose of the orientation and training is to: 1) to orient field instructors and students to field policies and procedures, and 2) to provide an opportunity for field instructors and students to discuss expectations and plans for the semester.

Field Schedule

Students who are enrolled in field education courses will report to their field agencies on the first day of class following field Kick-Off and will work during the regular operating hours of the agency, Tuesday through Friday each week through the last day of class. On average, this means that students are working approximately 32 hours each week at their assigned field agencies. Students will also participate in a 3-hour integrative field seminar, which is held on Monday and meets every week throughout the semester. Field students observe all Meredith holidays and breaks, unless students are interning with the public school system. In that case, students will observe breaks designated by the school system.

Due to the demands and importance of the field experience, students are not permitted to take any other courses during the semester they are enrolled in field. Students should also not plan to have a full-time job during the semester they are enrolled in field. The Director of Field Education must approve any exceptions to this policy. Students may appeal the decision of the Field Director with the Social Work Program Director.

Field Schedule for Evening Students

Students who are officially designated as Evening Program Students and wish to continue to work full-time while they are in field may complete the required 450 field hours at an agency that can accommodate a flexible field schedule over the course of 2 consecutive semesters of an academic year.

Evening Program students choosing this option would enroll in SWK 402 and 403 for the fall and spring semester of the academic year in which they are in field. Students would begin their field placements on the first day of class for the fall semester and would end their field placements on the last day of class for the following spring semester with the usual break between semesters. Students would attend field seminar classes every week over the course of both semesters and field seminar assignments would be due throughout both semesters. Students' performance would be evaluated 2 times throughout the year. A "mid-term" evaluation would be conducted at the end of the fall semester and a "final" evaluation would be conducted at the end of the spring semester.

To meet agency needs and to provide ethical practice, students may be required to complete some field hours during the break between semesters. This cannot account for more than 4 placement days.

It is important that students seeking this arrangement understand that it may be more difficult for the Director of Field Education to find a potential field agency that could accommodate this alternative or flexible schedule. Students must be flexible regarding the type of field agency to which they are assigned to and the location of the field agency. The Social Work Program cannot guarantee that evening and weekend arrangements can be made. While the Director of Field Education will make every effort to locate an agency that can accommodate an evening student, if after contacting all available agencies the Director of Field Education is unable to locate a suitable setting, the student may need to consider other options.

Attendance

Every Meredith social work major must complete a **minimum of 430** clock hours in the field placement if she is to receive the 12 semester hours of credit which are required for the major.

In the case of intern illness or emergency, the Field instructors or other personnel must be informed of an intern's absence prior to the start of the workday. The social work liaison must be informed before the end of the workday. All absences in excess of two must be made up. If necessary, the intern will work with the Director of Field Education to schedule hours with her field agency during Meredith breaks and/or the final examination period to compensate for time missed.

The intern will demonstrate responsibility in observing the daily schedule of the agency to which she is assigned. She will report to her field agency on time each day and will remain in the agency until the agreed upon closing time.

Inclement Weather Policy

The intern will observe the field agency's inclement weather policy unless the College is closed. If the College is closed due to potentially hazardous weather conditions, she will not be required to report to the agency, but must assume responsibility for notifying her field instructor or other appropriate agency personnel of her absence. In the case of prolonged public school closings due to inclement weather, the school social work intern must arrange to continue in the placement until she has accrued the required 450 hours of field experience.

Continuing Education Opportunities

Students are encouraged to participate in continuing education opportunities while they are in field such as conferences, workshops, seminars, etc. If a student wishes to participate in a continuing education opportunity, she must obtain approval from her field instructor and her faculty liaison. The Social Work Program cannot pay or reimburse students for any costs pertaining to the continuing education opportunity, including but not limited to registration fees, travel, food and lodging.

Parking and Travel Expenses

The Social Work Program and the College will not reimburse students for parking expenses incurred during the field placement. Students are also responsible for all travel expenses required by the field placement.

Evaluation of Performance

Evaluation is considered to be an ongoing process with the field instructor, faculty liaison, and intern working together to maximize its benefits.

This process will include a *minimum* of two conferences in which the intern, field instructor, and faculty liaison will meet and review the intern's progress. The **Mid-Term Conference** will consist of a review of the Learning Contract and the Field Evaluation Instrument to assess the intern's progress and identify strategies for improvement. The **Final Evaluation Conference** will be conducted after both field instructor and intern have completed and discussed the field evaluation instrument. It will consist of a review of the semester and consideration of the intern's overall performance, her demonstrated strengths, and areas in which further improvement is needed. The Meredith Field Education Program uses one instrument for both the Mid-term and Final Evaluation Conference. Each field instructor will complete both mid-term and final evaluation instruments, which will be returned to the faculty liaison. A copy of the Evaluation Instrument is located in Section 4 of this manual.

Intern Evaluations

Each intern will complete an evaluation of the field Instructor, field agency, field program and faculty liaison. This form can be found in the appendix. In addition, the intern will use her Learning Contract and the Field Evaluation instrument to complete a comprehensive narrative evaluation of her professional skills.

Field Instructor Evaluations

In addition to oral and written mid-term and final evaluations of the intern, field instructors will be asked to evaluate the field liaison and the social work program using the designated final evaluation tool. These forms can be found in Section 4 of this manual.

Termination of Field Placement Prior to End of Semester

Every effort will be made to prevent the necessity to remove an intern from a field placement prior to the end of the semester. However, circumstances may dictate that such action is necessary. Reasons for early termination or moving an intern to another field agency include but are not limited to the following:

Reasons for Termination:

- Inappropriateness of the learning opportunities.
- Intern performance which falls below acceptable professional standards.
- Inadequate oral and/or written communication skills.
- Inadequate interpersonal relationship and/or helping skills.
- Lack of respect for clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
- Failure to observe appropriate boundaries with clients.
- Violation of confidentiality.
- Mental or emotional instability.
- Unresolved personal issues which impact and/or impair the intern's performance.
- Substance abuse.
- Conviction of a criminal offense.
- Lying or cheating.
- Persistent inability to meet deadlines
- Unethical conduct by intern or agency personnel
- Excessive absences and/or tardiness.
- Prolonged illness of intern or field instructor.
- Personal circumstances which prohibit successful continuation of the placement.

Termination Process

The person wishing to initiate the termination proceedings should contact the other parties involved (i.e., intern, field instructor, faculty liaison, and Director of Field Education).

The social work intern, field instructor, and faculty liaison will meet to consider the reasons for termination and the procedure to be followed. The Director of Field Education will be involved in these decisions and may be present at the termination conference. As a part of the exit conference, both field instructor and intern will complete a written and oral evaluation. The Social Work Program Director should be notified when a student is terminated from field placement.

Should a field placement be terminated for any reason, the student may have the opportunity to interview and be placed at another appropriate field agency. In some instances, it may be too late in the semester for a viable placement to be negotiated for the student during the semester, and if so, then the students may continue field placement during the next semester. If this occurs, all policies regarding interviews and placement confirmation apply.

A student may make 2 attempts to complete her field placement experience in any given semester. If after 2 attempts, the student is unable to successfully complete their field placement, the Social Work Program Director will be notified and the student and the Director of Field Education will meet to discuss the situation. The student may be advised to re-take SWK 402 and SWK 403 the following semester. In this situation students may be required to complete other activities to increase the chance of successful completion such as volunteer hours, counseling, etc. In some instances, The Social Work Program Director may advise the student to change majors based upon the recommendation of the Director of Field Education.

Appeal Process

If the intern objects to the outcome of the termination process, she may appeal in writing to the Director of the Social Work Program who will notify her in writing of her decision. If the decision of the Director is unacceptable to the student she may appeal to the Dean of the School of Humanities and Social Sciences. If still not in agreement with the decision, the student may appeal to the Vice President for Academic Programs. The decision by the Vice President will be final.

Guidelines for Field Instructors

Structure and Planning for Students

The first and perhaps the most important rule in developing field placements for undergraduate social work majors is **NEVER ASSUME!** Meredith social work majors are very diverse in terms of age, life experiences, professional development, maturity, and interests. While there is probably no truly *typical* undergraduate social work major, most Meredith interns need a fair amount of structure, especially in the beginning of the field semester. As they become more comfortable in their roles and the setting, you can expect them to function more independently. A well-developed orientation program can be very helpful in making interns feel at ease in the setting and quickly begin to function in the professional role. A checklist is provided for your use in planning orientation. It is important to be specific in clarifying roles and in assigning learning tasks.

Weekly educationally focused supervisory conferences are essential to the successful field experience, as are ongoing opportunities for feedback and assessment. It is also important to provide sufficient learning opportunities to keep the intern engaged in the placement. Perhaps the major reason field placements fail is that the intern was not given enough relevant learning assignments to complete. On the other hand, it is essential that both field instructor and other agency staff remember that the intern is in

the field placement to *learn*. Sometimes it becomes necessary for the field instructor to protect her from being used by other staff members to complete necessary agency tasks and being viewed as a source of free labor.

Evaluation

Effective evaluation is an ongoing process in which field instructor and intern are continuously engaged. Weekly supervisory conferences are an essential part of this process. Negotiation of the Learning Contract is also important in assessing the intern's goals and her progress toward their attainment. Field instructor and intern should meet and review the learning contract and mid-term/final evaluation instrument before the mid-term evaluation or final conference with the faculty liaison. The field instructor can also gather information from documentation and other agency staff who have been involved in the student's learning activities. In addition, the intern will complete a written narrative at mid-term and at the end of field placement summarizing their learning experience.

Termination

Interns generally need help and support in preparing for and completing termination experiences with both clients and agency. They frequently become so deeply engaged with clients and agency staff that confronting termination becomes very difficult for them. They tend to put off dealing with this unpleasant prospect and may neglect to remind clients of the limited period of their working relationship. It is essential that field instructors assist interns in planning and preparing for termination throughout the field semester. As a part of this process, it is helpful to assist the intern in reviewing and summarizing experiences, identifying positives and negatives, strengths and weaknesses.

Orientation to Field Placement: A Checklist

Below are some suggestions for preparing for the intern's arrival and for orienting her to the agency and field experience. Every agency is unique and orientation plans may be individualized to meet the specialized requirements of both the agency and the intern, but the following ideas may be helpful in this process.

Before the Intern Arrives: ✓

- Desk and office supplies are available and ready for use.
- Supplies are arranged. (Should include telephone directory and list of staff).
- Reading materials are collected. (May include policy and procedures manual, brochures, annual reports, forms, referral source book, etc.)
- A list of suggested readings is available. Interns will be required to complete readings from professional journals as a part the seminar experience. You can be very helpful in directing interns to articles that relate to her experience in the agency.

- Staff members have been notified of date of intern's arrival. This includes the receptionist and personnel answering the telephone.
- Arrangements have been completed for parking, security badge, office access etc.
- Orientation schedule has been developed and a copy is ready for intern.

First Week of Placement: ✓

- Introduce intern to agency staff.

Arrange for a tour of the agency (Be sure to locate bathrooms!).

Acquaint intern with safety and security procedures.

Provide necessary keys, identification badge, parking passes, etc.

Make a plan for lunch or let intern know your lunch routine.

Review telephone procedures and be sure that the intern understands policies regarding the dress code, receiving and making personal local and long distance calls.

- Explain handling of messages and mail.
- Explain and locate record keeping systems.
- Develop contingency plan for emergencies, illness etc as to how intern can contact supervisor and /or agency.
- Explain handling of such clerical procedures as photocopying, typing, etc.
- Explain record keeping requirements and procedures.
- Introduce intern to agency resources such as library, audio-visuals, etc.
- Identify agency individuals who might be available to answer intern questions when supervisor is not available
- Discuss role of the intern in this agency and how intern will be identified or addressed.
- Review the intern's role in the orientation plan (i.e., if plan calls for intern to interview agency administrator and other personnel, is it her responsibility to arrange for and set up this interview?)
- Arrange observation opportunities.
- Review reference materials (i.e.: articles, books, handouts and agency materials).
- Establish supervision schedule.
- Discuss confidentiality, review agency's policies and procedures manual and NASW Code of Ethics.

Suggested Learning Assignments

Listed below are some suggested learning assignments. These may be used as starting points. They are not designed to be rigidly adhered to, but are suggestions that may help the field instructor and the intern begin to explore learning potentials in the agency and their relationship to the field learning outcomes. To do so will ensure an educationally directed field experience.

- Read agency policy and procedural manuals.
- Read referral manuals.
- Interview administrators and other key personnel about the agency and their roles.

- Participate in staff meetings.
- Analyze a policy of the agency.
- Develop methods for evaluating an agency program.
- Design and carry out a needs assessment.
- Analyze the agency's organizational structure. Provide an organizational chart.
- Design and implement public relations, public information campaign.
- Develop and conduct volunteer training.
- Do a cost analysis of agency services.
- Read literature detailing social problems with which the agency deals.
- Read files of clients served by the agency.
- Visit other agencies that have similar programs and services.
- Participate in peer review, quality control, or audit process.
- Develop a grant proposal.
- Keep statistical records that are required of the regular staff.
- Work with agency administrator to gather information and prepare a budget, annual report, etc.
- Participate in fund raising activity.
- Visit other community agencies and talk with agency staff and administrators.
- Participate in inter-agency council meetings.
- Develop a book of referral sources.
- Locate resources for clients through other agencies and services.
- Make referrals to other community agencies.
- Participate in inter-agency collaboration on a case.
- Explain the intern professional role to other disciplines and agencies.
- Attend community meetings, take notes and discuss with field instructor.
- Attend a court proceeding relating to clients served by the agency.
- Attend legislative hearings relating to social problems addressed by the agency.
- Read about human development and behavior, specific social work skills, etc.
- Observe field instructor and other social workers conduct interviews.
- View and listen to video and/or audio taped interviews.
- Role-play with field instructor and other interns to test out new skills.
- Conduct interviews with individual clients and provide direct counseling services.
- Conduct interviews with families.
- Complete social histories.
- Complete assessments.
- Write diagnostic summaries.
- Develop a helping relationship with clients in caseload.
- Develop contracts with clients.
- Plan and carry out interventions with clients.
- Design and implement a project to evaluate the effectiveness of her own intervention.
Plan for and carry out terminations with clients.
- Co-lead a group.
- Set up and lead a group.
- Make home visits.

- Complete process recordings.
- Acquire and practice documentation skills required by this agency.
- Review NASW Code of Ethics.
- Review Agency Affirmative Action Policy.
- Discuss with field instructor instances of discrimination revealed in case records.
- Work with clients who are different from herself in terms of race, age, sexual orientation, ethnicity, disability, and socioeconomic status.
- Develop and present to field instructor agendas for supervisory sessions.
- Attend professional meetings, conferences, and workshops.
- Design and implement evaluation of practice project.
- Prepare a written evaluation of her own performance and of the agency and field instructor.
- Participate in one-way mirror observation.
- Serve on a committee

APPENDIX



**Social Work Program
Meredith College**

Agency Profile

Each potential field instructor in the agency should complete and sign this form. The agency director also should sign it. The information provided in the form will be used to assign field interns to placement agencies. A complete and specific description of your agency's programs and clientele served will enable the social work program to better match interns and placement opportunities and we appreciate your taking the time to provide this essential information.

Field Agency Name _____

Contact Person _____ Email _____

Address: _____

City & Zip _____

Telephone: _____ Fax: _____

WEB Site: _____

Check the practice area(s) which apply to your agency:

- | | | | |
|----------------------|-----|------------------------|-----|
| Mental Health | () | Community Organization | () |
| Mental Retardation | () | School Social Work | () |
| Medical/Health | () | Substance Abuse | () |
| Children & Youth | () | Corrections | () |
| Family Services | () | Public Welfare | () |
| Services to the Aged | () | | |

Field Instructor's Name _____

Field Instructor's Title _____

Field Instructor's Unit: _____

Field Instructor's Degree(s): _____

Intern placements available: Fall:_____ Spring:_____

Agency Hours:_____

Number of intern placements available per semester:_____

Are other hours or working arrangements are required (i.e., evenings, weekends.etc.)? :

Briefly Describe the Purpose and Function of this Agency:

Briefly Describe Potential Intern Learning Opportunities with Individuals, Families, and Small Groups:

Briefly Describe Potential Intern Learning Opportunities with Organizations and Community Systems:

Please provide the following information about the clientele served by this agency:

Age Group of Clients:

- _____ % Infants (0 -18 months)
- _____ % Preschool Children
- _____ % Elementary School Children
- _____ % Adolescents
- _____ % Young Adults (18 - 25)
- _____ % Adults
- _____ % Elderly (over 65)

Primary Intervention Unit

- _____ % Individuals
- _____ % Couples
- _____ % Families
- _____ % Groups
- _____ % Organizations
- _____ % Communities
- _____ % Other _____

Client Race/Gender:

- _____ % White Females
- _____ % Females of Color
- _____ % White Males
- _____ % Males of Color

Client Income Status:

- _____ % Low Income
- _____ % Urban Residents
- _____ % Rural Residents

What are the primary presenting problems of the clients the intern would serve?

Special requirements for interns considering this agency:

Signature, Field
Instructor _____

Date _____



**Social Work Program
Meredith College**

Field Instructor Profile

Name: _____

Agency: _____

Agency Address: _____

Agency Telephone: _____ Fax _____

E mail _____

Briefly Describe Your Present Position:

Employment History Beginning with Present Position:

Agency	Title	Dates of Employment

Education:

College	Degree	Date

Social Work Programs with Which You Have Served as Field Instructor:

College or University	Dates Served

Training Completed in Supervision and Field Instruction:

Date	Workshop Leader	Topic of Workshop or Course

Special Professional Interests:

Professional Affiliations:

Signature _____ Date _____

Please attach a copy of your resume.



**Social Work Program
Meredith College**

AGENCY - COLLEGE CONTRACT

This contract serves as the working agreement between the Meredith College Social Work Field Education Program and the field practicum agency named below. Its purpose is to clarify responsibilities of College and Agency in the collaborative effort of providing an educationally directed field experience for Meredith College Social Work Majors. Once signed by all parties, this document will remain in effect until it is terminated by written notice of one of the parties. All Meredith social work faculty, interns and agency personnel will be expected to comply with the agreement set forth in this contract.

I. The College will:

- Screen field placement applicants to assure that the intern placed in this agency has the competencies and abilities required of social work interns in this setting.
- Provide the agency with written information about the intern who is applying for placement.
- Provide the agency with a current Social Work Field Manual and other relevant program materials.
- Assign a social work faculty field liaison to each intern who will:
 - Make a minimum of two (2) visits to the agency each semester, one at mid-term and the other during the final week of the placement to review with the intern and field instructor the intern's progress.
 - Maintain ongoing contact with intern and field instructor, scheduling additional agency visits when requested by any of the parties involved in the placement.
 - Assume responsibility for facilitating the process of a intern's termination from the placement prior to the end of the placement when necessary.
 - Assign a final letter grade for the placement based on input from the field instructor
- Maintain a professional liability insurance policy providing coverage for interns and faculty of up to \$2,000,000. The intern will be responsible for paying for any liability coverage in excess of \$2,000,000, which the agency may require.

II. The Agency will:

- Provide the College with information about the Agency and its programs, which will be used to assist interns in selecting a field placement agency.
- Provide the intern with an educationally directed practicum experience as stipulated in the Social Work Field Manual.
- Provide the intern with the opportunity to participate in those agency programs and activities, which are considered appropriate to her level of competence and learning needs.
- Provide the intern with adequate physical facilities and tools to enable her to successfully carry out assigned tasks.
- Provide the intern with access to appropriate client and agency records.
- Provide a qualified agency field instructor with sufficient time to provide the intern with adequate structured supervision, which is considered by the college to consist of a *minimum* of one scheduled hour of supervision per week.
- The agency will provide necessary accommodations to ensure equal learning opportunities for interns identified as disabled according to the Americans with Disabilities Act.
- Communicate to the intern agency policy regarding responsibility should the intern be involved in an accident either in the agency or while functioning as a representative for the agency. The College cannot be held responsible for any accident, which occurs while an intern is off campus even if the activity is sponsored by the College.

The Field Instructor will:

- Provide orientation to the agency setting, its philosophy, goals, and programs.
- Provide appropriate learning experiences for the intern which will typically include the assignment of cases (individual, family, and group) and the opportunity to participate in such other experiences as staff meetings, visits to other agencies, and professional meetings and staff development workshops.
- Set limits for the intern as to her responsibilities and roles.
- Meet with the faculty liaison at the mid-point and conclusion of the placement and at other times as considered necessary by any of the parties involved in the placement.
- Submit to the faculty liaison a written evaluation of the intern's performance at mid-term and upon her completion of the placement.

III. Termination:

Termination of a field placement prior to the end of the semester may be initiated by the intern, the Agency, or the College. Reasons for the request to terminate must be shared with all parties involved. The faculty liaison will be responsible for arranging a meeting of those involved to consider the validity of the request and the action to be taken.

IV. Exceptions or additions to Provisions named above:

Agency Name _____

Signature and Title _____

Date _____

Meredith College Social Work Program

Director of Field Education _____

Date _____



Meredith College Social Work Program

STUDENT APPLICATION FOR FIELD PLACEMENT

(This application should be submitted typed)

Name: _____

Address(es): _____

Home phone: _____

Work phone: _____

Cell phone: _____

Email address(es): _____

Semester you anticipate enrolling in field placement: _____

Current GPA: _____

Expected date of graduation: _____

Briefly discuss your goals for a career in social work.

What do you hope to gain from your field experience?

In what fields of practice (i.e. mental health, medical, child welfare, school, corrections, aging, etc.) are you most interested in and why?

Is there a type of agency or client population with which you would be uncomfortable because of personal issues, values, or beliefs? If so, please explain.

What do you see as your strengths and weaknesses at this point with regard to social work practice and as a student intern?

Please list any previous paid social work experiences and briefly describe your responsibilities.

Please list any previous volunteer social work experiences and briefly describe your responsibilities.

Will you have an automobile available?

Do you have any preferences or limitations regarding the location of your field placement?

Are you available to work evening hours if it is necessary to enhance your field experience?

Do you have any type of disability or special need that would require accommodation for your field experience? If so, please briefly discuss things you would like the Director of Field Education to consider or accommodations you may need.

Some field agencies require that a criminal background check be completed prior to a placement being confirmed. Do you have a criminal record? If so, please explain.

Is there anything else the Director of Field Education should be aware of that could impact the process of selecting a field placement for you or that could impact your field experience in general?

Please list 3 preferences for a field placement agency or setting. (Reminder: While preferences are taken into consideration when coordinating placements, there is no guarantee that a student would be placed at one of the agency's listed. Ultimately it is the decision of the Director of Field Education as to where students are placed.):

1.

2.

3.

Signature: _____

Date: _____



**Social Work Program
Meredith College**

Employing Agency Field Placement

Student Name: _____ **Semester Completing Field:** _____

Name of Employing Agency: _____

Current Job Title: _____ **Agency Supervisor** _____

Please describe student's current responsibilities at the employing agency.

Please describe what the student's responsibilities will be at the employing agency during her field experience.

Agency Statement of Understanding:

Arrangements have been made to allow the student named above to complete her BSW field placement while continuing to stay employed at our agency. I am/ we are willing to provide the student with the following:

- release time from her regular work assignment(s);
- appropriate learning activities within the agency that are substantially different than the activities the student has been involved with while employed in her current position;
- a qualified social worker who is not currently supervising the student to provide supervision to the student throughout the field placement.

Signature of Agency Director

Date

Signature of Program Director (if applicable)

Date



**Meredith College Social Work Program
Field Instructor Evaluation of Intern Performance**

Evaluation of the intern’s performance in field and of her readiness to begin practice as an entry-level professional is a critical part of the field instructor role. It is essential for the intern and for the profession that you provide a thorough, thoughtful, in-dept evaluation. At the midterm and final evaluation conference, this form is used as an evaluation document. Three blank copies of this document should be made: one for the Field Instructor, one for the students, and one to be given to the Faculty Field Liaison.

Rating Scale

1. N/A	2. Unsatisfactory	3. Marginal	4. Satisfactory	5. Commendable
Setting does not provide opportunity for development of the skill or no opportunity to observe.	Intern demonstrates limited understanding of and ability to apply generalist social work knowledge, values, and skills. Initiative and insight are generally inadequate or not demonstrated.	Intern demonstrates adequate understanding of and ability to apply generalist social work knowledge, values and skills. She sometimes demonstrates individual initiative and insight expected from a senior BSW major but is not consistent.	Intern demonstrates mastery of and ability to apply generalist social work knowledge, values and skills. She demonstrates individual initiative and insight that always meet and often exceed expectations for a senior BSW major.	Intern demonstrates sustained mastery of and ability to apply in practice generalist social work knowledge, values, and skills. She consistently demonstrates individual initiative and insight that exceed expectations for a senior BSW major.

Preparation for Mid-term and Final Evaluations

After review of the student’s Learning Agreement the student and Field Instructor *independently* score the student’s progress for each competency that can be evaluated. After independent scoring has been completed, prepare the mid-term or final report evaluation by discussing the ratings and writing both scores onto one form. This evaluation tool should be completed prior to the scheduled mid-term and final field visit by the Faculty Field Liaison. The form should be signed and submitted to the Faculty Field Liaison at the end of the field visit.

FIELD INSTRUCTOR EVALUATION OF INTERN PERFORMANCE
 ___Mid-term ___Final

Rating Scale

1. N/A	2. Unsatisfactory	3. Marginal	4. Satisfactory	5. Commendable
---------------	--------------------------	--------------------	------------------------	-----------------------

Program Objectives The student will be able to:	Student	Field Instructor
➤ Apply critical thinking skills within the context of social work practice		
➤ Practice without discrimination with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation		
➤ Understand the forms and mechanisms of oppression and discrimination		
➤ Advocate for social change that advances social and economic justice.		

Rating Scale

1. N/A	2. Unsatisfactory	3. Marginal	4. Satisfactory	5. Commendable
---------------	--------------------------	--------------------	------------------------	-----------------------

Knowledge and Skills: The student is able to:	Student	Field Instructor
➤ Identify the agency's structure, mission, and target population		
➤ Review and apply agency policies and procedures to formal and informal systems within the agency		
➤ Identify the purpose and use of agency forms and records		
➤ Identify relevant community resources and make appropriate client referrals		
Attitudes, Values and Ethics The student is able to:	Student	Field Instructor
➤ Practice within the NASW Code of Ethics		
➤ Understand the client's right to confidentiality		
➤ Protect the client's right to self determination		
➤ Differentiate personal and professional relationships		
➤ Recognize ethical/value dilemmas in work with clients, colleagues, and other professionals		
➤ Demonstrate a commitment for a multicultural perspective		

Rating Scale

1. N/A	2. Unsatisfactory	3. Marginal	4. Satisfactory	5. Commendable
---------------	--------------------------	--------------------	------------------------	-----------------------

Communication Skills The student is able to:	Student	Field Instructor
➤ Use oral communications that are consistent with the practicum setting and the profession		
➤ Submit all written material meeting agency standards for state regulations, clarity and legibility		
➤ Present orally in a clear, concise and focused manner in supervision, conferences, and to other agency staff		
➤ Communicate clearly with clients and client systems		
➤ Demonstrate ability to communicate effectively with a variety of clients by using strong interviewing skills		

Social Policy The student will be able to:	Student	Field Instructor
➤ Critically assess, implement, and evaluate agency policy within ethical guidelines		
➤ Demonstrate a working understanding of the role of social policy as it pertains to the client system		

Rating Scale

1. N/A	2. Unsatisfactory	3. Marginal	4. Satisfactory	5. Commendable
---------------	--------------------------	--------------------	------------------------	-----------------------

Assessment The student will be able to:	Student	Field Instructor
➤ Articulate the purpose and process of assessment		
➤ Gather relevant data related to presenting problem		
➤ Use multiple sources of information in the assessment process		
➤ Identify sources of strengths and stress in the client and in the client support system		
➤ Organize, interpret and summarize collected information		
➤ Identify group dynamics		
➤ Apply relevant knowledge of human behavior in the assessment process (biological, diversity, ethnicity, gender, sexual orientation, family dynamics, environment)		
➤ Demonstrate understanding of theories of bio-psycho-social development and apply them with client systems		
➤ Demonstrate the ability to effectively use theories and knowledge about micro, mezzo, and macro systems		

Rating Scale

1. N/A	2. Unsatisfactory	3. Marginal	4. Satisfactory	5. Commendable
---------------	--------------------------	--------------------	------------------------	-----------------------

Intervention Skills The student is able to:	Student	Field Instructor
➤ Collaborate with clients to identify presenting problems and goals		
➤ Recognize client barriers to seeking help		
➤ Respond to crisis situations		
➤ Demonstrate advocacy skills and mobilize services for clients		
➤ Demonstrate problem solving skills		
➤ Actively participate in case conferences and interdisciplinary teams		

Evaluation and Termination Skills The student is able to:	Student	Field Instructor
➤ Evaluate effectiveness of interventions by documenting progress with agency recording systems		
➤ Evaluate effectiveness of interventions by using research methods (single case design, systematic client feedback, reading professional literature, etc.)		
➤ Plans and manages termination process		
➤ Complete an evaluation of practice project that demonstrates her ability to evaluate her own intervention		

Rating Scale

1. N/A	2. Unsatisfactory	3. Marginal	4. Satisfactory	5. Commendable
---------------	--------------------------	--------------------	------------------------	-----------------------

Supervision and Consultation The student is able to:	Student	Field Instructor
➤ Participate in developing/updating her learning agreement		
➤ Utilize the field instructor as an educator of social work values, attitudes, knowledge, and skills		
➤ Seek direction from field instructor as needed		
➤ Be receptive to feedback about professional performance		
➤ Be assertive in communicating her thoughts and feelings about challenges in knowledge, skills and learning needs		
➤ Take initiative in participating in learning opportunities such as seminars, training, onsite meeting, etc.		
➤ Link theory to practice by translating concepts into specific client actions		
➤ Prepare for weekly supervision by developing an agenda that identifies client issues, her learning needs, and agency operations or policies		
➤ Assume responsibility for her own ethical conduct		

Overall Rating of Student Performance

Field Instructor circles the category below that best describes the intern's overall field placement performance

Unsatisfactory

Marginal

Satisfactory

Commendable

Field Instructor Comments:

Student Intern Comments:

Field Instructor Signature Date

Student Signature Date

Faculty Liaison Signature Date

I (Student) _____ consent to the release of this document for educational and employment purposes. If I choose to rescind my consent I will notify the Meredith College Social Work Program Director in writing.

Student Signature Date

Rev. Jan 2008



Meredith College Social Work Program

Field Instructor Evaluation

of the

Social Work Program and Faculty Field Liaison

As a social work field instructor, your ongoing contributions to the professional learning and growth of our BSW interns are invaluable. We hope you will help us now to improve our field education program by responding to the following questions and providing your assessment of our field program's strengths and areas that need to be improved. Please take a few minutes to complete this form and return in the enclosed envelope. Thank you for your help.

What are the strengths of Meredith's Social Work Field Program?
What problems or challenges have you encountered while working with the field program?
What are your suggestions for ensuring a good match between the intern, the agency, and the field instructor?
Please evaluate the Field Kick-Off Orientation and Training? Very Helpful <input type="checkbox"/> Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not at all Helpful <input type="checkbox"/>
What are your suggestions to make Kick-Off more helpful?
Please evaluate the Field Education Manual Very Helpful <input type="checkbox"/> Helpful <input type="checkbox"/> Somewhat Helpful <input type="checkbox"/> Not at all Helpful <input type="checkbox"/>
Suggestions to make the Field Manual more useful:

Please evaluate the effectiveness of the Faculty Field Liaison

Very Effective Effective Somewhat Effective Not at all effective

Number of contacts with the liaison during the field semester

Telephone contacts: _____

Agency visits: _____

Other: _____

What are your recommendations for improvement in the faculty liaison's performance?

What are the most rewarding aspects of being a Field Instructor?

What makes serving as a Field Instructor challenging?

- | | |
|--|--|
| <input type="checkbox"/> Practice obligations | <input type="checkbox"/> Lack of space for interns |
| <input type="checkbox"/> Lack of agency support | <input type="checkbox"/> Prefer interns from another social work program |
| <input type="checkbox"/> Prefer MSW interns | <input type="checkbox"/> Meredith interns seem poorly prepared |
| <input type="checkbox"/> Lack of appreciation | <input type="checkbox"/> Do not feel comfortable with the curriculum |
| <input type="checkbox"/> Amount of work involved | |
| <input type="checkbox"/> The process for selecting and placing interns | |
| <input type="checkbox"/> Other _____ | |

What can the Social Work Program do to support your teaching role?

What might we do to better prepare our interns for placement in your agency?

Field Instructor's Signature _____ Date _____

Additional Comments:



**Meredith College
Social Work Program
Student Evaluation of Field Experience**

Date _____

Field Student: (Name Optional) _____

Faculty Liaison: _____

Field Agency/Program: _____

Field Supervisor(s): _____

Background Information

Please choose the items below that best describe you. Check only one per question.

1. What is your race?

- | | |
|---|---|
| <input type="checkbox"/> a. African American/Black | <input type="checkbox"/> e. Native American |
| <input type="checkbox"/> b. Caucasian/White | <input type="checkbox"/> f. Biracial |
| <input type="checkbox"/> c. Hispanic/Latino | <input type="checkbox"/> g. Multiracial |
| <input type="checkbox"/> d. Asian or Pacific Island | <input type="checkbox"/> h. Other (specific): _____ |
| | <input type="checkbox"/> i. Decline to answer because it may reveal my identify |

3. What is your marital status?

- | | |
|---|---|
| <input type="checkbox"/> a. single | <input type="checkbox"/> d. widowed |
| <input type="checkbox"/> b. married/partnered | <input type="checkbox"/> e. other (specify) _____ |
| <input type="checkbox"/> c. divorced | |

4. What age category do you fall in?

- | | | |
|--|------------------------------------|---|
| <input type="checkbox"/> a. under 21 years | <input type="checkbox"/> d. 30-39 | <input type="checkbox"/> g. 60-64 |
| <input type="checkbox"/> b. 21 – 25 | <input type="checkbox"/> e. 40- 49 | <input type="checkbox"/> h. 65 or above |
| <input type="checkbox"/> c. 26 – 29 | <input type="checkbox"/> f. 50 –59 | <input type="checkbox"/> i. I decline to answer because it may reveal my identify |

5. While you were completing your field internship during the academic year, how often did you work on a paid job (different than a paid internship)?

- | | |
|--|--|
| <input type="checkbox"/> a. Not applicable, I did not work | <input type="checkbox"/> e. 20 – 29 hours per week |
| <input type="checkbox"/> b. less than 5 hours per week | <input type="checkbox"/> f. 30–39 hours per week |
| <input type="checkbox"/> c. 5 to 9 hours per week | <input type="checkbox"/> g. 40 hours per week |
| <input type="checkbox"/> d. 10 – 19 hours per week | <input type="checkbox"/> h. other (specify) _____ |

6. How many children do you have living at home?
 a. Not applicable, I do not have children d. 3 children
 b. 1 child e. 4 or more children
 c. 2 children
7. How many extra credits hours did you take this academic semester not including SWK field courses?
 a) 1 c) 6 or more
 b) 3
8. How far did you travel one-way **to your field placement** starting from your home on one day (e.g., Tuesday only)?
 a) less than 10 miles d) 31 to 40 miles g) other(specify) _____
 b) 11 to 20 miles e) 41 to 50 miles
 c) 21 to 30 miles f) 51 or more miles
9. Was this field placement (or its professional activities) the type of setting/activities that you would like to pursue in your career after graduation?
 a. yes b. maybe, not sure c. no
- 10 Do you plan on pursuing graduate education in social work?
 a. yes b. maybe, not sure c. no

Directions

Please rate these areas of the Field Instruction Program in terms of their ability to provide a quality learning experience for you. Using the following rating scale, please darken the appropriate answers.

1=Excellent 2=Good 3=Moderate 4=Fair 5=Poor

I. Field Program

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | The placement process was helpful in selecting a field placement (e.g., application process, agency directory, field agency interview). | 1 | 2 | 3 | 4 | 5 |
| 2. | The overall quality of the field agency supervision was: | 1 | 2 | 3 | 4 | 5 |
| 3. | The overall quality of the field liaison activities and support was: | 1 | 2 | 3 | 4 | 5 |
| 4. | The overall usefulness of the Student Learning Agreement was: | 1 | 2 | 3 | 4 | 5 |
| 5. | Applicability of field seminar assignments: | 1 | 2 | 3 | 4 | 5 |
| 6. | Overall quality of field seminar: | 1 | 2 | 3 | 4 | 5 |
| 7. | Overall quality of the entire field experience instruction: | 1 | 2 | 3 | 4 | 5 |
| 8. | Classroom education in preparation for field instruction: | 1 | 2 | 3 | 4 | 5 |
| 9. | How would you assess your own readiness for beginning BSW practice? | 1 | 2 | 3 | 4 | 5 |

II. The Field Instructor

10.	The supervisor was available and accessible when needed.	1	2	3	4	5
11.	The supervisor maintained regularly scheduled supervisory conferences.	1	2	3	4	5
12.	The supervisor gave clear and concise directions and instructions when I began new tasks/assignments.	1	2	3	4	5
13.	The supervisor assigned stimulating, challenging tasks.	1	2	3	4	5
14.	The supervisor was able to focus on my learning objectives.	1	2	3	4	5
15.	The supervisor encouraged me to talk about concerns, questions, and issues related to assigned tasks.	1	2	3	4	5
16.	The supervisor encouraged me to share my feelings and thoughts about subjects which are sometimes difficult to discuss.	1	2	3	4	5
17.	The supervisor shared his/her feelings and thoughts.	1	2	3	4	5
18.	The supervisor created an atmosphere which was safe and supportive.	1	2	3	4	5
19.	The supervisor allowed me to think and work through problems and issues which arose related to clients.	1	2	3	4	5
20.	The supervisor permitted me to make my own mistakes.	1	2	3	4	5
21.	The supervisor gave helpful feedback and constructive criticism.	1	2	3	4	5
22.	The supervisor was flexible.	1	2	3	4	5
23.	The supervisor demonstrated a detailed and accurate grasp of policy and procedures in the agency.	1	2	3	4	5
24.	The supervisor discussed career concerns and opportunities.	1	2	3	4	5
25.	Overall, the supervisor is helpful.	1	2	3	4	5
26.	The supervisor provided and/or arranged for adequate orientation to the agency.	1	2	3	4	5

III. The Agency

27.	The agency provided a variety of learning experiences that are commensurate with the school's objectives for field instruction.	1	2	3	4	5
28.	The agency philosophy of service is compatible with values and ethics of the social work profession.	1	2	3	4	5
29.	The agency provides an atmosphere that is conducive to learning and one in which a student feels welcome.	1	2	3	4	5
30.	The agency ensures the availability of a qualified Field Instructor by adjusting his/her responsibilities so that there is sufficient time to devote to the student.	1	2	3	4	5
31.	Agency resources (e.g., office supplies, work space, office equipment) were accessible.	1	2	3	4	5

IV. The Faculty Liaison

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 32. | The liaison provided orientation to the Field Program Manual. | 1 | 2 | 3 | 4 | 5 |
| 33. | The liaison was clear in his/her expectations of the student intern. | 1 | 2 | 3 | 4 | 5 |
| 34. | The liaison was clear in directions and instructions related to field and seminar assignments. | 1 | 2 | 3 | 4 | 5 |
| 35. | The liaison was accessible to and approachable by the student intern. | 1 | 2 | 3 | 4 | 5 |
| 36. | The liaison provided adequate consultation and resources to facilitate and support learning. | 1 | 2 | 3 | 4 | 5 |
| 37. | The liaison encouraged student responsibility in meeting individual learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 38. | The liaison created an atmosphere in which the student could openly share concerns and problems related to the practicum. | 1 | 2 | 3 | 4 | 5 |
| 39. | The liaison modeled appropriately professional behavior and attitudes. | 1 | 2 | 3 | 4 | 5 |
| 40. | The liaison maintained adequate communication between the student, agency and school during the semester. | 1 | 2 | 3 | 4 | 5 |

Please answer the following in the space provided.

41. What type of student would work best with this supervisor and in this agency setting?

42. Would you recommend this supervisor to another social work intern? Yes ___ No ___ Why or why not?

43. Would you like to be employed by this agency? Yes ___ No ___ Why or why not?

44. Would you recommend this agency as an appropriate placement for another social work intern? Yes ___ No ___ Why or why not?

45. List the most significant learning experiences for you in this placement.

46. What suggestions can you offer to improve the overall quality of the Social Work Field Experience?

48. Additional Comments

Signature: (Optional) _____

Date: _____

Please turn this form into the Faculty Field Liaison at your final field evaluation visit.

Rev. Jan 2008

Information provided in this questionnaire will be kept confidential. The Field Office does recommend that students provide feedback to their Field Instructors regarding their field Placement experience, whenever possible.

Faculty Evaluation of Field Agency & Instructor

Instructions: Use the following criteria to thoughtfully and objectively rate the performance of the field agency and instructor. Use page 2 of this form to elaborate on and explain your ratings.

1=Excellent 2=Good 3=Moderate 4=Fair 5=Poor

Evaluation Statement	1	2	3	4	5
The field agency supports sound social work practice and professional social work education					
The field agency supports a climate that encourages professional learning and growth.					
The field agency makes available the time and resources to enable the field instructor to successfully perform in this role.					
The field agency provides the intern with access to clients and allows her to participate in appropriate agency activities.					
The field agency provides necessary work space, desk, supplies and equipment that enable the intern to successfully perform her assigned tasks.					
The intern is accepted as a learner by the field agency and instructor.					
The field instructor effectively oriented the intern to the agency setting, its philosophy, goals and programs, and to her role within the agency.					
The field instructor assists the intern in integrating social work theory and practice.					
The field instructor provides the intern with clear expectations as to her role and responsibilities.					
The field instructor provides regular and appropriate supervision.					
The field instructor exposes the intern to diversity and populations-at-risk.					
The field instructor ensures that the intern has opportunities to work with clients at all systems levels: individuals, families, groups, organizations, and communities.					
The field instructor provides opportunities for the intern to participate in such experiences as staff meetings, visits to other agencies, policy and program development, program evaluation and research, professional meetings, and staff development workshops as appropriate.					

The field instructor assists the intern in developing learning goals and completing a learning contract.					
The field instructor assists the intern in evaluating her own practice.					
The field instructor models professional values and ethics and assists the intern in dealing with ethical dilemmas.					
The field instructor serves as a model for the intern's development as a professional social worker.					

Additional Comments (Use this section to clarify your ratings).

Signature: _____
Meredith College Faculty Liaison

Date: _____