

Bachelor of Social Work Field Education Manual



Pennsylvania Western University

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FIELD EDUCATION: Social Work's signature pedagogy

The Council on Social Work Education has identified field education as the signature pedagogy of social work. “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice” (Educational Policy and Accreditation Standards, 2015).

Through the field experience, students develop a deeper appreciation of the impact of such problems as addictions, delinquency, discrimination, inadequate housing, poverty, family disruption, trauma, abuse, physical and mental disabilities, and aging with individuals, families, and communities. Students internalize social work core values, ethics, principles, and standards, and have the opportunity to develop and master social work techniques and skills which prepare students for generalist practice through experience in observation, data collection and organization, planning intervention strategies, interviewing, reporting, and evaluating contacts in both written and oral form. Students also develop skills in planning appropriate use of time and carrying responsibilities for maintaining professionally

appropriate relationships with clients, agency personnel, and personnel from other related agencies. Also, students develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings they bring to agencies. This is essential for effective professional practice and should help the student to evaluate his/her commitment to the profession of social work. Finally, students are expected to use professional supervision to enhance learning.

Structure of Field Education

The Council on Social Work Education (CSWE) has identified nine social work competencies that are essential to generalist social work practice. The Social Work Program at Penn West has structured its curriculum around these areas of competency, including the field learning plan and the evaluation of student performance in the field.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

There are different models of delivering field education in our profession. We offer a block practicum placement in the last semester of the senior year. Students are in practicum 4-5 days a week for a total of 450 hours over one semester. By the end of the practicum experience, our students know what it means to practice as a beginning-level generalist social worker on a day-to-day basis. This block placement allows our students to be in practicum 30 hours per week and participate in a seminar class for one academic semester. The block practicum allows students to have a realistic and continuous experience, more closely approximating the true demands associated with professional social work. Our students thus enter practicum later (senior year), having successfully completed more core social work coursework. Students taking Field Practicum must be concurrently enrolled in Field Seminar, the integrative seminar through which they process their experiences in this field practicum placement.

Field Personnel Roles:

Collaboration among all participants must take place for successful completion of the practicum and related course work. The roles and responsibilities of each participant must be clearly defined and understood to accomplish the overall objectives of the educational process. A commitment to professional practice standards shall be reflected in the behaviors

of students, Field Instructors, the Field Coordinator and Faculty Liaisons as efforts are being made by all to achieve these professional/educational objectives. Students, Field Instructors, Faculty Liaisons, and the Field Coordinator are expected to be aware of, understand and implement through their actions the National Association of Social Worker's Code of Ethics.

The **BSW Field Coordinator** is the overall coordinator of undergraduate field education in the Social Work Program. They oversee arranging field placements and serve as the initial contact person for host settings. They also monitor the pre-field experience, which takes place during the semester before you enter your field placement.

The **Faculty Liaison** is the faculty member who is listed as the instructor for Field Practicum (Internship). The faculty liaison provides feedback on weekly reflective journals and is responsible for the grade you receive for the practicum. They also teach the concurrent field seminar class.

The **Field Instructor** is an employee at the host site who provides social work supervision, guidance, and professional socialization to interns. The field instructor meets with the faculty liaison during site visits (can be done virtually) and completes the midterm and final evaluations of the intern. The field instructor is the main contact for the faculty liaison and the coordinator of field education. Field instructors must meet the requirements set forth by the CSWE.

Some interns may also have a **Task Supervisor** at the internship site. Task supervisors are used when there is an employee other than the field instructor who has close day-to-day contact with the intern. A task supervisor should be included in site visits and involved in the midterm and final evaluations of the intern.

The Department of **Social Work Field Education Committee** is open to all faculty in the department. The Field Coordinator chairs this committee. Its membership includes the program director, faculty liaisons and other social work faculty. This committee reviews and recommends changes to the field education program and provides input on nontraditional field placements and student concerns.

Field Instruction:

Field education is implemented through field instruction at a social service site with a field supervisor in collaboration with the Social Work Field Office. Field instruction is designed to enable the student to have an opportunity for a supervised practice experience in the application of knowledge, values, and ethics and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely. Students apply the content of diversity, social and economic justice, populations at risk, human behavior in the social environment, social welfare policy and services, and research informed practice learned previously throughout the program's curriculum.

Agency Criteria and Responsibilities:

- The agency views participation in the education of Penn West BSW students as a worthwhile commitment and agrees to support the mission, goals, and objectives of the BSW program.
- The agency demonstrates competence in providing professional services and offers a climate conducive to undergraduate learning and professional development.
- The agency can offer learning experiences appropriate to undergraduate level social work field education.
- The agency is prepared to provide supervision of student assignments by a qualified staff member.
- The agency permits adequate time for the field instructor to implement the student's field practicum and provide educationally directed field instruction.
- The agency will provide an orientation to safety policies and procedures as well as provide ongoing reinforcement of safety in the field.

- The agency has adequate facilities and resources for the student to complete assigned tasks. Ideally, the agency will provide a workspace comparable to that provided for the staff.
- The agency views the student as both a learner and an active participant in the professional life of the agency.
- The agency will provide insurance coverage for students who are expected to use personal vehicles for agency purposes. *University Policy: If the Field Placement Agency requires students to utilize their personal or agency vehicles as part of the duties being performed, the agency must indemnify and hold the University harmless, and indemnify any student required to utilize their personal vehicle as part of the field placement assignment (e.g. students who are required to transport clients). The formal affiliation agreement will reflect this agreement to indemnify, which will include the agency agreeing to this provision: If a student is utilizing the agencies vehicle, the agency assumes full financial liability, loss, or damage responsibility while the student is performing agency duties. Proof of insurance/indemnification must be submitted to the field coordinator before any such transportation takes place. The agency is also responsible for verifying students have a valid driver's license and for checking their driver history.*
- The agency has and conforms to policies regarding non-discrimination in service delivery and employment.
- Agencies or organizations interested in working with our students must be willing to provide our students with the range of experiences needed for beginning level generalist practice. They must provide opportunities for work with individuals, families/groups, and organizations/communities.
- Agencies must sign an affiliation agreement with the University.
- The agency will have the student participate in conferences, consultations and staff meetings within the agency and the community whenever it is possible.
- If a student is using their employment as their placement and is covered by the agency's professional liability insurance, the agency will provide a copy to the student to use as verification of coverage.

While the social work program recognizes that an important part of the learning process occurs by doing the kind of work which is representative of the agency's professional practice, the intern is understood to be fulfilling a learning role rather than a work role. Several considerations arise out of the awareness of the difference between the role of the student

intern and the role of agency employee. Of major importance in these considerations are those which relate to the types of assignments selected for the student. In this regard, the following guidelines are offered:

- Assignments, both in type and number, shall be such that the student is able to give appropriate service and to learn as fully as possible from each experience. The assignments should offer an opportunity for progression in learning.
- The assignments should offer as broad a range of experience as possible within the agency, in conformity with the rate of each student's learning capacity, so that the student may gain understanding of the total agency program and its place in the social welfare service delivery system.
- While there will be variations in each field placement education, it is expected that each student should have an opportunity to develop practice skills, progressively, in at least the following areas: observation; interviewing; working on a one-to-one, family and small group basis with clients; planning intervention strategies and assuming the appropriate service roles (such as broker, advocate, care-giver, behavior changer, educator, facilitator, etc.); being involved in community coordination; completing necessary forms and paperwork; and recording appropriately. Where there is difficulty in planning such experiences within the context of current agency operations, the faculty liaison and other university contacts will be available to help work out plans, occasionally through cooperative efforts with another agency, to allow students to have these experiences.
- A crucial aspect of the student situation is the need for early involvement in direct service activity. Except for unusual circumstances, the student should have the opportunity for direct service contacts in a participatory, rather than an observation, role within the first month of his/her placement.

Field Instructor Criteria and Responsibilities:

Student success in field education is closely related to the quality of instruction and supervision at the host site. The Field Instructor:

- must have a BSW (and 4 years' experience) or MSW (and 2 years' experience) from a CSWE accredited program.
- has a commitment to the values and ethics of the social work profession.
- demonstrates competence in social work practice.

- has an interest in supporting student education.
- can be accessible to the student on a regular basis.
- *If a field site is identified as providing an excellent social work field experience and receives the field committee's approval, but does not have a BSW or MSW onsite, the student and field coordinator will work together to find an approved field instructor within the community and/or on the faculty to serve as a Field Instructor. This ensures that the student receives the social work supervision required while in practicum. In this case, the agency must provide a **Task Supervisor** to oversee the student's daily activities and communicate with the Field Instructor and Faculty Liaison.*
- **Faculty of PennWest will not serve in dual roles within the social work program.** If a PennWest student is engaged as a field student at a business, agency, organization, consulting firm, or other LLC or LLP owned by a faculty member of PennWest, that same faculty member will not serve as the field instructor or as the task supervisor for that student. A qualified (per CSWE accreditation standards) 3rd party individual must serve as the field instructor.

Field Instructors and Task Supervisors (if applicable) will ensure students:

- have an opportunity for a supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- deepen their appreciation of the impact of such problems as addiction, delinquency, discrimination, poor housing, poverty, family disruption, physical and mental disabilities and aging upon individuals, families, and communities.
- internalize social work ethics, principles, and concepts.
- build upon and refine techniques and skills, including observation; data collection and organization; planning intervention strategies; interviewing, reporting, and evaluating contacts in both written and oral form; planning appropriate use of their time; and carrying responsibilities for maintaining professional relationships with clients, agency personnel, and personnel from other related agencies.
- develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice and should help the student to evaluate his/her/their commitment to the profession of social work.

- understand the field agency and its place in the network of social welfare services in the community, including their operation, policies, contributions to maintenance and enhancement of social functioning, and forces within the community which affect their organization and operation.
- apply content on diversity, social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policy and services, and research learned previously in the program.

Field Instructors and Task Supervisors (if applicable) will

- introduce the student to the appropriate staff person including the executive, if possible, shortly after arrival at the setting.
- supervise the student individually for a minimum of one hour per week.
- arrange for the student to attend staff and board meetings whenever possible.
- find out from the student firsthand about interests, goals, and aspirations, as well as patterns, to become more aware of the student as a person.
- provide personally or in cooperation with other key persons, an orientation to the setting in which the student learns about:
 - The purpose, function, policies, and goals of the organization.
 - The source of funds
 - The clientele served
 - The geographic area covered
 - The specific activities carried out
 - The relation to the community and other agencies
 - The expectation of him/her/they as a student, agency representative and social worker
 - What can be expected from the supervisor in the way of guidance and support
 - Personnel regulation
- select the workload of the student so that it is in harmony with the setting and the goals of the program. "Busy" work is not appropriate for the student. The job assigned should contribute to the agency and the student's learning process.
- assign the student a problem to handle as early as possible after placement which involves direct client contact.
- increase the nature and complexity of the student's assignment as the student learns and grows.

- assign tasks with clarity so the student knows the purpose of the job and appreciates the need for it being done.
- help the student plan and organize work realistically and effectively.
- set aside time and prepare for student supervision conferences and to teach the student how to prepare for and participate in both individual and group conferences. The Field Instructor should be available to the student the days the student is in the agency.
- give the student an opportunity to practice various social work methods, including having educational experiences working with individuals, families and/or groups, and communities and/or organizations. Relevant assignments across levels of practice should be incorporated into the learning plan.
- afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences and follow up of what has been learned.
- teach the student to communicate effectively both through verbal and written experiences as well as listening and acting in carrying out the process of:
 - Collecting facts
 - Organizing facts
 - Evaluating facts
 - Acting on facts
- evaluate student performance constructively so that she/he/they may learn and grow from each experience.
- help the student to recognize the steps taken in performing each job.
- reinforce basic social work concepts and values in the field experience. While these are taught in the classroom the students can begin to see why they are important and how they affect the clients and themselves when the agency supervisor helps them to recognize the concepts.
- make material about the agency available for the student to read. If procedures are written down, to see that the student gets a copy and understands how and why they must be carried out.
- help students become aware of agency problems including gaps in service, unmet needs, etc.

- teach students the purpose of recording and how to record and contribute to the agency's record keeping system.
- be responsible for preparing an outline of steps for the student to follow in order to improve his/ her work if the student is found to be substandard level. A copy of this should be given to the faculty liaison.
- work with the student and Faculty Liaison to develop and implement the learning plan for instruction.
- provide appropriate learning experiences to enable the student to develop and integrate theoretical concepts with practice skills.
- make clear statements of the Field Instructor's expectations of the student.
- schedule supervisory conferences of at least one hour of "protected time" per week. This is in addition to informal interaction throughout the week.
- provide access to other staff as appropriate.
- be responsible for initial and continuing assessment of the student's level of knowledge, educational needs, and interest in cooperation with the Faculty Liaison.
- contact the Faculty Liaison as soon as possible when issues of concern arise.
- discuss with the Faculty Liaison any serious problems that may impact the student or concerns the Faculty Liaison may have regarding the student's performance.
- complete the mid-term and final evaluation of the student's progress using the evaluation form provided online.
- attend and participate in the field instructor orientation and training opportunities offered by the BSW program.

If a Field Instructor is aware that she/he/they will be absent while the student is in the agency, the Field Instructor must designate another Social Worker or an appropriate staff person to be the substitute Field Instructor. This substitute must meet department criteria and the Field Coordinator and Faculty Liaison must be informed in advance.

Faculty Liaison Responsibilities

Faculty Liaisons carry the major responsibilities for agency-program contacts regarding the design, implementation, and evaluation of the practicum experience after placement has occurred. Faculty Liaisons work cooperatively with agencies and the Social Work Program to clarify educational and administrative expectations of the student, agency and program; to maintain consultative and evaluative communication with the agency and students through agency visits during placement; to facilitate and assist in the integration of classroom material and practice experience; to facilitate field experiences which reflect racial, ethnic and gender diversity; and to clarify and reinforce the educational role of the Field Instructor / Task Supervisor.

- Agency visits (virtual) by the Faculty Liaison include a monitoring and coordinating function designed to assure that social work learning opportunities are made available. These virtual visits will be documented by the faculty liaison in Tevera field software.
 - Faculty liaisons are required to have at least 3 contacts with the field instructor/task supervisor during the semester long placement. 1 of these contacts must be in person (virtual). These are minimum standards of contact and Faculty, Student, or Agency can request more if needed.
- The Field Instructor and/or student may request an interim visit at any time when a need is identified.
- Establish regular contact with the student's Field Instructor / Task Supervisor through telephone calls or electronic mail to obtain needed feedback on student progress and potential field education issues.
- Provide ongoing feedback to the student on his or her practicum progress and satisfactory or unsatisfactory completion of required related coursework.
- Participate with the Field Instructor / Task Supervisor and student in the evaluation of student performance.
- Determine the final field education grade.
- Ensure that the department's field files (including any software system in use) include the agreed upon learning plan, the student's documented field hours and the mid-term and final field evaluations of student performance.
- Provide feedback regarding the agency setting and its potential for providing instructional experiences to the Social Work Program.
- Serve as the first point of contact in situations where problems occur in field learning.

Field Coordinator Responsibilities

- Assess students' learning needs, refer, and assign students to field placements.
- Monitor the progress of student learning and agency effectiveness in providing field education.
- Manage all matters of student's status in the program including extending placement when necessary.
- Decide in collaboration with the Faculty Liaison, Field Instructor, and student whether a student may need a change of placement.
- Maintain a relationship with agencies not only through individual liaison contacts but also by keeping agencies informed about policies, curriculum and general program and administrative changes.
- Organize, coordinate, and confirm the assignment of students to placements considering the specialized services of the agency, the skills and knowledge of the field education faculty and an assessment of student readiness for an interest in the social work role expectations of the placement
- Finalize practicum placement before the end of the semester prior to the start of the practicum
- Communicate with all faculty involved with students in field. Provide leadership in educational curriculum planning for the field education program in conjunction with appropriate faculty committees, including development and redevelopment of field education objectives at various program levels.
- Maintain Tevera Field Software.
- Interpret field education policies and procedures to students, agencies, and faculty.
- Develop appropriate administrative and curricular supports for the field education such as timetables, a system for maintaining learning contracts, evaluations, affiliation agreements, etc.
- May serve as a consultant in solving problems within the field education program.
- Promulgate the purposes and needs of the field education component of the program as a representative to external constituencies.

- Review proposals for non-traditional placement settings and present them to the Social Work Field Education Committee for approval.
- Organize field education orientations and seminars for Field Instructors and students.
- Develop and maintain current database on students, affiliated agencies, and Field Instructors.
- Chair the Department of Social Work Field Education Committee.
- The Field Coordinator will notify Faculty Liaisons of who cannot begin their placement as scheduled due to outstanding paperwork and/or liability insurance. It will be the student's responsibility to notify the placement agency and field instructor of any change in schedule or delay in starting.

Student Responsibilities

The student with the support of the Faculty Liaison and the Field Instructor has the major responsibility for his/her/their own learning and is expected to actively participate in the formulation and implementation of the field education experience. While in the field practicum the student is expected to maintain the same ethical standards and practices as the professional staff.

Students will:

- be responsible for reading the BSW Field Education Manual to make sure that they understand the social work practicum experience.
- share the course syllabus with their field instructor and task supervisor (if applicable).
- attend the orientation and meet individually with the Field Coordinator (if needed).
- remember that your interview at the agency is a two-way street. It is the responsibility of the agency person to obtain information about you, but it is also your responsibility to gather information about the agency and about your prospective field instructor.
- attend the required pre-placement orientation (with the Field Coordinator) and follow all the preplacement instructions in a timely fashion. This includes discussion with Field Coordinator, and advisor if needed, of appropriate placement choices.

- make Field Instructor aware of any pertinent information that may affect the student's ability to learn.
- advocate for self in pursuit of learning.
- is responsible for the initial drafting of the learning plan and discussion with the Faculty Liaison so that it can be finalized for submission to the Faculty Liaison by the specified deadline date (see your syllabus).
- is required to adhere to the items agreed upon in the learning plan including required reports, etc.
- is required to participate in conferences with the faculty liaison during the placement.
- will clarify with the agency any expectations related to transportation of clients and insurance coverage for these purposes.
- will respect client/agency confidentiality and abide by the NASW Code of Ethics.
- will engage in appropriate termination activities with clients and agency at any point practicum ends.
- Students will also be responsible for making up any missed hours due to starting placement late for reasons including not submitting liability insurance, clearances, placement application, etc.
- take responsibility for a clear understanding between the agency, the student, and the program about the student's use of agency material in the classroom.
- take responsibility for becoming a part of the field education setting and participate responsibly as a beginning professional. Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field education placement consistent with educational and service obligations.
- is responsible for providing his/her/their own transportation to and from practicum.
- Documents field hours accurately. If a student is using their employment as their placement, they cannot record a blanket 40 hours a week on their time reports. Students must document hours that reflect the tasks outlined in the learning plan.

- Note that changes in the agency status can occur between the time an agency is confirmed and the beginning of the practicum during the next semester. Please stay in contact with your selected agency, field instructor and Field Coordinator to ensure that the site is still appropriate for the practicum.

- Students are reminded that once a placement decision is made it is extremely unlikely that a change will be made.
- Although every effort will be made to accommodate a student's preference the final placement decision rests with the Social Work Field Education Committee.
- Students will provide proof of professional liability insurance coverage before placement begins.
- Clearances, Physicals, Drug Tests, TB Tests, Vaccinations etc. are based on agency requirements and timeframes and it is the student's responsibility to inquire about what is needed.
- Students are required to make a one-time purchase of Tevera. This software is used for all paperwork, learning plans, timesheets, etc. and to evaluate student performance on the 9 CSWE competencies in all practice, policy and research and field education courses, and thus is critically important for program accreditation.
- If there is an unexpected change in agency staff that leaves a student without MSW / BSW supervision during the semester, the student is required to contact the Field Coordinator immediately. The Field Coordinator will assist the student in locating an interim field instructor. This may be in the form of faculty, alumni, or group supervision.
- Students are expected to contact the Field Coordinator if they have any questions or concerns about any of the above. All questions about field practicum should be directed to the Field Coordinator, not the University Internship Center.

Use of supervision: The student is expected to prepare for and participate in regular conferences with the Field Instructor, focusing on the student's learning and application of social work concepts. To foster the integration of class and field, the student is expected to share with the field instructor course materials and syllabi in addition to appropriate classroom discussions and experiences. The student uses this professional relationship as a constructive tool in his/her total educational program.

In addition, Students understand the following:

- To enter field practicum, students must have completed English Composition (ENGL 1200) with a C or higher and all Social Work classes with a C or higher. Social Work Practice with Communities and Organizations can be taken concurrently with your field practicum and field seminar.
- All field hours are to be completed during the academic calendar when classes are in session. Students are not expected to do field hours over Spring and Fall breaks. We encourage students to take a break during these times as self-care is important in the Social Work Profession. There are exceptions when a student will need to do field hours during these times such as continuity of care with clients or to catch up on missed hours. Students cannot use this time to “bank” hours to complete field early and faculty are not always available during breaks. A student who wishes to do field hours over break must get their faculty liaison's approval. Faculty will use their discretion in granting this permission. If permission is granted but the faculty liaison is not available for a student over break, they will reach out to the field coordinator to make arrangements.
- Students are required to continue their regular hours in the field up to and including the last week of class, regardless of whether they complete their 450 hours earlier.
- If a student is required to participate in training hours for their placement prior to the start of the semester, they must get approval from the Field Coordinator in order to count these hours towards their total hours for the semester. Approval is based on the student's completion of all required paperwork, identification of field instructor and task supervisor (if necessary), proof of liability insurance and completion of registration for the field class.
- Field seminar class hours do not count towards your placement hours. This is a separate class and you receive 3 separate credits for this course and a separate grade.
- The student is reminded that per Pennsylvania Western University policy, the student cannot remain in the agency during a work stoppage (i.e. strike among any staff of the agency, lockout of the staff, etc.).
- The student is not permitted to have practicum in an agency where they have a relative working; where they or a relative is or has been a client; where they have or have had a personal relationship with anyone in the agency; or where they have been placed for a previous practicum. (exceptions can be made regarding this policy and should be addressed to the Field Coordinator.)
- Students are reminded that once a placement decision is made it is extremely unlikely that a change will be made.

- Although every effort will be made to accommodate a student's preference the final placement decision rests with the Social Work Field Education Committee.
- Students are expected to contact the Field Coordinator if they have any questions or concerns about any of the above. All questions about field practicum should be directed to the Field Coordinator, not the University Internship Center.

Field Management System, Tevera

The BSW Field Education Program uses a comprehensive web-based field placement tracking system called "Tevera." This system allows BSW Students, Field Instructors, Faculty Liaisons, Task Supervisors, Affiliated Organizations, the BSW Field Coordinator, and related personnel to access shared information electronically. The Field Office will provide all users with information on creating their Tevera accounts.

All BSW Students are required to purchase Tevera. You will be prompted to do so in one of your upper-level classes so you will have it and will be prepared to begin pre-field tasks the semester before your field placement. This will also give you time to start looking for a field placement at the end of your junior year or beginning of your senior year. When looking at sites, click on the site name, then details, then full profile to get the most updated information.

You will receive an email from the Field Office on how to set up your account. You must have your account registered by the first week of the semester before you go into field placement.

If you are purchasing Tevera with the use of financial aid, you must do so at the bookstore at the cost of \$286.75. (Please be mindful of the deadline to use financial aid at the bookstore). Try to register your account as soon as you get the code. The bookstore does not keep track of the codes they provide when you purchase Tevera so please DO NOT LOOSE THE CODE if you do not register your account right away. To purchase at the PennWest bookstore, please use this link: [Tevera Student Membership \(Access Code Card\): PennWest \(bkstr.com\)](#)

If you are purchasing it yourself from Tevera, it costs \$223 and you can do so directly from the link sent to you by the field office.

Once you are a registered Tevera user, you will be able to log in and see several tabs on your home screen. You should begin by doing the tutorials under the Learning Space tab. Once completed, you should move on to Site Placement tab. You must complete the 3 pre-application tasks there in order to being the next section where you enter your field information once a field placement is secured. You will also see an assignments tab. The assignments in there need completed prior to going into your placement. All of this will be done by the end of the semester prior to you going into field. All forms that need sent to agencies, field

instructors, and task supervisors (if applicable) need to be started by the student and then submitted to the appropriate person to complete and sign. Students should be sure to read the instructions accompanying each form.

The semester you are in the Field Practicum class, you will be assigned to a class in Tevera. This is where you will see your Learning Plan, Timesheets, and other assignments.

Tevera works best using Google Chrome or Microsoft Edge as your server. Also be sure to log in on a computer, not a phone or tablet, to use it correctly. There is a “Help Button” feature on the top right corner of the home screen. Students are encouraged to use this to help problem solve. You can chat with the Tevera help desk there. Any other questions should be directed to the BSW Field Coordinator.

The Learning Plan

The learning plan is to be developed by the student and the agency field instructor (and task supervisor, if applicable) during the first few weeks of the field placement (see syllabus for exact date). The faculty liaison may provide input to the learning plan as well. It should be completed in consideration of the objectives of field placement; the mutual obligations of the agency, university, and student; and the intern’s primary role as a student, not an agency employee. The completed learning plan must be submitted in Tevera. The learning plan is to be signed by Student, the Task Supervisor (if applicable), the Field Instructor and then finally the Faculty Liaison.

The learning plan is designed to be a guide and is therefore open to modification. If major changes are made during the field placement, the plan should be revised in Tevera. The learning plan is rooted in core competencies outlined by the Council on Social Work Education. The learning plan and evaluation are in alignment so that the student is assessed based on the core competencies. There are 5 parts of the Learning Plan:

- Educational Goal: An inclusive statement of what you intend to learn during or by the completion of the field experience. (THIS IS THE COMPETENCY ALREADY STATED IN THE PLAN.)
- Objective: An outcome(s) that describes what is to be done to meet the educational intent. Specific (THIS IS THE REQUIRED PRACTICE BEHAVIOR ALREADY STATED IN THE PLAN)
- Student Tasks /Activities to Demonstrate Behavior: A description of what you will do to determine the extent to which the educational intent was met. Specific actions or interventions required for meeting the objective. Process: (STUDENT DEVELOPS WITH

FIELD INSTRUCTOR ASSISTANCE AND FACULTY LIAISON FEEDBACK) You should create agency specific activities for each practice behavior.

- Measurement: How will you know the educational intent was accomplished? How will you demonstrate you are competent in these behaviors?
- Due Dates: Mid-Term, End of Term, Ongoing

Safety Assessment

Due in the first few weeks of the semester (see Syllabus), the safety assessment prompts the student to discuss safety concerns that may arise during placement in different settings. This discussion should happen with the on-site supervisor whether it be field instructor or task supervisor.

Reflective Journal Assignments

Reflection is essential to the continual professional development of social workers. Use these journal submissions and peer responses as an opportunity for:

- Relating relevant professional practice information as well as course content to your field setting
- Making connections to your Field Learning Plan
- Increasing efficacy and focus for supervision
- Providing self-reflection and insight regarding your role as a learner and social worker
- Assessing your own progress.

Reflective Journals are submitted in D2L Course Shell. See Syllabus for SOWK 4900 for more information.

Timesheets

Students are to complete and submit documentation of their field hours in Tevera. Timesheets must be approved by the Field Instructor and Task Supervisor (if applicable) prior to submission to Faculty Liaison. Timesheets are submitted by running the report listed in your class as timesheet in the assignments section. Although these are due at specific times, the student should be recording their hours at least weekly so their cumulative hours can be monitored. Students must document their weekly supervision time with their MSW / BSW field instructor under the label "BSW/MSW Supervision". Students can also break out time under

the labels direct client contact, orientation or training, paperwork/documentation, meetings, etc as applicable. Students should not use class hours for anything related to their seminar course or any other class. Faculty may at times let you count some hours under this label for developing your learning plan. Please see your syllabus to see if this applies to your class. Otherwise, no hours should be put under this label.

The Student Evaluation Process

- The student's performance in the field internship/practicum is evaluated twice over the block placement. The student and their field instructor and task supervisor (if applicable) will complete both a midterm and a final performance evaluation. Each performance review is to be submitted to the faculty liaison through Tevera. The student's performance evaluation is based upon the completion of learning outcomes delineated in the student's learning plan. Since the field placement is a learning experience for the student, the learning outcomes should be periodically reviewed with the student so that they are able to benefit from a constructive and collaborative performance evaluation.
- Evaluation of the student's performance in the placement agency by the Field Instructor and Task Supervisor (if applicable) is to be an ongoing process through which the student receives continual assessment of his or her performance
- The evaluation form will be used as the basis for this assessment of the student's performance. The Field Instructor and student will electronically sign each evaluation on-line. If the student has a Task Supervisor, they must also sign the evaluation as they work with the student on a day-to-day basis.
- It is imperative that the Field Instructor or Task Supervisor notify the Faculty Liaison immediately if there is any indication that the student's performance is less than satisfactory at mid-semester.
- During any evaluative process the student is expected to participate actively in the conference and may be asked to prepare a self-assessment of her/his/their performance. If disagreements occur the student has the right to submit a written rebuttal for attachment to the Field Instructor's evaluation to be included in the student's record. The student must read and sign the written evaluation and the Field Instructor must also sign it prior to its transmission to the Faculty Liaison.
- It is important to give accurate feedback. If a student's performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation.

- If the Field Instructor realizes that a student’s performance is unacceptable and unlikely to improve or that the student needs additional placement experience in order to move to a successful level of performance, the Faculty Liaison should be contacted as soon as possible. Extending a placement is a very serious undertaking that affects graduation for our undergraduate students because they are in their practicum placement the last semester of their senior year.
- Grades cannot be assigned unless the Faculty Liaison receives a final evaluation signed by both the student and the Field Instructor and Task Supervisor (if applicable) by the due date in the syllabus. Submitting late evaluations could result in the student receiving an “incomplete” grade.
- Students are evaluated on each competency behavior using the following scale:
 - 4 = Excels: The student demonstrated mastery of this competency and fully integrates it into practice.
 - 3 = Above Expectations: The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
 - 2 = Meets Expectations: The student demonstrated this skill and is integrating it into practice.
 - 1 = Emerging Achievement: The student is beginning to recognize how this is applied but has to determinedly work on this area.
 - 0 = Unmet Achievement: The student has not yet achieved competency despite opportunities in this area.

Other Evaluations

Student Evaluation of the Field Instructor and Agency

The student will have an opportunity to evaluate the practicum experience in terms of learning opportunities, accessibility to the field instructor, adequacy of resources to support engagement in the practicum site, and the overall quality of the field experience. This will be completed in Tevera.

BSW Outcomes Assessment

Students will complete this competency-based learning assessment during the end of their practicum semester per our CSWE accreditation guidelines and standards. It will open in Tevera on week 11 of the semester and is due week 14 for completion. This assessment is not graded but is a required assignment and must be completed in order to pass the class.

BSW Implicit Environment Assessment

Students will complete the Implicit Environment Assessment during the end of their practicum semester. It consists of your learning experience and the program environment. This can include things like admissions, advising, student participation in governance, administrative structure, and resources. Each year, the Social Work Program assesses the Implicit Environment as part of our assessment requirements as an accredited CSWE program. It will open in Tevera on week 11 of the semester and is due week 14 for completion. This assessment is not graded but is a required assignment and must be completed in order to pass the class.

Field Instructor Evaluation of the Social Work Program

Field instructors will have the opportunity to evaluate the social work program and give feedback on curriculum as it pertains to current trends in the social work practice community. This evaluation will open in Tevera on week 11 of the semester and is due week 14 for completion.

Liability Insurance and Clearances

All students must be covered by professional liability insurance prior to beginning practicum. You will need the \$1-3 million coverage option. You are strongly encouraged to purchase it yourself. Students will not be permitted to begin their practicum until the Field Coordinator has been provided

with a copy of the insurance you purchased, or the agency provides. No exceptions will be made. Employment based placements still require liability insurance. Students should obtain a copy from the agency. Student members of NASW receive a discounted price for liability insurance. It can also be purchased at www.HPSO.com; <http://www.naswassurance.org/enroll-today/> ; or <https://www.americanprofessional.com/covered-professions/student/> (prices vary).

Ask your field instructor at your interview whether you need to get your child abuse clearance, state criminal background check, and/or FBI criminal history report. **Be sure to verify which FBI clearance you need.** Some of the following procedures can take several weeks to complete. If you cannot meet the requirements of the background check, you will not be able to intern at an agency. Please discuss with the field coordinator any concerns you may have about this.

If required by the field site, instructions on how to request child abuse clearance:

- Go to the following website: <https://www.compass.state.pa.us/cwis/public/home> Click “create individual account”
- Follow the instructions to create a Keystone ID

- Login to your account
- Click “Create clearance application”
- Under “Application Purpose,” select “Individual 14 years of age or older who is applying for or holding a paid position as an employee with a program, activity or service...”
- Cost: \$13 (subject to change)

If required by the field site, instructions on how to request state criminal background check:

- Go to the following website: <https://epatch.state.pa.us/Home.jsp>
- Click “Submit a New Record Check.”
- Under “Reason for Request,” select “Other.”
- Cost: \$22 (subject to change)

If required by the field site, instructions on how to request FBI criminal history report:

- Go to the following website: <https://uenroll.identogo.com/>
- If you will be completing your placement in a school, enter the following Service Code: 1KG6XN
- If you will be completing your placement in any other setting, enter the following Service Code: 1KG6ZJ (code for DHS Volunteer)
- After you enter your personal information, schedule a fingerprinting appointment v
Cost: \$21.85, due at appointment (subject to change)

Child Welfare Education for Baccalaureates (CWEB)

The CWEB program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare, and 14 undergraduate social work degree programs in Pennsylvania accredited by the Council on Social Work Education. The social work program at Penn West University is one of the participating programs. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania’s 67 public child welfare agencies. Qualified persons who are enrolled as social work majors at Penn West on either a full-time or part-time basis may receive substantial financial support in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency for a period of one year following graduation with the BSW. Application must be made during the semester prior to entering the final year of the social work program. The CWEB program at Penn West is coordinated by the University of Pittsburgh. More information about the program and a link to the online CWEB application can be found here:

<http://www.socialwork.pitt.edu/researchtraining/child-welfare-ed-research-programs/cweb>

Employment-based Placements and Paid Internships

All field placements follow the same criteria for approval as stipulated in the student handbook, including field placements in an organization in which the student is employed. In these employed-internship settings, student field assignments and employment tasks may be the same and counted toward field hours if the tasks have clear connections to the nine social work competencies and their related behaviors. Supervision with a qualified field instructor must be focused on the student learning plan and educational goals and kept separate from their employment supervision or performance review. Field placement applications, student field assignments, time tracking, supervision, and evaluations are documented and monitored in Tevera. The Field Coordinator is responsible for reviewing and approving field placement applications. All field placements likewise follow the same process for addressing disruptions as described in the field manual.

Students are not guaranteed paid placements and need to be prepared to complete their practicum regardless of pay as field is a requirement to graduate with your BSW. Paid placements vary from agency to agency and change depending on funding and opportunities at agencies so there is not a list of paid placements for BSW Students to refer to too.

Disruptions in Field Placement

Students are responsible for notifying the faculty liaison and field coordinator immediately if there is a disruption in their field education. The student will collaborate with the faculty liaison and field coordinator to address this disruption. The student will be provided with options on how to proceed. Students are not permitted to continue with their field placement until the disruption is addressed.

Securing a Field Placement

The semester before you are scheduled for field student begin the pre-field process. Field Placements should be finalized by the end of the semester before you go into field.

1. Students will be notified of a Mandatory Field Orientations. Orientations will be offered synchronously on-line for all students. The orientation will be posted in Tevera after for students to refer to.
2. Students will register their Tevera accounts and begin pre-application tasks and assignments.

3. The Field Coordinator reviews the application and identifies potential placement sites consistent with the student's interests and preferences when possible.
4. In person students will meet with the Field Coordinator via zoom (or in person if at California Campus) to discuss preferences for field and make recommendations for sites as needed.
5. Field Coordinator will connect students and agencies to facilitate the interview process.
6. Online students are ultimately responsible for identifying their own placement but can request assistance from the Field Coordinator at any time. All students can be provided options local to university campuses. (See Appendix for Tips on Finding a Field Placement).
7. Once a student interviews and is accepted to a placement, the student is responsible for working with the agency to complete the Field Acceptance Form, the Task Supervisor form (if applicable), and the Field Instructor form in Tevera. Students are required to start each of these forms and submit them electronically to be completed by agency and field instructor / task supervisor.
8. The Field Coordinator confirms placement and supervision qualifications.
9. The Field Coordinator initiates the Affiliation Agreement process.
10. The student confirms with the agency the on boarding process such as what clearances they need and in what time frame (this is different for every agency) and what pre-screening needs to be completed such as clearances, drug tests, physicals, TB tests, vaccinations, etc. (this also varies from agency to agency).

Important dates to be aware of:

If you are doing your field placement in the **Fall Semester**:

- **Tevera** must be registered by: First day of the Spring Semester prior to field placement semester
- Pre-Application Tasks must be completed by: **February 1st**
- Field Application Submitted by: **April 1st**
- Field Placement Verified and all Signatures by: **Week 13 of Spring semester**
- **Liability Insurance** due 2 weeks before the first day of Fall semester (the Semester you are going into placement).

If you are doing your field placement in the **Spring Semester**:

- **Tevera** must be registered by: First day of the fall semester before you go into placement
- Pre-Application Tasks must be completed by: **September 1st**
- Field Application Submitted by: **November 1st**
- Field Placement Verified and all Signatures by: **Week 13 of Fall semester**
- **Liability Insurance** due 2 weeks before the first day of the Spring semester (the semester before you go into placement)

Your placement does not begin until the first day of the semester.

Procedures for addressing Field Practicum Difficulties

The Student's Responsibilities

If difficulties arise in the field practicum, the student is advised to first consult the agency field instructor. If the situation is not adequately resolved by consulting the agency field instructor, or the student, in good faith, believes that she/he/they cannot approach the field instructor, the faculty liaison should be contacted and informed of the difficulty. Students are to be encouraged by both the field instructor and the faculty liaison to use creative problem-solving skills to resolve issues that may arise in the field. Students should be familiar with the Professional Standards Policy in the BSW Handbook. This policy outlines professional standards of behavior and indicators of concern and applies to students both in classes and in the field.

The Agency, Field Instructor, Task Supervisor's Responsibilities

If at any time the student's performance is questionable, the agency field instructor is to inform the student and the faculty liaison. A meeting should be scheduled for the student, the field instructor, and the faculty liaison to discuss the concerns. If the field instructor feels that continuation of the practicum is not advisable, she/he should contact the assigned faculty liaison. When the removal of the student from the practicum placement is deemed necessary, a written statement should outline what has led to the decision and what steps were taken to ameliorate the concern. The statement should be forwarded to the faculty liaison or the Field Coordinator after a meeting with the student has taken place. The agency field instructor should feel free to contact the faculty liaison at any time, if there are any problems with the student in the agency.

The Faculty Liaison's Responsibilities

The faculty liaison should be the first contact for issues with the field placement. When issues arise, the faculty liaison should meet with the student and the field instructor to identify concerns and construct a plan of action. If the concerns are not able to be adequately addressed, the faculty liaison may determine, in consultation with the Field Coordinator, that the placement should be terminated. The faculty liaison will inform the student and the current agency field instructor of the decision to end the placement as soon as possible after the decision is made. After a terminated field placement, if the faculty liaison determines that a second practicum is advisable, it is the responsibility of the faculty liaison to inform the Field Coordinator in writing of the reason for the change in practicum and the need for a second placement. A second practicum placement is not automatic, but rather consideration is given to the circumstances that precipitated the disruption and the impact it may have had on the student.

The Field Coordinator's Responsibilities

The BSW Field Coordinator investigates more general concerns about field sites. When this occurs, the Field Coordinator may conclude that the concerns are invalid, work with the agency to correct deficiencies, or discontinue using the agency.

Continuing with PennWest's MSW program

The PennWest MSW Program is an innovative, student-focused curriculum that embodies trauma informed principles, centers diversity and social justice, and models professionalism. Our Advanced Standing MSW Program is for individuals who have earned a BSW from a Council on Social Work Education (CSWE) accredited institution within the previous ten years are eligible to apply for the Advanced Standing MSW Program. Credits over ten years old earned at PennWest or elsewhere will not be accepted without a review by the appropriate department chairs and approval of the academic dean. The Advanced Standing MSW Program requires the completion of 33 credit hours. It also requires completion of concurrent field placements during which students complete a minimum of 600 hours of supervised practice. For more information or to apply please go to [Online Master of Social Work \(MSW\) \(pennwest.edu\)](https://www.pennwest.edu/online-master-of-social-work/msw) Students can transition directly from the BSW program to the MSW program. If doing so, please notify the field office of your application at socialworkfieldoffice@pennwest.edu. Please be mindful of deadlines posted in the MSW handbook ([pennwest.edu/msw-handbook](https://www.pennwest.edu/msw-handbook)) for field placement applications.

Tips on how to find a BSW Field Placement

Where to look:

- Once you register your Tevera account you can search through the sites that the Social Work Program already has Affiliation Agreements with. (Click on site, then details, then full profile to get most updated information.)
- Utilize the PennWest Career Center's Handshake site at [Career Center | Pennsylvania Western University \(pennwest.edu\)](https://careercenter.pennwest.edu)
- Google search key words: social work, human services, mental health, drug and alcohol, nursing homes, rehabs, hospice
- Look for local schools, intermediate units, hospitals (some have both behavioral health units and medical social work opportunities)
- Search your local United Way 211 at [Home - United Way 211 \(211unitedway.org\)](https://www.211unitedway.org) You can search services and providers by zip code
- Use LinkedIn to search for agencies and organizations.
- Check job listings local to your area to learn about different agencies
- Attend local job fairs
- Attend local mental health/social services exhibits and conferences in the field.

Remember to be professional and clear in all your communications with agencies. When calling or emailing, introduce yourself as a Social Work student at PennWest University looking for an internship to complete your bachelor's degree in social work degree.

Reaching out to agencies:

- Call the main number and ask for the social worker or human resources
- Search agency website for social worker, mental health director, etc and call or email them directly if you can get their contact info from website
- Stop by local agencies and drop of resume and cover letter

Things to ask:

- Will I be able to meet the 9 Social Work Competencies (make sure you review learning plan and sample activities and have information on hand)
- Will I be able to get 30 hours a week of internship time?

- Is there a MSW with 2 years' experience or a BSW with 4 years' experience on staff? (if not you will have to locate someone off site.)
- Confirm they accept BSW students for 1 semester.
- When you go through the interviewing process it is important to ask about any clearances, drug test, physicals, vaccinations, TB test, etc that you would be required to do. It is your responsibility to provide the agency with this information per their time frames and requirements.

Frequently asked field internship questions

1. What should I do before I go to the placement agency?

It is helpful if you call a week ahead to introduce yourself to your field instructor if you have not personally met them prior to placement, or to remind them that you are starting placement on X date. This is a good opportunity to confirm some specifics like parking arrangements, the specific time they are expecting you, who you should check in with when you first arrive, etc.

2. What should I wear?

As with your pre-placement interview, it is very important to present yourself as a professional intern, and dress in comfortable but professional work clothing. Revealing clothing as well as overly casual dress (e.g. jeans and tee shirts) are not appropriate. In some settings, such as residential settings, a certain day's planned activities may dictate what you wear as you become more involved in the placement. This is a good conversation to have with your field instructor during the early phases of your internship.

3. What should I expect in the orientation phase of placement?

Every agency approaches orientation somewhat differently, large agencies which have many interns may have a very formal, organized orientation; smaller agencies may have a more informal schedule. We encourage all agencies to plan an orientation for students which should include:

- Introduction to key personnel, support staff, and team/program members
- Physical orientation to the setting including day schedules, opening and closing procedures, telephone systems, office management requirements, submitting schedules, emergency policies, safety issues, whom to alert in the event of an unexpected absence, etc.
- Program orientation to the agency mission, key agency policies, and daily procedures
- Routine schedules including staff meetings, team meetings, consultation, group supervision, or training sessions you will be expected to attend

- Other agency-specific orientation manuals, materials, and helpful information

4. To whom am I responsible for my internship hours and daily schedule?

This is your responsibility to address with your primary internship field instructor. While you are with the placement, your attendance, scheduled hours, and assigned tasks are the responsibility of the agency field instructor and you. Each agency may have slightly different expectations about opening and closing times, preference for some evening hours, specific policies regarding signing in/out, transporting clients, etc. It is important that you clarify these early in the placement. Specific arrangements for days and hours at placement should be reflected in your learning agreement.

5. What if I put in extra hours in a week or, for some reason, not enough hours?

Again, your schedule should be addressed with your field instructor. Any changes or unexpected alteration should be addressed weekly so that you both keep a running record as the placement continues of weekly hours completed to complete the placement in a timely fashion. It is important to be prepared and to be flexible as you become more involved in the life of the agency, and to adapt to schedules with a flexible, reasonable attitude.

6. What if I am not familiar with some of the language, acronyms, or clinical terms being used at meetings?

This is perfectly natural as you are entering an agency and system “culture.” It is appropriate to ask those present to explain abbreviations, and to ask follow-up questions in supervision. Seize these learning opportunities!

7. What if my field instructor is not in on certain days?

If your field instructor needs to be out of the agency or off-site for a period, you should consult with your task supervisor (if applicable). If your field instructor needs to be away for an extended or unexpected period, discuss this with your field instructor and task supervisor and inform your faculty liaison.

8. What if I am the only professional on-site or expected to cover a shift by myself?

As a student, you are not expected to cover staff shifts by yourself; students are to be ancillary assistants to center-based responsible program staff, and to have on-site supervision at all times. If you appear to be put in this position, discuss it immediately with your agency field instructor and faculty liaison.

9. What if I am expected to perform responsibilities with which I am uncomfortable?

There are undoubtedly first experiences or new skills which feel uncomfortable and are anxiety provoking to most students. This is a natural part of the learning process which can be

addressed and prepared for in supervision by role play, hearing examples of staff experiences, etc. If you feel you are being expected to perform beyond the accepted undergraduate student role, inform your field instructor and faculty liaison. Such circumstances might include being asked to administer medication to clients, covering dangerous or risky situations alone, working with violent clients, or providing outreach alone in dangerous environments.

10. What holidays do I take and how do I plan for personal days?

Students take off any holiday the agency extends to other staff, or the University identifies as a holiday. Personal/sick days are days when you need to be away from the agency for unavoidable reasons. Please discuss with your field instructor ahead of time how to handle these situations and who to notify. Any missed hours are the student's responsibility to make up.

11. What do I do in an emergency involving clients?

Your field instructor should orient you to agency protocol in keeping with the mandate and mission of the agency. You should follow agency safety and emergency protocols. It is important to debrief and review the events of an emergency immediately following the event

Appendix A : BSW Practicum Application (Tevera Form SW-1018)



BSW Practicum Application and Background Information

Student Name:

Preferred Email:

Cell Phone Number:

Home Phone Number:

Current Address:

City:

State:

Zip Code:

Permanent Address:

City:

State:

Zip Code:

Please note which address you will be living at during your field placement:

Current

Permanent

Please list the Social Work courses you are currently enrolled in below:

Current Cumulative GPA:

Current Social Work GPA:

Do you have existing grades of "F" and/or "Incomplete" in Social Work courses?

Yes

No

List your three top choices for population, site setting, agency type below:

Note: providing this information is no guarantee that you will be placed in or with your preferred population, setting, or agency. Preferred Population

1:

2:

3:

Preferred Site Setting / Type

1:

2:

3:

Preferred Agency Name

1:

2:

3:

Work Experience:

Volunteer Experience:

Organizational Memberships and Honors:

Special School / Professional Interests, Papers, Reports, etc.:

Personal Interests, Hobbies, and Other Activities:

Are you interested in using employment as your practicum?

Yes

No

Do you have a car to get to practicum every day?

Yes

No

Please note any concerns related to your practicum experience, i.e., "working while you do placement, classes, or background clearances, etc.":

Student Signature: Date

Appendix B : BSW Student Agreement (Tevera Form SW- 1037)



Social Work Field Education Student Agreement

As an enrolled student in the Social Work Program at Pennsylvania Western University, I agree to the following stipulations regarding academic, credit-bearing internships.

1. It is my responsibility to follow the Social Work Program's procedures in securing a practicum assigned to me.
2. It is my responsibility to file all required paperwork as required by the university and the Social Work Program in order to schedule the appropriate credit for my practicum. I will adhere to all posted deadlines.
3. Approval of the social work practicum for academic credit is contingent on the approval of the Social Work Program.
4. I understand that I must complete all social work courses with a full C or higher, have a at least a 2.5 GPA in Social Work courses and a 2.0 overall GPA as an undergraduate student to begin a social work practicum. I also understand that I must have a 2.5 GPA in the major to graduate with a BSW.
5. Because social work practicums are designed for social work majors, I will meet all of the Social Work Program's prerequisites prior to the social work practicum semester including the GPA standard.
6. I will obtain all of the required documentation that is required by the Social Work Program and/or site to participate in the social work practicum. This includes but is not limited to criminal background checks, child abuse clearances and professional liability insurance. I am also responsible for any other documentation required by an agency such as physicals, vaccinations, and drug tests.
7. I understand that my acceptance in the social work practicum placement may be contingent on my ability to meet site selection criteria such as interview, pre-employment testing, background check, substance abuse screening and any other agency requirements. I further understand that a criminal record may impact the ability to obtain a practicum.
8. I will be responsible for the tuition fee (based on the number of credits) and all associated fees for the social work practicum.
9. I will submit all reports and communicate with my Faculty Liaison according to the prearranged schedule as outlined in the syllabus. I will inform my Faculty Liaison of any changes to my approved social work practicum. Additionally, I will report any significant problems that I may encounter at the social work practicum site to my Faculty Liaison.
10. I understand the social work practicum hours will take place during an academic semester. Any hours that I put in outside of the regularly scheduled academic term must be pre-approved.
11. I understand that my MSW / BSW Field Instructor or Task Supervisor, if applicable, will have the primary responsibility for determining the daily tasks and assignments as agreed upon in the approved learning plan associated with my social work practicum.
12. I will adhere to the professional standards at the internship site. These may include but are not limited to: the NASW Professional Code of Ethics, attendance, punctuality, workplace ethics, professional decorum, dress codes, confidentiality, sexual harassment, proprietary information and others. I will consult with my MSW/BSW Field Instructor about these issues.
13. I understand and acknowledge that both the Social Work faculty and the agency have the right to suspend a student from the practicum for reasons of health, unsatisfactory performance or other reasonable cause. Such actions may be taken only after prior consultation between the agency and the school. Suspended students will be referred to the BSW Field Coordinator, Social Work Field Education Committee, BSW Program Director/Chair and the Faculty Liaison.

14. CSWE now permits students to use their paid employment as their practicum as long as the student can meet all 9 Social Work Competencies and related behaviors.
15. Students are not guaranteed paid placements and need to be prepared to complete their practicum regardless of pay as it is a requirement to graduate with your BSW. Paid placements vary from agency to agency and change depending on funding and opportunities at agencies so there is not a list of paid placements for BSW Students to refer too at this time.
16. I understand that this is not a contract and that the university reserves the right to unilaterally modify its academic programs. **I understand that I may be dismissed from the program for poor academic performance and/or due to unprofessional behavior. Examples of poor academic performance and unprofessional behavior include the following:**
 - a. Poor Academic Performance: I can be academically dismissed from the program if I do not meet the grade requirements, if I fail to demonstrate that grade deficiencies can be corrected within a reasonable time or if I participate in academic misconduct. Furthermore, I understand that plagiarism falls into this category and it is unethical, unprofessional and a violation of the university's academic misconduct policy. Plagiarism includes but is not limited to copying others' work and claiming it as your own, failing to use citations properly, cheating on tests and homework assignments and copying or purchasing papers from the internet or other sources.
 - b. Chronic Absenteeism: I can be dismissed from the program if I have a pattern of unexcused absences that makes effective learning and discharge of responsibilities impossible. This pertains to both the classroom and field practicum.
 - c. Unprofessional Behavior: I can be dismissed from the program if my behavior violates the NASW Code of Ethics. Examples would be, but are not limited to: misrepresenting my qualifications, exploiting professional relationships or if I fail to treat my peers, agency staff or faculty with respect, courtesy, fairness and good faith.
 - d. Persistent Ineffectiveness with Clients: I can be dismissed from the program if I do not demonstrate minimal levels of effective performance and give no evidence of progress in working with clients. Ineffectiveness may also include violation of practicum agency policy, emotional immaturity, personal prejudice, resistance to learning or inability to complete assigned tasks and/or a persistent problem in gaining necessary skills for interpersonal helping.
 - e. Behavior Damaging to Clients: I can be dismissed from the program if I demonstrate habitual hostility, make disparaging remarks, violate client confidentiality, ridicule clients, violate client civil or legal rights, or other related behaviors which do not change in response to warnings or efforts at remediation.
17. I understand that once I accept a placement, I have an obligation to present for placement at that agency prepared to begin after my orientation. Last minute agency changes, changes during the semester are considered unprofessional and are only approved by the field committee in extenuating circumstances. If you request a change, it must be in writing to the field coordinator with rationale for the change. This will be presented to the field committee at the next scheduled meeting. This process can take a few weeks and can set you behind in completing placement and graduation.

My signature verifies that I have read and understand the policies stated above and agree to abide by them.

Student Signature: Date

Appendix C: Agency Profile Form (Tevera Form SW - 1006)



Field Site Profile

FIELD SITE CONTACT INFORMATION

Field Site Name:

Street Address:

City:

State:

Zip:

Phone:

Fax:

Website:

Authorized Site Representative

First Name:

Last Name:

Title:

Direct Phone Number:

Email:

SITE DESCRIPTION

Field Site Overview:

Type of Site: (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Community | <input type="checkbox"/> Outpatient | <input type="checkbox"/> Psychiatric Hospital/Inpatient |
| <input type="checkbox"/> Private Practice | <input type="checkbox"/> Inpatient | <input type="checkbox"/> Addiction, Chemical Dependency, Behavioral or Process Addictions, |
| <input type="checkbox"/> Home-based | <input type="checkbox"/> Emergency/Crisis | <input type="checkbox"/> Corrections/Jail/Prison |
| <input type="checkbox"/> Church | <input type="checkbox"/> University / College | <input type="checkbox"/> Legal (i.e. pre-trial, post conviction, etc.) |
| <input type="checkbox"/> Residential Treatment | <input type="checkbox"/> Hospital | <input type="checkbox"/> Intensive Outpatient Program (IOP) |
| <input type="checkbox"/> K-12 School <input type="checkbox"/> | <input type="checkbox"/> Faith-Based | <input type="checkbox"/> Partial Hospitalization Program (PHP) |

Other:

Client Populations Served: (check all that apply)

- | | | |
|--------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults | <input type="checkbox"/> Addiction and/or Chemical Dependency |
| <input type="checkbox"/> Children | <input type="checkbox"/> Couples | <input type="checkbox"/> Deaf and Hard of Hearing |

Persons with Disabilities

Families

Homeless

Inpatients

LGBTQ+

Low Income

Older Adults

Rural

Students

Urban

College/Young Adult

Military

Male Only

Female Only

Eating Disorders

Domestic Violence

Severe, Persistent Mental Illness (SPMI)

Other:

Treatment Modalities:

CBT

Motivational Interviewing

EMDR

Brainspotting

Play Therapy

Other:

Field Site Specialty Areas:

Addiction

Career

Clinical Mental Health

Clinical Rehabilitation

College Counseling & Student Affairs

Marriage/Couple/Family

School

Other:

SUPERVISION INFORMATION

Is there an MSW social worker with two years post grad experience available to supervise?

Yes

No

Languages spoken by supervisor:

What type of supervision is available?

Individual

Group

POSITION INFORMATION

Brief description of services:

Role of intern (tasks, assignments)

How many interns do you accept each academic year?

Days and times intern would typically work:

Are there any days or times that are required for the intern to be in attendance (trainings, special events, staff meetings, etc):

Is the intern required to drive for this program?

Yes

No

We accept:

BSW Students - Juniors BSW Students - Seniors MSW Students - 1st Year Generalist MSW Students - 2nd Year Specialized

For 2nd year MSW students, level of previous clinical experience desired:

Beginner Moderate Advanced
Specific skills or previous experience preferred:
Foreign language ability of incoming students:

Extremely Useful Moderately Useful Unnecessary
Specific languages desired or required:
Does Site provide additional training opportunities?
 Yes No

APPLICATION PROCESS

When do you start to consider new social work candidates for the next academic year?

Standard Application Deadline:

Decision Notification Timeframe:

Requirements for Placement (Pre-placement Interview and Acceptance):

Clearance Requirements:

- Criminal Background Fingerprint Checks
- Department of Children and Families Department of Motor Vehicles
- Physical Examinations TB Tests
- Drug Screening Immunization Verification

Other:

Required Application Materials:

Application Form CV Cover Letter Recommendation Letter(s)
Preferred Submission Method:

US Mail E-Mail Other:

SIGNATURES

Authorized Site Representative Signature: Date

Appendix D: Field Instructor Form (Tevera Form SW-1004)



Field Instructor Information Form

First Name:

Last Name:

Email:

Title:

Phone:

Do you have a Social Work Degree from a CSWE Accredited University (BSW or MSW)?

Yes

No

University:

Highest Degree Earned:

Do you have at least 2 years of Experience Post-MSW?

Yes

No

Do you have at least 4 years of experience Post-BSW?

Yes

No

Briefly describe how the Field Instructor will support the student in their placement.

Please provide information regarding your professional license, certifications, and any qualifications.

Use the arrow in the upper right-hand corner to add additional items.

Qualification

Authority

Number

Expires

Supervision Dates:

Start Date:

End Date:

Field Instructor Signature Date

Appendix E: Task Supervisor Form (Tevera Form SW - 1003)



Field Instructor Information Form

First Name:

Last Name:

Email:

Title:

Phone:

Do you have a Social Work Degree from a CSWE Accredited University (BSW or MSW)?

Yes

No

University:

Highest Degree Earned:

Do you have at least 2 years of Experience Post-MSW?

Yes

No

Do you have at least 4 years of experience Post-BSW?

Yes

No

Briefly describe how the Field Instructor will support the student in their placement.

Please provide information regarding your professional license, certifications, and any qualifications.

Use the arrow in the upper right-hand corner to add additional items.

Qualification

Authority

Number

Expires

Supervision Dates:

Start Date:

End Date:

Field Instructor Signature Date

Appendix F: Learning Plan Activities Sample

BSW Competencies and Learning Plan Sample Activities:

1. Demonstrate Ethical and Professional Behavior:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior

Sample Student Learning Activities:

1. I will discuss my personal values when they conflict with the values of the profession during weekly supervision and during Field Seminars.
2. Make ethical decisions by applying NASW using ethical reasoning to arrive at principled decisions.
3. I will present case scenarios to my supervisor and to my Faculty Liaison in seminars that require ethical reasoning.
4. I will journal when I experience an ethical conflict that is not “clear cut” and seek feedback from my supervisor and Faculty Liaison on how to increase my ability to tolerate ethically ambiguous decisions and policies
5. I will reflect on my experiences in field in my journal and review Faculty Liaison’s feedback
6. I will seek feedback each week from my supervisor regarding my professional demeanor and use this to improve as indicated.
7. Complete Safety checklist with field instructor and submit to faculty liaison by due date.
8. I will prepare an agenda for supervision (Bring a list of topics/cases to discuss, report back on learning plan, share reflections from week, etc.)
9. I will take initiative in scheduling weekly supervision.
10. I will bring my learning plan for review at least once a month during supervision.
11. I will integrate feedback from supervision into my practice and review how this is going with my supervisor.
12. Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
13. Keep reflective journal/log of professional development and challenges; discuss in supervision.
14. Discuss needed areas of growth in supervision and work on strategies toward growth.
15. Discuss appropriate roles and boundaries of a student intern with Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g. not exchanging personal contact information with clients; being mindful of use of social media, etc.).
16. Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.
17. Join a professional social work organization (NASW, for example) to gain familiarity with various social workers and social work roles in the community.
18. Exhibit a professional attitude by arriving to the Field Practicum Site dressed appropriately and with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepared to learn.
19. Consult with agency staff when appropriate to discuss social work related issues.
20. Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.

21. Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Liaison, and/or peers during practicum seminar.
22. Openly discuss ethical conflicts / situations with Field Instructor.
23. Review and discuss additional ethical or governing policies which may impact the way in which the agency is able to provide services to its clientele (i.e. agency rules, HIPPA, FERPA, FMLA, SSI, AHCA, etc.).
24. Identify agency and client ethical dilemmas caused by external factors (funding cuts, etc.)
25. Use an ethical-decision making model to work through a situation that presents an ethical dilemma; discuss in supervision.
26. Staff cases at multidisciplinary meetings or with colleagues.
27. Maintain accurate, respectful and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.
28. Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.
29. Assist with or participate in local trainings or workshops relevant to agency issues.
30. Conduct at least 3 interactions with clients, supervisees, groups, committees or organizations, in the presence of the field educator, demonstrating an adherence to professional social work roles and boundaries.
31. Show an ability to form and sustain appropriate relationships with clients, co-workers, staff and administrators.
32. Recognizes the necessity for accountability as an agency representative providing examples in supervision.
33. Represent role of social worker in an interdisciplinary team and show ability to work with professionals from other disciplines on behalf of client. Contrasts the role of social worker with that of other related human service professionals.
34. Review written description of agency social worker and talk with staff about responsibilities.
35. Evidence self-awareness and assessment of one's strengths and acceptance of responsibility for one's own learning.
36. Apply social work values and ethics in work with clients and colleagues, and appropriately identify and differentiate between professional and personal values. Discuss your own values, needs and feelings regarding each client with Field Instructor.
37. Receive ongoing feedback from field instructor or related to performance of professional duties and skills during home visits and service plan reviews.
38. Discuss with field instructor the various roles performed as a professional social worker in field education setting. Student will provide examples of when they performed these roles in the context of the field placement.
39. Identify preferred learning style (i.e.: Cognitive, Experiential, Social). Discuss in supervision how to incorporate both preferred and other styles of learning into field assignments.
40. Read NASW Code of Ethics and maintain a weekly journal detailing ethical dilemmas experienced or observed in practice. Use these as discussion points in supervision with your field instructor.
41. Evidences self-awareness and assessment of one's strengths and acceptance of responsibility for one's own learning.
42. Take responsibility for requesting help when needed.
43. Practices self-awareness in terms of personal anxieties, fears, values, belief and culture in order to minimize or eliminate personal biases or prejudices in work effectiveness. Discuss in supervision.
44. Interview agency staff about self-care tasks they have found helpful/unhelpful in their careers.
45. Complete agency/organization reports in accordance with agency standards.
46. Seek feedback from other staff and discuss this feedback with Field Instructor.
47. Review mission statement, organizational chart and relevant areas in the policy manual as assigned by the field instructor. Discuss any questions or areas for clarification with field educator.
48. Attend local governmental hearings which allocate funds for agency
49. Obtain theoretical knowledge related to population or services.
50. Operationalizes agency policies and procedures effectively, evidencing adherence to and seeking input in supervision.

51. Understands the purpose, structure, function and philosophy of the agency within the framework of general systems theory.
52. Communicates clearly with specificity in written and verbal modes.
53. Appropriately identifies and differentiates between professional and personal values
54. Contrasts the role of social worker with that of other related human service professionals.
55. Recognizes the necessity for accountability as an agency representative
56. Student will read and discuss case notes with field instructor

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

a. advocate for human rights at the individual, family, group, organizational, and community system levels;

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Sample Student Learning Activities:

1. I will identify barriers clients face when accessing services at my agencies and at other agencies.
2. I will advocate for clients to access needed services
3. Identify agency population being served and social policies that have created and/or continue to create oppressive circumstances for the life course of the individuals/group.
4. Familiarize self with current political events and their impact on clients.
5. Identify forms of oppression / discrimination of a particular client group; discuss with supervisor.
6. Identify common economic barriers to care. Discuss with your Agency Field Instructor.
7. Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Instructor.
8. Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.
9. Contact legislator about a current client population need.
10. Attend a public hearing or organizational meeting focused on increasing social and economic justice.
11. Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.
12. Identify opportunities to advocate for human rights and social and economic justice.
13. Student will demonstrate the ability to use policy, research, theory and practice to redress social injustice and human rights violations, i.e. through journaling exercise, in supervision, etc
14. Student will help raise awareness of trauma and its impact on health, mental health and social well by identifying and disseminating relevant materials and resources.
15. Student will identify and refer clients to resources that work to ameliorate and alleviate oppressive circumstances of individuals.
16. Student will research topics of oppression, human rights and social justice and present in individual and/or group supervision on the relevance of these for social work practice on micro (self awareness and client interaction) mezzo and macro levels.
17. Student will identify and convey an understanding of community factors that promote racism, sexism, ageism and homophobia, particularly where these concern consumers of field placement agency.
18. Student will recognize the extent to which cultures and particular values may oppress, alienate, or create power/ privilege in society through discussions with her supervisor when these issues arise, eliminating her own personal biases and advocating for the clients rights within diverse populations.
19. Identify areas of limited resources for population served and advocate for change
20. Attend community forums that address inequalities

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Sample Student Learning Activities:

1. Strive to be assigned a diverse caseload of clients.
2. Discuss cultural structure and values and their effect(s) on different clients with supervisor.
3. Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with various clients. Discuss the same with Agency Field Instructor, Faculty Field Liaison, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.
4. Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.
5. Review and discuss NASW's Cultural Competency Standards with your Field Instructor and work to incorporate these expectations/practice behaviors into your social work practice.
6. Research and apply knowledge related to diversity to enhance client well-being.
7. Use assessments that include sections of diversity/culture/spirituality as identified by client.
8. Identify client differences using a strengths perspective.
9. Student will understand the importance of differences in life experiences through working with diverse populations while keeping an open mind, and explore related issues in supervision.
10. Understands the forms and mechanisms of oppression and discrimination.
11. Identify sites in community that have relevance for population and visit, i.e. cultural centers, restaurants, shopping centers. Discuss experiences in supervision.
12. Explore with clients their values, goals and views of successful functioning.
13. Visit two other agencies serving the same population as placement agency. Discuss with Field Instructor observed similarities and differences.
14. Understands and identifies the dynamics within communities that create, foster and promote racism, sexism, ageism and homophobia.
15. Recognizes ethnic, racial, cultural, sexual and other differences in life experiences influencing thought and behavior.
16. Identify areas for personal growth in terms of needs, feelings and biases as it relates to issues of individual and cultural diversity. Discuss in supervision.
17. Recognizes and communicates understanding of the importance of difference in shaping life experiences.
18. Shadow field educator in situations that involve different environments/situations ie: court vs. home visits or office meeting vs. service plan review to demonstrate different roles played by the SW as well as different mannerisms that the SW must play. Interview a variety of SWs to gain information on their differing roles and client base.
19. Identify and discuss socio-economic differences and how those differences influence thought, behavior and access to services.
20. Student will spend time in the waiting area of a service agency and discuss in supervision their learning related to presenting problems and available services.
21. Accompany a worker on a home visit, assist in interviewing family members on their turf. Offer feedback.
22. Be aware of norms, cultural differences and taboos within an ethnic group served by field agency.
23. Identify one procedure in the field agency, or a collateral agency, that could be made more efficient or reduce stress on clients.
24. Recognizes the value of self-determination and self-actualization as it applies to relevant client systems.
25. Identify a policy or procedure that may affect marginalized populations negatively
26. Use active listening to focus on the client's perspective

4. Engage in Practice-Informed Research and Research-Informed Practice:

a. Apply research findings to inform and improve practice, policy, and programs

b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Sample Student Learning Activities:

1. I will interview social workers in the field about effective practices and review findings in supervision and seminars.
2. Use research evidence to inform practice.
3. I will discuss evidence-based practices with my supervisor and in seminars that apply to the population my agency serves.
4. Discuss specific cases with Agency Field Instructor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.
5. Read professional journal articles that relate to practice and discuss with supervisor.
6. Interview members of a treatment team for varying perspectives on practice and various models/approaches used. Discuss findings with Field Instructor and strengths / appropriateness of each approach.
7. Be open to feedback on practice from clients and supervisor to improve social work skills
8. Solicit feedback from agency staff to learn about effective forms of intervention use with client population.
9. Analyze and/or acquire evidence-based methods being utilized within the agency.
10. Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.
11. Student will demonstrate the ability to articulate how research findings can improve practice, by observing and administering assessments and assist in writing up reports on the assessments.
12. Develop a "Quick Reference" Tool featuring the agencies names, numbers and summary of services student would most commonly refer their clients to for their most frequent needs.
13. Independently seek out research related to the field setting and present it to field educator and/or colleagues at the field setting.
14. Utilize specific engagement techniques (identify these), effectively assessing client needs--discuss with field instructor.
15. Maintain ongoing assessment of clients needs via case work contacts. Discuss in supervision.
16. Discuss with field instructor the various theories relate to the assessment process at placement.
17. Utilize the existing evaluation tools used in the field agency/setting. Discuss with supervisor how to use and interpret results of the evaluation tools.
18. Explain the importance of using evidence-based research methods broadly and in relation to placement setting.
19. Engages in practices that advance social and economic justice. Explore in supervision.

5. Engage in Policy Practice:

a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Sample Student Learning Activities:

1. Learn about policies that impact services provided by the agency (funding, HIPAA, documentation)
2. Learn about local, state, and federal policies that impact agency functioning.
3. Write to a legislator to address a policy that is socially unjust and reflect on this experience in journal, supervision, and seminars.
4. Collaborate with colleagues and clients for effective policy action.
5. Implement a petition, a plan and/or a demonstration with clients, colleagues or peers and reflect on this experience in journal, supervision, and seminars.
6. Participate in a community advocacy event.
7. Attend NASW/Advocacy Days and meet with legislators regarding policy issues.
8. Research a minimum of one policy that directly affects the well-being of client population. Discuss impact of this policy on your clients and policy change ideas with Field Instructor.
9. Identify relevant organizational and informational web sites that provide social policy information relevant to your agency's service population, or serve as clearinghouses for legislative issues. Review them with your Field Instructor. Consider creating a web

directory for your agency.

10. Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.

11. Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.

12. Track legislative initiatives relevant to your agency's client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue.

13. Describes the relation of the field placement to the organizations in the community and identifies the range of relevant services (formal and informal) available in the community

14. Review agency handbook, focusing on philosophy statement, administrative and treatment policies; explore their relevance for service delivery in supervision.

15. Identify commonly used referral agencies. Become familiar with services of these agencies and appropriate referral policies and procedures.

16. Demonstrates understanding of the ways services are used for referrals and service delivery coordination by the field placement site.

17. Demonstrate knowledge of relevant city, state and federal social policies and programs that affect services to clients.

18. Attend local governmental hearings which allocate funds for agency discuss relevant aspects in supervision.

19. Interview staff members involved in various agency programs to gain an understanding of client service. Discuss these programs and their theoretical approach with field instructor.

20. Read organization's staff handbook/policy and procedure manual. Discuss with field educator the effect of organization's policies/procedures on delivery of services to clients.

21. Assess the formal and informal communication networks within the agency. Discuss in supervision.

22. Student will attend board of directors meeting and demonstrate an understanding of the organizational structure of agency.

23. Compile a list of federal, state and local officials serving on key legislative committees.

24. Identify the key staff within the organization who are responsible for policy development and implementation. Discuss with field instructor and relate to macro and micro systems.

25. Apply information regarding local, state and federal legislation as it relates to current and past changes in the field agency/organization. Discuss with field instructor.

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

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;

b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Sample Student Learning Activities:

1. I will shadow social workers in my agency and review client files and then be shadowed by a social worker to prepare for client interaction.

2. Use interpersonal skills to engage clients such as reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving.

3. Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.

4. Discuss personal/ethical/value dilemmas with supervisor / Field Instructor and reflect on how they influence work with clients.

5. Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.

6. Discuss cultural structure and values and their effect(s) on different clients with supervisor.

7. Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency

8. Research and apply knowledge related to diversity to enhance client well-being.

9. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
10. Seek feedback from supervisor about ways to build rapport and trust with clients
11. Identify areas of comfort and discomfort in client engagement and discuss in supervision.
12. Demonstrate ability to empathize and use appropriate interpersonal skills with clients.
13. Engage with and interview clients/families to determine strengths and challenges.
14. Develop interviewing and rapport-building skills.
15. Review literature on relationship-building and apply concepts to my own interviewing technique.
16. Student will demonstrate engagement skills with at least 3 clients upon intake. Field Instructor will directly observe student and provide feedback during supervision.
17. Evidences ability to interview persons of different ages with empathy, purpose and focus.
18. Interview a community member to learn about the culture, economic, political and historical influences on the community.
19. Visit and interview a provider at another community agency with whom the field agency/organization interfaces to learn about the interagency relationship.
20. Student will discuss with field instructor appropriate level of participation when attending agency staff meetings. Field educator will observe student interaction and provide feedback.
21. Observe field instructor engaging with a client. Discuss skills observed.
22. Student will effectively prepare for interaction with individuals by reviewing their behavior support plan, observe prior staff interactions with individuals and discuss techniques and interventions to reach client goals during supervision.
23. Apply engagement skills with members of the field organization and/or the community. Field Instructor will evaluate based on observation or feedback from others.
24. Evidence the capacity to focus interviews and/or other direct communications and assist client in telling their story.
25. Recognizes and interprets meaning of non-verbal communication appropriately.
26. Demonstrate a beginning ability to explore a range of client feelings.

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

a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Sample Student Learning Activities:

1. Develop a mutually agreed upon focus of work, goals, objectives and desired outcomes.
2. Work w/ clients to identify common ground for the focus of our work together.
3. I will write goals, objectives and desired outcomes in the client's own words.
4. Assess client strengths and limitations.
5. I will ask clients to help me assess their strengths and limitations and I will seek feedback during supervision.
6. Maintain accurate, respectful and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.
7. Use assessments that include sections of diversity/culture/spirituality as identified by client.
8. Identify client differences using a strengths perspective.
9. Identify and apply social work theories as they may apply to the process of assessment of clients/patients within the agency.
10. Become familiar with different assessment tools and the strengths/limitations of each tool.
11. Understand developmental stages of client population and integrate this understanding into assessment process.
12. Observe client assessment and write/organize/interpret client data (could be shadow process).
13. Do a family genogram and/or eco-map as part of an assessment.
14. Work with a client or client system to develop an intervention plan.

15. Develop or revise a community resource guide.
16. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
17. Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level.
18. Conduct an intake and prepare a written Psychosocial on three clients.
19. Observe staff member conducting intake; discuss intake procedure with supervisor.
20. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.
21. Appropriately gathers information and formulates written assessments about individuals, families, groups or community situations.
22. Discuss treatment plans in supervision, monitoring the connection between the Comprehensive Assessment and intervention.
23. Develop a body of knowledge on emerging best practice and on evidence-based practice models in trauma treatment.
24. Create a list of unmet needs that your clients have and identify what services need to be developed to meet them.
25. Identify already existing neighborhood initiatives.
26. Complete written assessments, plans of care, planned action, safety plans and progress notes.
27. Distinguishes various levels of social functioning (adaptive, maladaptive, normal, abnormal).
28. Complete a functional behavior assessment, explore potential interventions in supervision.
29. Revisit and reassess treatment plans as new or changed goals come up.
30. Utilize interviewing skills and techniques to gather information on clients.
31. Become knowledgeable with assessment tools already used by agency.

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

a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Sample Student Learning Activities:

1. Use evidence-based interventions to develop treatment plans.
2. Determine commonly used resources for clients and most effective referral process.
3. Staff cases at multidisciplinary meetings or with colleagues.
4. Contact legislator about a current client population need
5. Attend a public hearing or organizational meeting focused on increasing social and economic justice.
6. Solicit feedback from agency staff to learn about effective forms of intervention use with client population.
7. Analyze and/or acquire evidence-based methods being utilized within the agency.
8. Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar
9. Identify and apply social work theories as they apply to the process of intervention with clients/patients within the agency.
10. Understand developmental stages of client population and integrate this understanding into intervention process.
11. Utilize specific interventions to increase understanding of client in environment.
12. Plan, develop and carry out a support group.
13. Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.
14. Facilitate referral process of client to another agency, when appropriate.
15. Review client progress throughout termination phase; prepare client for final sessions/meetings
16. Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.

17. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
18. Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level.
19. Demonstrates understanding of the following generalist practice roles at the micro level: Advocate, Broker, Teacher, Enabler, Mediator.
20. Develops a resource manual for new students in collaboration with colleagues.
21. Co-lead a weekly support group with field instructor.
22. Discuss with field instructor empirically based professional literature related to possible interventions to be used with the agency/organization's target population.
23. Provide ongoing case management for clients.
24. Act as a social broker to locate and match appropriate community resources with client needs.
25. Identify commonly used referral agencies. Become familiar with services of these agencies and appropriate referral policies and procedures.
26. Discuss with field instructor opportunities for micro, mezzo and macro level interventions within and outside the agency. Identify specific intervention that student will participate in.
27. Demonstrates understanding of the ways services are used for referrals and service delivery coordination by the field placement site.
28. Develop and provide a presentation on a relevant topic to agency staff, community group or other identified audience. Field Instructor will observe and critique.
29. Utilize information obtained from intake and assessment to develop a treatment plan.
30. Meet the client where they are and respect the right to self-determination.
31. Attend treatment team meetings where the client's goals are being discussed.
32. Student will work with field instructor to implement proper transitions and terminations with clients.
33. Student will re-evaluate and adjust goals and interventions as needed.
34. Student will monitor if interventions are effective.

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

a. Select and use culturally responsive methods for evaluation of outcomes

b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Sample Student Learning Activities:

1. I will use a number of methods to evaluate the effectiveness of interventions, such as client report, worker observation, and rating scales.
2. Be open to feedback on practice from clients and supervisor to improve social work skills
3. Identify and apply social work theories as they apply to the process of evaluating outcomes of clients/patients within the agency.
4. Continually review goals and objectives with client to monitor progress.
5. Review client file(s) to determine progress toward agreed upon goals
6. Evaluate assessments/data collection and intervention practices during supervision.
7. Maintain communication and follow-up with client to determine client outcomes and potential success.
8. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
9. Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level.
10. Assist client systems in evaluating their own progress toward attaining goals.
11. Complete written discharge referrals on clients identifying progress towards goals and areas of unmet needs.

12. Analyzes progress in a given assigned work task and offers insights on behavior to client systems where appropriate.
13. Submit cases to supervisor for review and discuss client progress and any dilemmas presently experienced in practice (i.e.. Limit setting, vicarious trauma, etc.).
14. Student will be able to develop future recommendations and services to achieve best outcomes.
15. Student will engage in appropriate evaluation tools.
16. Student and field instructor will discuss and analyze evaluation tools used in agency.
17. Student will use evaluation findings to recommend better interventions to increase client's successful attainment of goals.
18. Identify pre and post assessments to evaluate interventions.
19. Use evaluations to identify successful and unsuccessful interventions.

Assessed Comments Does not apply
Comments:
Worker Vulnerability
Working alone

Assessed Comments Does not apply
Comments:
Visible physical conditions that increase vulnerability (pregnancy, disabilities, use of a cane or walking aid)

Assessed Comments Does not apply
Comments:
Lack of experience

Assessed Comments Does not apply
Comments:
Appearing timid, vulnerable, lost or confused

Assessed Comments Does not apply
Comments:
Lax attitude and/or overconfidence

Assessed Comments Does not apply
Comments:
Worker bias or stereotyping that causes over or under reaction to safety threats

Assessed Comments Does not apply
Comments:
Attire (wearing jewelry and other valuables, high heeled shoes, and so forth) that adds to vulnerability

Assessed Comments Does not apply
Comments:
Accessories (political buttons, religious jewelry) that may trigger reactions

Assessed Comments Does not apply
Comments:
Appearance (for example tattoos, body piercings) that cannot be covered and that might attract/increase attention

Assessed Comments Does not apply
Comments:
Lack of a safety plan

Assessed Comments Does not apply
Comments:
Condition of Emergency Equipment That May Be Needed

Vehicle in good repair and working condition

Assessed

Comments

Does not apply

Comments:

Mobile device fully charged

Assessed

Comments

Does not apply

Comments:

Two way radio working

Assessed

Comments

Does not apply

Comments:

Emergency telephone numbers available

Assessed

Comments

Does not apply

Comments:

Discussion of the issue of safety with the client, formally as a mutual safety contract or informally as a discussion of mutual safety

Assessed

Comments

Does not apply

Comments:

Student Signature: Date

Task Supervisor Signature (if applicable): Date

Field Instructor Signature: Date

Faculty Signature: Date

Appendix H: Virtual Site Visit From (Tevera Form SW- 1019)



Virtual Site Visit - Field Faculty Liaison Report

Student Name:

Field Site Name:

Field Instructor Name:

Date of Site Visit:

Attendees:

Faculty Advisor Field Director Field Instructor Student Task Supervisor

Other:

Is progress consistent with Learning Plan?

Yes

No

Is student receiving adequate and appropriate supervision with Field Instructor?

Yes

No

Is student making adequate progress in field hours?

Yes

No

Review of field site safety completed?

Yes

No

Brief Review of Field Experience:

Follow-up Needed?

Yes

No

Challenges:

Recommendations:

Field Faculty Liaison Signature: Date


PennWest
 UNIVERSITY
BSW Learning Plan

Student:
 Semester:
 Year:
 Agency:
Agency Address:
City:
State:
Zip Code:
Agency Phone:
 Field Instructor:
Field Instructor email address:
 Task Supervisor (if applicable):
 Task Supervisor email address (if applicable):

The learning plan is to be developed by the student and the field instructor (and task supervisor if applicable) during the first few weeks of the field placement (see syllabus for exact due date). The faculty liaison may provide input to the learning plan as well. It should be completed in consideration of the objectives of field placement; the mutual obligations of the agency, university, and student; and the intern's primary role as a student, not an agency employee.

The learning plan is designed to be a guide and is therefore open to modification. If major changes are made during the field placement, the plan should be revised in Tevera. The learning plan is rooted in core competencies outlined by the Council on Social Work Education. The learning plan and evaluation are in alignment so that the student is assessed based on the core competencies. Please refer to the field manual for more information.

Generalist BASW Field Learning Plan

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social Workers:

Required Generalist	Students Tasks / Activities to	Measurement	Due Dates
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Practice Behaviors	Demonstrate Behavior		
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
c. Use technology ethically and appropriately to facilitate practice outcomes.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
d. Use supervision and consultation to guide professional judgment and behavior.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote

social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group,		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

organizational, community, research, and policy levels; and		<input type="checkbox"/> Journal
b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		<input type="checkbox"/> Observation <input type="checkbox"/> Mid-Term <input type="checkbox"/> Documentation <input type="checkbox"/> End of Term <input type="checkbox"/> Assignment <input type="checkbox"/> Ongoing <input type="checkbox"/> Discussion <input type="checkbox"/> Journal

Competency #4: Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply research findings to inform and improve practice, policy, and programs		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Identify ethical, culturally informed, anti-racist, and anti-		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term

oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="checkbox"/> Assignment <input type="checkbox"/> Ongoing <input type="checkbox"/> Discussion <input type="checkbox"/> Journal
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Competency #5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other

professionals as appropriate. Social Workers:

Engage with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Engage with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Engage with Organizations and Communities

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior		<input type="checkbox"/> Observation	<input type="checkbox"/> Mid-Term

and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<input type="checkbox"/> Documentation <input type="checkbox"/> End of Term <input type="checkbox"/> Assignment <input type="checkbox"/> Ongoing <input type="checkbox"/> Discussion <input type="checkbox"/> Journal
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="checkbox"/> Observation <input type="checkbox"/> Mid-Term <input type="checkbox"/> Documentation <input type="checkbox"/> End of Term <input type="checkbox"/> Assignment <input type="checkbox"/> Ongoing <input type="checkbox"/> Discussion <input type="checkbox"/> Journal

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social Workers:

Assess Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Demonstrate respect for client self-determination during the assessment process		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

by collaborating with clients and constituencies in developing a mutually agreed-upon plan	
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- Discussion
- Journal

Assess Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Assess Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		<input type="checkbox"/> Observation <input type="checkbox"/> Mid-Term <input type="checkbox"/> Documentation <input type="checkbox"/> End of Term <input type="checkbox"/> Assignment <input type="checkbox"/> Ongoing <input type="checkbox"/> Discussion <input type="checkbox"/> Journal
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Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social Workers:

Intervene with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Intervene with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Engage with		<input type="checkbox"/> Observation	<input type="checkbox"/> Mid-Term

clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		<input type="checkbox"/> Documentation <input type="checkbox"/> End of Term <input type="checkbox"/> Assignment <input type="checkbox"/> Ongoing <input type="checkbox"/> Discussion <input type="checkbox"/> Journal
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		<input type="checkbox"/> Observation <input type="checkbox"/> Mid-Term <input type="checkbox"/> Documentation <input type="checkbox"/> End of Term <input type="checkbox"/> Assignment <input type="checkbox"/> Ongoing <input type="checkbox"/> Discussion <input type="checkbox"/> Journal

Intervene with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards 13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

Evaluate Practice with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Select and use culturally responsive methods for evaluation of outcomes; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Evaluate Practice with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Select and use culturally responsive methods for evaluation of outcomes; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Evaluate Practice with Communities and Organizations

Required Generalist	Students Tasks / Activities to	Measurement	Due Dates
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Practice Behaviors	Demonstrate Behavior		
a. Select and use culturally responsive methods for evaluation of outcomes; and		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Journal	<input type="checkbox"/> Mid-Term <input type="checkbox"/> End of Term <input type="checkbox"/> Ongoing

Student's Weekly Field Schedule:

- Mon (Hours)
- Tues (Hours)
- Wed (Hours)
- Thurs (Hours)
- Fri (Hours)

Field Instruction Weekly Supervision Schedule:

- Day of the Week:
- Time:
- Date Field Placement Commences:
- Ends:
- Field Evaluation Due Date:

 Student Signature: Date

 Task supervisor Signature (if applicable); Date

 Field Instructor Signature: Date



BSW Final Evaluation

Student:

Semester:

Year:

Agency:

Field Instructor:

Task Supervisor (if applicable):

This evaluation serves to articulate activity and behavioral achievements that support CSWE's competencies as outlined in the 2022 Educational Policy and Accreditation Standards (EPAS), as well as the educational objectives of the PennWest BSW Program, and the learning goals of the student. It reflects the student's term in the field, and the activities collaboratively established in the student's Learning Plan.

The Field Instructor should evaluate the student at midterm and at the end of the semester using the following scale:

4 = Excels: The student demonstrated mastery of this competency and fully integrates it into practice.

3 = Above Expectations: The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.

2 = Meets Expectations: The student demonstrated this skill and is integrating it into practice.

1 = Emerging Achievement: The student is beginning to recognize how this is applied but has to determinedly work on this area.

0 = Unmet Achievement: The student has not yet achieved competency despite opportunities in this area.

If a student has a task supervisor in addition to their field instructor, the task supervisor must also review this evaluation, comment as necessary and sign the document.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
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a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.			
Comments:			
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.			
Comments:			
c. Use technology ethically and appropriately to facilitate practice outcomes.			
Comments:			
d. Use supervision and consultation to guide professional judgment and behavior.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #2: Advance Human Rights and Social, Racial, Economic, and

Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and			
Comments:			
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and

racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and			
Comments:			
b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #4: Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to

develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply research findings to inform and improve practice, policy, and programs			
Comments:			
b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Use social justice,			

anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.			
Comments:			
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

Engage with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients			

and constituencies.			
Comments:			
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Comments:			

Comments:

Engage with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.			
Comments:			
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Comments:			

Comments:

Engage with Organizations and Communities

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply knowledge of human behavior and person-in-			

environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.			
Comments:			
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social Workers:

Assess Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients			

and constituencies; and			
Comments:			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan			
Comments:			

Comments:

Assess Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and			
Comments:			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan			

Comments:

Comments:

Assess Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and			
Comments:			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate

effective transitions and endings. Social Workers:

Intervene with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and			
Comments:			
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			
Comments:			

Comments:

Intervene with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and			
Comments:			
b. Incorporate			

culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			
Comments:			

Comments:

Intervene with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and			
Comments:			
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-

oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards 13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

Evaluate Practice with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and			
Comments:			
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			
Comments:			

Comments:

Evaluate Practice with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and			
Comments:			
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and			

communities.			
Comments:			

Comments:

Evaluate Practice with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and			
Comments:			
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Evaluation Overall Score:

Final Evaluation Overall Score:

Task Supervisor Comments:

Task supervisor Signature (if applicable): Date

Field Instructor Comments:

Field Instructor Signature: Date

Student Comments:

Student Signature: Date

Faculty Liaison Comments:

Faculty Liaison Signature: Date

