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**Greater Miami Valley Joint MASW:  
Miami University of Ohio and  
Wright State University**

**Field Education Manual**

**Fall 2018 edition**

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## **I. FIELD EDUCATION: THE SIGNATURE PEDAGOGY OF SOCIAL WORK EDUCATION**

Field education is the signature pedagogy of the social work curriculum. Field education is the central form of applying the course theories, values, and skills to the practice setting. Students will complete 300 hours of field education during the second term of Year 1, 300 hours of field education in the first term of Year 2, and 300 hours of field education in the second term of Year 2, except for Advanced Standing students, who complete 500 hours for Field Education I and II. Field Education I, II & III will be accompanied by a seminar where all application of all program competencies will be discussed. It is preferable that students choose two different placement sites. The same site will be used for the placement in Year 2. In Field Education III, students will participate in professional development seminars as part of their final preparation for entrance into the field.

The program provides students with opportunities to gain foundation and advanced level field experience in conjunction with their social work curriculum in order to enhance their knowledge and abilities in applying theory and other concepts to the respective levels of practice. Students receive feedback on their application of knowledge to practice through assignments from their seminar instructors, from their field instructors, and from instructors of other courses the students are taking concurrently with field education. Students are expected to participate in field education work experiences that allow them to fulfill the ten core competencies at increasing levels of specialization and independence. Students are expected to utilize their classroom knowledge as they demonstrate their fulfillment of the ten core competencies.

Students cannot receive field education credit for life experiences or previous work experiences.

## **II. THE GREATER MIAMI VALLEY JOINT MASW: MIAMI UNIVERSITY OF OHIO AND WRIGHT STATE UNIVERSITY**

The Greater Miami Valley MASW program is a joint graduate program of Social Work between Miami of Ohio and Wright State University. The program was approved by the Ohio Board of Regents in May, 2012. The program was fully accredited by the Council on Social Work Education (CSWE) in June, 2014. Persons graduating with a Masters of Arts in Social Work from our program are eligible to become Licensed Social Workers (LSW) and Licensed Independent Social Workers (LISW) in the state of Ohio.

### **Wright State University**

The Department of Social Work is located in the College of Liberal Arts, one of the six undergraduate colleges/schools at Wright State University (WSU). The undergraduate program has been accredited by the Council on Social Work Education (CSWE) since the 1970s and recently reaffirmed in 2010. This ensures that the curriculum and faculty meet established, national standards. As of October, 1992, an undergraduate social work degree from an approved program is a prerequisite to apply for Ohio state social work license as a social worker (LSW).

### **Miami University**

Social Work is part of the Family Studies and Social Work (FSW) department, located in the College of Education, Health and Society. It is one of the five undergraduate colleges/schools at Miami University (MU). The undergraduate social work program is accredited by the Council on Social Work Education (CSWE), having received reaffirmation in 2011.

## **III. PROGRAM MISSION AND GOALS**

### **Program Mission Statement**

The mission of the Greater Miami Valley Joint MASW Collaborative offered by Miami University and Wright State University is to prepare students from the Greater Miami Valley region to become advanced generalist professionals. Graduates will be lifelong learners and leaders, contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition.

The mission of the Greater Miami Valley Joint MASW fits with the purpose of social work which is to promote human and community wellbeing. Guided by a person-in-environment construct, a global perspective, respect for human diversity, and knowledge based scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

The Greater Miami Valley Joint MASW Mission Statement fits well with the Mission and Vision of Miami University and Wright State University and the respective social work programs:

### **Greater Miami Valley Joint MASW Program Goals**

The program's goals flow directly from its mission. The program's goals are

1. Prepare lifelong learners of social work practice.
2. Prepare persons to master social work knowledge, skills, and values.
3. Prepare graduates to contribute to the profession of social work.
4. Prepare graduates to master advanced generalist direct practice skills.
5. Prepare graduates to master advanced generalist macro practice skills.
6. Prepare graduates to promote diversity and cultural competence.
7. Prepare graduates to promote social and economic justice.
8. Prepare graduates to reduce oppression at the local, state, national, and global levels.
9. Prepare graduates to improve the broader human condition.

The program goals fit well with the goals of Miami University and Wright State University.

### **Miami University of Ohio Goals**

1. Embrace Diversity
2. Build Community
3. Think Critically
4. Create Knowledge
5. Work Across Disciplines
6. Advance Social Change
7. Cultivate Collaboration
8. Foster a Global Perspective

### **Wright State University Goals**

1. Academic Distinctiveness and Quality
2. Educational Attainment
3. Research and Innovation
4. Community Transformation
5. Valued Resources

## **IV. GENERALIST AND ADVANCED GENERALIST PRACTICE**

The core component of the program are the concept of generalist and advanced generalist practice. Generalist social work practice comprises the theory, skills, and values obtained in an undergraduate program and the foundation component of a social work master's program. Advanced generalist theory, values, and skills comprise the competencies and practice dimensions of the concentration focus of the master's program.

The definition of generalist practice is:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. MSW practice incorporates all of the core competencies.

The faculty in the Miami Valley Joint MASW (Social Work Departments at Wright State University and Miami University) adhere to the following definition of advanced generalist social work practice:

Advanced generalist practice is the concentration for the Greater Miami Valley Joint MASW program. Advanced generalist practice is taught through the concentration courses in the second year of the two-year full-time program.

We define advanced generalist professional as a person who uses critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

The Advanced Generalist MSW professional:

- Is prepared to meet the needs of all clients
- Focuses on culturally competent, ethical practice that ranges from case management and clinical practice with individuals, families and groups through organizational administration and change, policy development, and community practice.
- Is prepared to assume leadership in both direct and indirect practice settings.
- Is committed to improving the lives of clients and the social work profession.
- Is committed to social and economic justice.
- Is committed to the implementation of evidence based practices.
- Is committed to understanding and applying multi-modal strategies based on a holistic assessment of the client situation as defined mutually by client and action systems.
- Applies a global perspective in understanding the context of oppression, promotion of social work values, and the promotion of universal human rights.

The emphasis of the Advanced Generalist Practice concentration is that all students will master direct practice and macro practice knowledge, skills, and values at the advanced level of social work practice. Additionally, each student will master direct practice and macro practice knowledge, skills, and values to work with Families and Children or Older Adults.

## **V. PROGRAM COMPETENCIES AND PRACTICE DIMENSIONS**

The practice dimensions in field contracts (appendix D & E) are the program's operational definition of how the mission and goals of the program are met by having students master each competency listed. Each syllabus identifies the practice dimensions mastered in that course and how those practice dimensions are measured. Application of all practice dimensions will be expected before the completion of the MASW. Demonstration of foundation practice dimensions will be expected before moving on to the practice dimensions in the concentration courses.

In order to graduate with a MASW, students will master the practice dimensions at the

level expected of Advanced Generalist Practice, meaning that the student will apply practice dimensions in more depth than expected of generalist practitioners and apply the practice dimensions expected in the concentration area chosen.

Appendix D has the nine competencies that guide this program. Following each competency is a set of foundation level practice dimensions. There are also Advanced Generalist practice dimensions for each competency (see appendix E). Demonstration of the competency at the Advanced Generalist concentration level means that the student also implements the foundation practice dimensions for that competency.

In Field Education I, students are expected to master the foundation practice dimensions in their field setting. In Field Education II & III, students are expected to master the advanced generalist practice dimensions. The agency contract (appendix D & E) and evaluation found later in this handbook outline these practice dimensions and a range of associated tasks.

## **VI. ELIGIBILITY CRITERIA FOR FIELD EDUCATION**

Students are directed to the Greater Miami Valley Joint MASW Student Handbook for policies related to all aspects of the program. These policies include the Application criteria to be admitted into the program, grievance policy, dismissal policy, description of the curriculum, and ways students can participate in guiding and assessing the program.

### **Admission Criteria to Begin Field Education**

Students must meet with the Field Director at the respective universities during the term prior to the placement. Students must be in good standing with the program and graduate school. Academic good standing requires the student to maintain an overall 3.0 GPA, repeat any course with a grade lower than C, not take the same social work course more than 2 times, and not be able to count more than 2 Cs toward graduation. A student is placed on academic probation if they have below a 2.0 GPA and is eligible for dismissal if they are on probation for two consecutive semesters. Students must also not be in violation of the Code of Student Conduct and must not be in violation of concerns listed in the Department Dismissal Policy.

Students will complete a student profile that will assist the Field Director in contacting potential agencies for the placement. The Field Director will make the first contact to the agency to see if supervisors are available for the upcoming term. Upon approval of the potential agency contact person, the Field Director will then instruct the student to arrange a meeting at the agency. The Field Director will send the Student Profile to the agency contact person. The student and potential field supervisor will complete a form stating they approve the placement or that they do not approve the placement with the reason.

Students may begin the foundation field placement (Field Education and Seminar I) after successfully completing Social Work Practice I, HBSE, Policy I, Research I, and Cultural Competency. They must enroll concurrently in Social Work Practice II. Students may begin the advanced generalist field education (Field Education II & III) while concurrently



taking Advanced Generalist III, Research II & III, and the advanced generalist focus area courses.

The process for enrolling in Field Education II & III is the same as applying for Field Education I. That is, students must complete an amended Student Profile that describes how the advanced generalist field setting will help the student master the advanced generalist practice behaviors related to the student's concentration focus area. The Field Education Director will again make the first contact to the potential field supervisor.

The Field Education Director determines readiness to begin each field education. At any time, the Grievance Procedure described in the student handbook may be implemented by a student, field supervisor, or faculty member.

## **VII. FIELD EDUCATION POLICIES**

### **Field Supervisor Minimum Qualifications**

Field supervisors must have a Master's Degree in Social Work (MSW) from a CSWE accredited program. Social work licensure (i.e., LSW or LISW) is not required. Exceptions may be granted with the instructor's and/or field coordinator's approval. In such cases, field supervisors must commit to reinforcing a social work perspective and the NASW Code of Ethics with training from the field coordinator and ongoing guidance from the faculty field liaison and the MASW program will provide accommodations for the student to be exposed to a social work perspective and professional development in social work.

### **Reasonable Accommodations**

If needed, students with physical, mental, and/or learning disabilities may ask the director of their field agency for specific and reasonable accommodations for their disabilities. The Office of Disability Services at both Miami and WSU will also provide assistance in helping agencies, students, and faculty make needed accommodations.

### **General Policies**

Hours:

Students enrolled in the full time concurrent field placement must complete 900 clock hours over the three Field Education courses. Advanced standing students complete 500 clock hours over the two Field Education courses. Each semester of field education, students must complete 250 - 300 hours, which is on average 18 - 20 hours per week. Students are typically in their field placement during day time business hours (Monday through Friday from 8 am to 5 pm). Securing a field placement outside business hours is rare as MSW level social workers typically work from 8am - 5pm. Before applying and enrolling in a graduate program, individuals should give significant thought to their lives, and how work and family obligations will need to be adjusted in order to add the required school obligations.

All placements are coordinated through the social work field office. Per Council on Social Work Education (CSWE) recommendations, the field office acts as the liaison between the student and the agency to assure that CSWE practicum requirements are followed. As such, students should not contact social service agencies without the permission of the Field Education Director. Students who cannot do their field placement during the traditional business hours (Monday through Friday 8 am to 5 pm) will work with the Field Education Director to discuss their life circumstances and field placement options. Needing to complete the practicum during non-traditional business hours may lead to delaying graduation.

#### Attendance:

Students are expected to be punctual and observe the regular agency working hours. When students are absent or tardy for reasons beyond their control (death in family, illness), they must call their field supervisor by 9:00 a.m. and give reason for absence or tardiness. Students should speak directly to the supervisor; a message should be left only if the supervisor is not accessible. Students are expected to make up missed time. This is to be structured in conjunction with the agency field supervisor.

#### Holidays:

Students can take agency holidays and university holidays off. However, these holidays are to be negotiated at the beginning of each semester. Assignments and responsibilities to clients should guide the decisions relative to holidays.

#### Professional Meetings:

Students are encouraged to attend professional meetings. The field supervisor can determine the appropriateness of such a meeting and whether practicum hours can be used. The MASW program may also encourage students to attend certain professional meetings and will allow time to count for practicum hours. Such a decision will be made in conjunction with the field supervisor.

#### Time Records:

Students are required to maintain written documentation of field education hours completed. The field supervisor is to document hours on the evaluations submitted at the end of each semester. Students are expected to complete a monthly time log and turn this in to the Field Education Coordinator.

#### Withdrawal from field education:

Students have the right to drop the field education within the University approved period. However, this decision must be discussed in detail with the Field Education Coordinator and the field supervisor. Termination of field education may be initiated by the student, agency, or Field Education Coordinator and must be done in a planned way to minimize

damage to agency services and clients, the student, and the future working relationship between the agency and the MASW program.

Students who do not pass their field placement may work with the Field Education Director and Program Director to determine if a second field placement opportunity is warranted. If a student is asked to leave their field placement by the host agency for reasons such as attendance issues, failure to make satisfactory progress towards competencies, or other performance-related issues, the student will meet with their Field Supervisor, the Field Education Director, the Program Director, and the Department Chair. Depending on the circumstances, students may be allowed to have a second chance at a new placement. Failing a field placement may result in changes to the academic plan and delayed program completion. If circumstances warrant, the student may be dismissed from the program due to the seriousness of the issue at hand. If the student receives a second placement, they will automatically be placed on a Care and Concern Plan. Failure to comply with the plan under any circumstances, will result in termination of placement and dismissal from the program.

#### Field Education and Employment:

CSWE accreditation standards emphasize that the field education must demonstrate a "clear differentiation between work and student learning assignments." Thus, the MASW program makes every attempt to have students complete their field education at an agency where the students are not employed. For the exception – field education at the same agency where the student is employed - the following conditions must be satisfied: 1) student must be assigned to a unit/division that differs from the regular work assignment, 2) student must be assigned a field supervisor who is not the work supervisor, and 3) the agency must provide release time for the field education. The student must also complete a Place of Employment Field Site Application.

#### **Criminal Disclosure**

Students will complete the criminal disclosure form at the time of their first advising appointment. This form mirrors the language of the Ohio licensing board. The purpose of asking a student about his or her criminal history is twofold: 1) discuss the implications a criminal history may have on field placement options and 2) prepare a student to discuss a criminal history with employers and the licensing board in their future career. Failure to accurately disclose a criminal history is considered lying, an unethical behavior, and will result in dismissal from the program.

If a criminal disclosure has been made, the Program Director, the Field Education Director, and the student will meet to discuss the implication of a criminal history for field placement, licensing, and employment opportunities. Students with a criminal history may have limited field placement options than others, and it may take the Field Education Director longer time to secure a placement.

#### **Professional Liability Insurance**

Starting in Fall 2015, all MASW students pay a field fee of up to \$75 per field class for professional liability insurance that the Social Work department purchases. The fee appears on every student's tuition bill and is treated the same as a laboratory fee. It is not refundable once the term starts.

The fee includes the following costs associated with field:

- Liability insurance
- The cost of cultivating placements and recruiting new field supervisors
- Field supervisor training
- Mileage to make the field visits

### **Placement Process for Field Education**

Students must meet the eligibility requirements stated earlier in this handbook. When the eligibility requirements are met, students are able to start the official placement process. In order to enroll in the field placement for the Spring Semester, students must apply during the preceding Fall Semester. Students must complete the application form which is called the Student Profile. Once the Student Profile is completed, students then schedule a screening interview with the Field Education Director. The purpose of the screening interview is to determine the readiness of the student to enter the field placement and the appropriate agency for the field placement. Readiness of students for field placement is based on the student's completion of prerequisites, expressed readiness, and input from the social work faculty. If it is felt that the student is not ready to do a field placement, the Field Education Director reserves the right to not accept the student for field placement at that time.

The actual placement site is a negotiable matter between student, the Field Education Director, and the desired agency, based on the student's interest and practice goals, and the availability of an appropriate agency to meet these goals.

The identified agency for desired placement will have the final decision to accept the student for placement, based on an interview between the student and the designated supervisor and/or agency designee. The student also has the right to accept or reject the agency for placement. The Field Education Director will finalize the agreed upon placement in written form, clearly delineating the starting and ending dates of the field education experience.

Under usual circumstances, foundation and advanced field placement must be in different agencies unless there are exceptional circumstances which may include, but are not limited to, Field Education Director's decision, unique learning opportunity, or others. Moving field placements may delay program completion.

Students may be asked to drive their personal vehicle on behalf of their agency as part of their field placement duties. Driving may or may not include transporting clients. Students whose duties may include driving for their agencies should plan on being able to provide their agency with a copy of their valid driver's license and proof of at least the minimum

required level of auto liability insurance.

### **VIII. Responsibilities and Functions of the Faculty, Students, and Field Education Agency**

#### **The Field Education Director has the following responsibilities:**

- A. To screen students making application for practicum.
- B. To provide students with information about placement opportunities including specific agencies and programs.
- C. To provide agencies with information about particular students.
- D. To match students with agencies keeping the interests and needs of both in mind.
- E. To arbitrate issues that may arise where either agency or student is experiencing difficulty, and to make and carry out decisions to remove students when necessary.
- F. To provide assistance as deemed appropriate, to the faculty-field liaisons/seminar instructors, field supervisor, agency, and/or student upon request.
- G. To identify and evaluate agencies as potential practicum settings for students.
- H. To plan and implement orientation and other seminars for field supervisors.
- I. To carry out other duties as identified as being related to practicum.

#### **The Faculty-Field Liaisons/Seminar Instructors have the following responsibilities:**

- A. To attend annual orientation and scheduled faculty-field liaison/seminar instructor meetings.
- B. To read and evaluate student's logs.
- C. To assess student's performance/progress during visits to agency, including the assessment of at least one observation of a student activity in the agency.
- D. To maintain ongoing contact with assigned students and agencies and arbitrate issues that may arise between them.

- E. To plan and conduct the seminar in which students participate during practicum at specified intervals.
- F. To keep students and field supervisors aware of all dates and related expectations that effect practicum. This includes dates, times, and location of seminars, dates evaluations are due, etc.
- G. To assign grades based on final evaluations, logs, participation in seminars, and/or other clearly specified criteria.
- H. To keep Field Education Director apprised of any major problems.
- I. To notify the Field Education Director whenever arbitration necessitates intervention at or above the Director level.

**The Agency has the following responsibilities:**

- A. To provide learning experiences that adhere to the Social Work Program's purpose and outcomes.
- B. To provide the supervisory/instructional personnel to ensure quality learning experiences for students, that is, to select a person with the MSW from a CSWE accredited social work program. (Exceptions must be arranged with the Field Director.)
- C. To provide travel reimbursement for student expenses incurred while performing agency business or to explore the feasibility of reimbursement if such a policy does not exist.
- D. To provide opportunities to work with members of different ethnic groups.
- E. To provide adequate space and supplies for students.
- F. To prepare the agency personnel for the arrival of students.
- G. To participate in the selection of students assigned to agency, including interviewing students prior to placement and submitting forms indicating acceptance or non-acceptance.
- H. To provide learning experiences that insure students' direct involvement with clients in a manner consistent with Practicum course outcomes, professional social work practice, and the NASW Code of Ethics.
- I. To provide learning experiences that expose students to the total operation

of the agency.

**The Field Supervisor (Field Instructor) has the following responsibilities:**

- A. To develop the learning/contract activities of the students that ensure achievement of the expected field outcomes.
- B. To meet with students for at least an hour each week for an instructional conference, and at other times as needed.
- C. To complete the mid-point and end of term evaluations.
- D. To serve as a professional role model for the students.
- E. To attend orientation and special meetings convened for field supervisors.

**Students have the following responsibilities:**

- A. To be present at the agency during the times arranged for the practicum. If, for any reason, the student is unable to adhere to the designated dates and/or times, the student is to immediately notify their field supervisor and the Field Education Director.
- B. To make and comply with arrangements made to cover any missed time.
- C. To spend 900 clock hours in the field placement (300 hours each semester) for three semesters for full time students. To spend 500 clock hours in the field placement (250 hours per semester) for two semesters for advanced standing students.
- D. To conduct themselves in a responsible and professional manner at all times while carrying out the assigned duties of the agency. This includes promptness, neatness in personal appearance, and working cooperatively with other staff members.
- E. To comply with the NASW Code of Ethics and to conform to the agency rules to protect client rights, particularly with regard to confidentiality of case material and other information the student may have access to because of the practicum assignment.
- F. To work within the framework of the agency established by its policies and procedures.
- G. To attend each scheduled field placement seminar.
- H. To actively participate in case assignments (individual, family and group

work), conferences, and all other activities deemed appropriate by the agency.

- I. To be part of the learning experience, doing each assignment to the best of his/her ability.
- J. To keep a log of the actual hours in practicum and be able to document that the total hours required have actually been fulfilled.
- K. To keep the Field Education Director and faculty-field liaison aware of any problems they are concerned about and/or are unable to resolve in cooperation with the field supervisor.
- L. To not make initial contacts with agencies regarding practicum placement possibilities, without the specific permission of the Field Education Director.
- M. To complete all expectations, contractual agreements, and assignments that are defined as part of the practicum experience.
- N. To meet all the obligations the student has to the University, agency, and clients.

## **IX. Grievance Procedures**

The grievance procedures are developed for use by students, faculty, agency based field supervisors, and clientele. The grievance procedures are designed to deal with discrepancies that may emerge during the field practicum experience. A step-by-step procedure is outlined and must be followed in order and timetable outlined.

- Step 1. Whenever there is a discrepancy, the two parties involved should take every precaution to try to resolve the matter. If the matter cannot be resolved, then the matter should be brought to the attention of the agency based field supervisor. If the matter cannot be resolved at this level, the grieving person must inform the other party of their intention to proceed to Step 2. This should be communicated in writing with a copy being forwarded to the Field Director within five working days following the meeting between the student and agency based field supervisor.

Discrepancies between clientele and students will be resolved and handled in Step 1 only. If additional action is required, the procedures of the agency will be followed. The agency based field supervisor will inform and keep the Field Education Director and the faculty-field liaison/seminar instructor apprised of all developments.



- Step 2. The student, field supervisor, faculty-field liaison/seminar instructor, and Field Education Director will meet to resolve the matter. If satisfactory resolution is not obtained, then the grieving parties may initiate action within five working days following the meeting by written communication to the Department Chair.
- Step 3. The Department Chair will meet with parties to try to satisfactorily resolve the matter. If a satisfactory agreement cannot be reached, the parties will move to the final step.
- Step 4. The final step will involve meeting with a panel of three. Each party in conflict will select a representative from a developed list to hear grievance. This panel of three (Department Chair and two selected representatives) will make a final decision to which parties must agree.

## **X. Evaluation Process for the Student in Field Education**

The evaluation of the student in field education is a joint assessment of the field supervisor and faculty-field liaison/seminar instructor.

Both the student and the agency field supervisor have an integral part in the evaluation. Each has a particular level of responsibility in making it an educational part of the practicum. Communication between the agency field supervisor and the student should be such that both are aware of the level of performance of the student at any given point in time. Ongoing and regularly scheduled conferences between student and supervisor are necessary in order for this to be achieved.

Students are evaluated once during the Field Education I, and once each at the end of Field Education II & III. For the first semester field experience, students will receive a midpoint evaluation at seven weeks and an end of the semester evaluation.

The due date for each specific evaluation will be communicated to students and supervisors.

A contract/evaluation tool must be developed each semester based on the appropriate outcomes. The use of this tool is explained during the orientation with students and field supervisors.

In addition to participating in the evaluation, each student is required to review and sign the evaluation before it is submitted. The student's signature does not denote agreement about its content but rather that the student has had an opportunity to read and discuss the evaluation with the supervisor. Students may submit a written addendum to the evaluation if there are disagreements with respect to the ratings and comments. The addendum must be reviewed and signed by the supervisor.

Evaluations are considered the property of the MASW program. However, students may

make a written request that a copy be given to them or sent to an employer or a graduate school.

The evaluation for Field Education I contains a list of foundation practice dimensions which must be met by the end of the term. The evaluations for Field Education II & III contain a list of advanced generalist practice dimensions which must be met by the end of each term.

Each student will receive a Pass or Unsatisfactory for the field education setting each semester. Field supervisors will complete the field evaluation for three terms rating each practice dimension on a scale from 0-2, with 2 being the highest score. Field supervisors should notify the Field Education Director if a student is receiving multiple “0” or “1” scores. Students will receive a Pass for field education if they have been rated as Competent (scores a 2) in at least 70 percent of all practice dimensions, including specific practice dimensions related to ethical decision making and conduct, maintaining professional boundaries, applying self-regulation to managing personal biases and understanding the importance of diversity. Students will not receive a Pass should they score less than 2 in these areas, despite a rating of Competent in all other areas. Please see the Field Education Contract and Evaluation in the Appendices for the specific practice dimensions that students must be competent in to receive a Pass.

## **XI. Field Education Seminars and Concurrent Classes**

A field education seminar will accompany the Field Education placements (Field Education I, II & III). Students will meet in the seminar twice each month for one and a half hours. The time and location of the seminar will be arranged with the Field Education Director. Students will be given assignments that apply to the field setting. The final grade will be a letter grade.

At the foundation level in Field Education I, students must engage in field experience that allows one to fulfill the core competencies while developing generalist, foundation practice dimensions. The field experience component of SW Field Education and Seminar provides this opportunity during the second semester of the first year. At the advanced level in Field Education II & III, students must engage in field experience that allows one to fulfill the core competencies while developing advanced generalist dimensions, in an area of specialization, either in a setting providing interventions to help Children and Families or Older Adults. The advanced generalist field education experience is split between two semesters of their second year.

Students are expected to apply knowledge from their concurrent practice courses during their field experiences. In Field Education and Seminar I, the content from HBSE, Policy, Practice I & II, Research I, and Cultural Competency provide the theory and concepts to complete the foundation practice behaviors. In Field Education II & III, the content from Advanced Generalist I & II, Research II & III, and the advanced generalist three course focus area courses provide the theory and concepts to complete the Advanced Generalist practice dimensions.

## **XII. APPENDICES**

The Appendices to the Field Manual provide the tools for students, faculty, and field instructors to assist students in meeting the program mission, goals, competencies, and practice behaviors through the field education experience. The Student Handbook provides other program policies that are not repeated in the Field Manual. Students are expected to be knowledgeable of the policies and procedures contained in both the Student Handbook and the Field Manual. The Student Handbook also contains the NASW Code of Ethics and the CSWE Education Policy and Accreditation Standards 2015. These two documents can be provided to field supervisors who request them.

**APPENDIX A**

## GREATER MIAMI VALLEY JOINT MASW PROGRAM

STUDENT PROFILESocial Work Field Education I

Directions for Completion: **(Please type.)**

Students must undergo a meaningful self-assessment before they can participate in the selection of appropriate field placements. This form provides a structured method for you to conduct this self-assessment and will assist in making an appropriate match between your expectations, needs, and educational goals. This form will also assist the agency in developing a meaningful practicum experience.

NAME	
ADDRESS	
PHONE	
WSU EMAIL	
PROGRAM CONCENTRATION	

- 1A. Undergraduate degree:
- 1B. List full titles of completed courses (undergraduate and graduate) that have prepared you for placement. Include courses in Social Work, Sociology, Psychology and Rehabilitation Counseling, etc.

2. List your employment history, starting with the most recent employer.
  
3. List your social work related volunteer experiences. Include your mini-practicum experiences if applicable and note with an asterisk.
  
4. List the main characteristics of your personality (e.g. passive, assertive, easily intimidated, eager, anxious, shy, creative, etc.)
  
5. List at least five (5) things about you that you consider to be your assets--your strongest points. Be very specific and personal; do not just say, "I think I have good skills", but "I learn quickly" or "I can handle a lot of pressure."
  
6. List at least five (5) things that you need to work on improving or skills you need to learn.



12. Do you have transportation?

Yes	
-----	--

No	
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13. What days of the week and times will you be available for placement  
(Please note that the department recommends 20 hours of practicum each week)

Please sign and date below to indicate that you consent to our releasing the above information to prospective agencies and that you understand that some agencies may require additional information such as health screenings, criminal background checks, and drug screens.

Signature	
Date	

**Note:** Students needing an accommodation for a disability should direct their requests to the agency director after they have been accepted for the practicum. Please contact WSU's Office of Disability Services for information on transportation and other resources.

**NOTE:** Please keep Questions 15, 16, and 17, which are on the next page, separate from the other questions since this information is used for screening purposes and does not go to the agency.

**NOTE: These Questions & Responses are not sent to the prospective agencies.**

- 15. What are your career goals?
  
  
  
  
  
  
  
  
  
  
- 16. Are you registered with the Office of Disability Services/Do you have any physical, learning, or mental condition that should be considered in planning a field placement? If so, please indicate your limitations and needs as a result of this condition.
  
  
  
  
  
  
  
  
  
  
- 17. Did you report any criminal history to the department when you applied for the program? Have there been additional charges since then? **[Please discuss these issues/potential issues during the field interview]**
  
  
  
  
  
  
  
  
  
  
- 18. Considering your responses to the previous questions and your current situation and desires, what kind of setting would you want for your practicum placement? **List at least three types of agencies, populations and/or fields of practice in rank order** with the first being the most desired (refer to the department Website and/or the United Way Social Services Directory available in the Social Work Office).

1.	
2.	
3.	
4.	

Name	
Date	



**APPENDIX B**  
**MASW Field Education Contract/Evaluation**  
**Foundation Generalist Placement**  
Wright State University/MU Collaborative

**Contract/Evaluation Period: Spring Semester 201\_\_**

**Updated: Fall 2016**

<b>Name of Student:</b>					
<b>Name of Supervisor:</b>					
<b>Agency:</b>					
<b>Address:</b>					
<b>Phone:</b>		<b>Date:</b>		<b>Hours Completed:</b>	

The learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

It is the joint responsibility of the student and field instructor to negotiate the learning contract content within the first weeks of the field placement. The student is responsible for providing a copy of the learning contract to the Seminar Instructor/Field Liaison.

This learning contract outlines the 9 core competencies and 31 practice behaviors that all accredited social work programs are required to measure. All 31 practice behaviors must be completed during this placement. At least one task must be addressed, and can be modified to fit the agency setting. Students will receive a Pass for field education if they have been rated as Competent (scores a 2) in at least 70 percent of all practice dimensions, including the specific practice dimensions marked with an asterisk.

2-Competent	Student demonstrates entry level social work skills
1-Below Competent	Student demonstrates some difficulty but is capable of improving social work skills; at this time, the skills are below expectation for a Master's level social worker
0-Not Competent	Student demonstrates no ability to practice social work skill; meeting with faculty needed immediately
N/A-Did not observe	Behavior was not observed or worked on during this semester

**Please conclude with a statement summarizing strengths and areas for attention or need for further development.**

<b>Competency #1: Demonstrate Ethical and Professional Behavior</b>		
<b>Practice Dimensions</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context*	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss with supervisor the application of the NASW Code of Ethics in micro and macro practice</li> <li><input type="checkbox"/> Use case examples in supervision to apply strategies of ethical reasoning in order to make a decision about intervention or problem resolution</li> <li><input type="checkbox"/> Discuss with supervisor potential conflicts between local laws and the NASW code of ethics</li> </ul>	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify at least one personal bias or personal value and discuss with supervisor its potential impact on clients</li> <li><input type="checkbox"/> Discuss an area of discomfort with any client population and identify why this presents as a discomfort</li> <li><input type="checkbox"/> Demonstrate personal reflection and self-correction in supervision and/or via process recordings</li> </ul>	
Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication*	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and discuss with supervisor agency policies regarding professional conduct</li> <li><input type="checkbox"/> Demonstrate the ability to communicate professionally, both in writing and in speaking</li> <li><input type="checkbox"/> Participate in community meetings, representing the agency and its clients</li> </ul>	
Use technology ethically and appropriately to facilitate practice outcomes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review agency policy on use of technology regarding communication on client matters</li> <li><input type="checkbox"/> Provide a mini-training for staff on the benefits and challenges associated with use of technology to communicate with/about clients</li> <li><input type="checkbox"/> Use technology to learn one new evidenced-based practice model/intervention and share with supervisor</li> </ul>	
Use supervision and consultation to guide professional judgment and behavior	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide an agenda/list of discussion points and questions for weekly supervision</li> <li><input type="checkbox"/> Attend a professional conference or seminar and discuss new knowledge with supervisor</li> <li><input type="checkbox"/> Discuss professional and career goals with supervisor</li> </ul>	

<b>Comments:</b>		
<b>Competency #2: Engage diversity and difference in practice</b>		
<b>Practice Dimensions</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels*	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect upon own race, culture and general background and their potential effect on relationships with clients</li> <li><input type="checkbox"/> Conduct research on special populations served by the agency and discuss implications for practice at the micro, mezzo and macro levels</li> <li><input type="checkbox"/> Identify 2 existing clients or groups within the agency and discuss their culture, values and personal history, demonstrating an understanding of how these lead to different life experiences</li> </ul>	
Present themselves as learners and engage clients and constituencies as experts of their own experiences	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interview at least 2 individual clients or one client group (e.g. addicts) and compare their reports of their experiences with information found in agency documentation</li> <li><input type="checkbox"/> Demonstrate the ability to facilitate client self-determination in situations where differences exist between client and agency goals</li> <li><input type="checkbox"/> Discuss with supervisor the difference between a directive vs. non-directive approach in working with clients</li> </ul>	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies*	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss with supervisor specific areas of personal growth to be addressed in working with diverse clients</li> <li><input type="checkbox"/> Discuss steps to be taken to manage personal bias when working with diverse clients</li> <li><input type="checkbox"/> Use process recordings to review cultural competence in interactions with clients</li> </ul>	

<b>Comments:</b>	
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<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
<b>Practice Dimensions</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific examples of how agency clients have been impacted by inequality and injustice</li> <li><input type="checkbox"/> Discuss community standards/values or state/federal regulations that may limit client rights</li> <li><input type="checkbox"/> Find relevant literature on human rights and social, economic and environmental justice and discuss new knowledge in supervision</li> </ul>	
Engage in practices that advance social, economic, and environmental justice	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an ability to advocate for a client to ensure that an identified need is met</li> <li><input type="checkbox"/> Write a letter to a public official regarding client injustice and rights violation</li> <li><input type="checkbox"/> Discuss with supervisor and implement strategies to empower clients regarding rights and justice</li> </ul>	

<b>Comments:</b>	
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<b>Competency #4: Engage In Practice-informed Research and Research-informed Practice</b>		
<b>Practice Dimensions</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Use practice experience and theory to inform scientific inquiry and research	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify practice issue within the agency for which the student worker needs information/data and propose a small-scale quantitative or qualitative research project</li> <li><input type="checkbox"/> Develop a questionnaire or observation sheet to be used to gather client data on a specific issue</li> <li><input type="checkbox"/> Complete at least one reflective journal entry each month, describing a research-informed intervention used/observed</li> </ul>	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend training/workshop on new research or policy and discuss the applicability and implications of the findings</li> <li><input type="checkbox"/> Read one qualitative and one quantitative research study on a client-related issue and discuss with supervisor</li> <li><input type="checkbox"/> Meet with agency research/outcome measurement staff and discuss how they measure outcomes as well as interpret and report findings</li> </ul>	
Use and translate		

<p>research evidence to inform and improve practice, policy, and service delivery</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do a literature review of empirical research related to the field of practice and present findings to supervisor/staff</li> <li><input type="checkbox"/> Identify an area of practice with new research made available. Compare agency practice against research findings</li> <li><input type="checkbox"/> Discuss with supervisor how research findings that you have become aware of can improve agency practice</li> </ul>	
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<p><b>Comments:</b></p>	
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**Competency #5: Engage in Policy Practice**

Practice Dimensions	Suggested/Possible Task(s)	Score
<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify at least one local or state policy that has some bearing on the agency’s clientele</li> <li><input type="checkbox"/> Identify one federal policy that has some bearing on the agency’s clientele</li> <li><input type="checkbox"/> Discuss one local, state or federal policy that has undergone recent changes and identify the rationale and implication for changes</li> </ul>	
<p>Assess how social welfare and economic policies impact the delivery of and access to social services</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the degree of alignment between agency mission and administrative/treatment policies, and external policy</li> <li><input type="checkbox"/> Attend a local government hearing which allocates funds for the agency and discuss experience with supervisor</li> <li><input type="checkbox"/> Discuss with supervisor any potential gap in services or policy and propose possible resolutions</li> </ul>	
<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interview staff within the agency responsible for policy development and implementation</li> <li><input type="checkbox"/> Participate in a meeting with legislators or policymakers and advocate for client-specific issues</li> <li><input type="checkbox"/> Learn the process of writing a policy brief and present a draft for supervisor</li> </ul>	

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

Practice Dimensions	Suggested/Possible Task(s)	Score
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate the ability to effectively engage different clients</li> <li><input type="checkbox"/> Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population</li> <li><input type="checkbox"/> Discuss a concrete example with supervisor how knowledge of HBSE or theoretical frameworks can be used in the engagement process</li> </ul>	
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies*	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a list of strategies or areas for consideration in order to effectively engage the client population</li> <li><input type="checkbox"/> Identify at least one interpersonal skill that the student worker will improve to be more effective at client engagement</li> <li><input type="checkbox"/> Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc.</li> </ul>	

<b>Comments:</b>	
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<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>		
Practice Dimensions	Suggested Task(s)	Score
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete agency documentation according to professional standards</li> <li><input type="checkbox"/> Complete a client assessment/interview and summarize personal and professional impressions</li> <li><input type="checkbox"/> Use/design an interview protocol to collect data from a number of clients and summarize the data</li> </ul>	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe at least three client assessments and process how needs are determined</li> <li><input type="checkbox"/> Demonstrate the ability to use at least two different client assessment tools and identify the strengths and limitations of each</li> <li><input type="checkbox"/> Demonstrate familiarity with at least two theoretical approaches and identify how they are helpful in understanding client development</li> </ul>	

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review a previously completed client assessment and discuss your suggestions for alternate intervention goals and objectives (other than those already chosen)</li> <li><input type="checkbox"/> Develop a client care/treatment plan and discuss the rationale for the selection of goals</li> <li><input type="checkbox"/> Demonstrate an ability to work collaboratively with clients to develop goals</li> </ul>	
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the difference between evidenced-based intervention strategies and those based on practice wisdom</li> <li><input type="checkbox"/> Demonstrate an ability to incorporate client values and preferences into selection of intervention strategies</li> <li><input type="checkbox"/> Learn one innovative intervention strategy and discuss with supervisor its relevance to the client population</li> </ul>	

<b>Comments:</b>		
<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
Practice Dimensions	Suggested Task(s)	Score
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss with supervisor what prevention strategies may be applicable to work with clients to achieve goals and enhance capacities</li> <li><input type="checkbox"/> Develop short and long term goals for clients and provide justification for selected goals and interventions</li> <li><input type="checkbox"/> Review a previously completed intervention plan and discuss suggestions for alternate interventions</li> </ul>	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate familiarity with at least two theoretical approaches and identify one specific intervention for each approach</li> <li><input type="checkbox"/> Identify an intervention that is suggested for a specific type of client and critically discuss its appropriateness for clients served by the agency</li> <li><input type="checkbox"/> Demonstrate an ability to understand the difference between interventions that target individual change versus environmental change</li> </ul>	

interventions with clients and constituencies		
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<input type="checkbox"/> Participate in an inter-disciplinary team meeting and discuss observations with supervisor <input type="checkbox"/> Interview at least one non-social work agency colleague and learn how their role relates to the social worker's in facilitating client outcomes <input type="checkbox"/> Conduct research on inter-disciplinary teams and discuss the relevance of findings to the agency	
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	<input type="checkbox"/> Describe concrete examples of advocacy, negotiation or mediation with or for clients <input type="checkbox"/> Write a letter or place a phone call on a client's behalf to secure access to services/support <input type="checkbox"/> Discuss with supervisor your observations of how diverse clients may have unmet needs and suggest possible solutions	
Facilitate effective transitions and endings that advance mutually agreed-on goals	<input type="checkbox"/> Demonstrate an understanding of how to initiate and end client interactions appropriately <input type="checkbox"/> Plan and prepare clients for termination as intervention ends or as the student worker ends placement <input type="checkbox"/> Document student worker's emotional responses to transitions and termination and discuss potential impact on clients	

<b>Comments:</b>		
<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Practice Dimensions</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Select and use appropriate methods for evaluation of outcomes	<input type="checkbox"/> Design/select and use a basic pre- and post-test for clients <input type="checkbox"/> Discuss with supervisor tools the agency uses to evaluate client outcomes <input type="checkbox"/> Discuss with supervisor tools the agency uses to evaluate agency effectiveness and impact	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<input type="checkbox"/> Learn about two types of evaluation <input type="checkbox"/> Use classroom acquired knowledge on evaluation to design a brief questionnaire to assess an agency program/service <input type="checkbox"/> Develop a logic model for a program/the agency	



<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss with supervisor the effectiveness of interventions/services provided on at least two cases</li> <li><input type="checkbox"/> Analyze the results from a client satisfaction interview/survey</li> <li><input type="checkbox"/> Demonstrate the ability to monitor and adjust intervention plans due to implementation challenges</li> </ul>	
<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interview a relevant staff member about evaluation procedures used by the agency and how data from evaluations are used to improve practice/services</li> <li><input type="checkbox"/> Demonstrate an understanding of how positive individual client outcomes are impactful beyond the micro level</li> <li><input type="checkbox"/> Assist in gathering and analyzing data and/or writing the agency's monthly/annual report</li> </ul>	

<p><b>Comments:</b></p>	
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<p><b>Overall summary statement of student's strengths and areas needed for further development.</b></p>

**Overall Rating (0-2): \_\_\_\_\_ (based on rating scale on page 1)**

**Signatures Upon Completion of Contract**

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**Student** **Date**

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**Supervisor** **Date**

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**Field Education Instructor** **Date****Signatures Upon Completion of Evaluation**

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**Student** **Date**

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**Supervisor** **Date**

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**Field Education Instructor** **Date**

## APPENDIX C

**MASW Field Education Contract/Evaluation**  
**Advanced Generalist/Second Year**  
 Wright State University  
 Department of Social Work

**Contract/Evaluation Period: Fall/Spring Semester 201\_**

**Updated Fall 2016**

<b>Name of Student:</b>					
<b>Name of Supervisor:</b>					
<b>Agency:</b>					
<b>Address:</b>					
<b>Phone:</b>		<b>Date:</b>		<b>Hours Completed:</b>	

**Directions:** A meaningful performance evaluation must give an accurate description of the student's performance in carrying out assignments. Nine competencies and 18 practice dimensions guide the expected learning experiences. Please rate the student on the practice dimensions based on the tasks and performance criteria outlined in the Student Field Practicum Contract. You may add tasks as appropriate to your setting that are not listed if the student will be performing those in association with a competency and practice dimension.

Students will receive a Pass for field education if they have been rated as Competent (scores a 2) in at least 70 percent of all practice dimensions by the end of the year, including the specific practice dimensions marked with an asterisk.

2-Competent	Student demonstrates entry level social work skills
1-Below Competent	Student demonstrates some difficulty but is capable of improving social work skills; at this time, the skills are below expectation for a Master's level social worker
0-Not Competent	Student demonstrates no ability to practice social work skill; meeting with faculty needed immediately
N/A-Did not observe	Behavior was not observed or worked on during this semester

**Please conclude with a statement summarizing strengths and areas for attention or need for further development.**

<b>Competency #1: Demonstrate ethical and professional behavior</b>		
<b>Practice Dimensions</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Practice self-reflection and continue to address personal biases and dispel myths regarding clients and their communities in order to advance human needs*	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain personal journal/complete logs that address personal biases and/or myths regarding clients and client experiences</li> <li><input type="checkbox"/> Process difficult client experiences and any resulting emotional responses with supervisor, discussing the role of personal values and biases in the process</li> <li><input type="checkbox"/> Discuss with supervisor any perceived biases observed in other workers regarding the client population, processing how these may compare with own values and biases</li> </ul>	
Use clinical supervision to negotiate ethical dilemmas and ensure professional boundaries are maintained with clients* <b>(Field Seminar II)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect on, and discuss with supervisor potential or real ethical dilemma faced with client and steps taken for resolution</li> <li><input type="checkbox"/> Discuss with supervisor a time the student was able to uphold professional boundaries with a client that was inappropriate</li> <li><input type="checkbox"/> Discuss with supervisor considerations to be made for ethical conduct across micro, mezzo and macro environments</li> </ul>	
<b>Comments:</b>		

<b>Competency #2: Engage diversity and difference in practice.</b>		
<b>Practice Dimensions</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Analyze the extent to which a culture's structures and values may oppress, or enhance privilege and power with respect to clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a marginalized group within society and conduct an agency-based study on clients within this group</li> <li><input type="checkbox"/> Discuss with supervisor the effectiveness of the agency's response to oppressed and marginalized client groups</li> <li><input type="checkbox"/> Identify agency policies that enhance power to oppressed groups</li> </ul>	
	<input type="checkbox"/> Evaluate and discuss agency's diversity policy and practices	

Identify culturally competent, evidence-based practices or policies within the context of client settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interview selected staff and/or clients and compile a list of diverse culturally-specific ideas and practices that may impact client intervention</li> <li><input type="checkbox"/> Conduct agency training or provide education on culturally competent evidence-based practice</li> </ul>	
<b>Comments:</b>		

<b>Competency #3: Advance human rights, social, economic and environmental justice.</b>		
<b>Practice Dimensions</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Engage in interdisciplinary advocacy to promote social and economic justice	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for clients faced with social and economic disadvantage</li> <li><input type="checkbox"/> Discuss in a team meeting results of customer surveys detailing the most common complaints</li> </ul>	
Teach skills to promote self-sufficiency, self-advocacy, and empowerment within the context of practice and clients' culture	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design and implement client empowerment training</li> <li><input type="checkbox"/> Assess clients for experiences of oppression, discrimination and historical trauma and discuss professional judgments on the impact on self-sufficiency, -advocacy, and empowerment</li> <li><input type="checkbox"/> Implement individual intervention techniques to target client empowerment</li> </ul>	
<b>Comments:</b>		

<b>Competency #4: Engage in practice-informed research and research-informed practice.</b>		
<b>Practice</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>

<b>Dimensions</b>		
Evaluate practice with client populations and their communities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow up with clients to ascertain the effectiveness of interventions</li> <li><input type="checkbox"/> Review formal evaluation survey conducted within agency</li> <li><input type="checkbox"/> Conduct an evaluation of a specific area of practice within the agency</li> </ul>	
Distinguish and translate evidence based research and media reporting of social science findings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss limitations of a study reported by media</li> <li><input type="checkbox"/> Discuss how studies are biased to influence consumers</li> <li><input type="checkbox"/> Discuss with supervisor the results of an evidence-based practice</li> </ul>	
<b>Comments:</b>		

<b>Competency #5: Engage in policy practice</b>		
<b>Practice Dimensions</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Use social policy analysis as a basis for action and advocacy within the context of service provisions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend policy meetings/training and discuss experiences and observations with supervisor</li> <li><input type="checkbox"/> Identify area of client need and provide referral/link with services based on provisions in social policy</li> <li><input type="checkbox"/> Critically review existing policy relevant to field of practice and discuss with supervisor the impact of client population</li> </ul>	
Apply knowledge of policies effecting and advancing the	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss with supervisor the connection between practice and policy, demonstrating an understanding of how an identified policy is intended to positively impact clients</li> <li><input type="checkbox"/> Identify how political ideologies and social values influence policies relevant to the field of practice</li> </ul>	

overall well-being of clients	<input type="checkbox"/> Discuss with supervisor the role of the agency in policy development	
<b>Comments:</b>		

**Competency #6: Engage with individuals, families, groups, organizations and communities**

<b>Practice Dimensions</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Explain the nature, limits, rights and responsibilities of the client who seeks services <b>(Field Seminar II)</b>	<input type="checkbox"/> Complete a brief summary of 'typical' client served by the agency <input type="checkbox"/> Conduct an introductory meeting with a new client, providing explanations of agency purpose, services and client rights and expectations <input type="checkbox"/> Demonstrate appropriate skills in establishing an effective helping relationship with clients	
Recognize the unique issues and culture presented by clients	<input type="checkbox"/> Identify and discuss with supervisor the unique issues faced by selected clients <input type="checkbox"/> Demonstrate an ability to use empathy to engage client	
<b>Comments:</b>		

**Competency #7: Assess individuals, families, groups, organizations and communities**

<b>Practice Dimensions</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Recognize and assess social support systems and socioeconomic	<input type="checkbox"/> Compile a directory of relevant support groups and service providers in the community for client population <input type="checkbox"/> Conduct a needs assessment or focus group to determine clients' felt needs	

resources specific to client populations and their communities	<input type="checkbox"/> Discuss with supervisor recommendations for support systems not yet provided by agency	
Assess coping strategies to reinforce and improve life situations and transitions with clients	<input type="checkbox"/> Complete a formal /informal assessment of client coping skills and discuss finding with supervisor <input type="checkbox"/> Develop a list of effective and ineffective coping strategies with clients <input type="checkbox"/> Demonstrate ability to help clients make a link between existing coping strategies and current functioning	
<b>Comments:</b>		

<b>Competency #8: Intervene with individuals, families, groups, organizations and communities</b>		
<b>Practice Dimensions</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Use innovative practice models with clients	<input type="checkbox"/> Evaluate the strengths and weaknesses of at least 2 practice models, examining how they would be differentially applied to the client population <input type="checkbox"/> Teach agency staff a new practice model that has not yet been adopted by the agency, explaining any potential risks and benefits for the client population	
Work on multidisciplinary teams to enhance client outcomes <b>(Field Seminar III)</b>	<input type="checkbox"/> Participate in a treatment team meeting to advocate for your client <input type="checkbox"/> Integrate knowledge to inform the intervention process, and share relevant, new knowledge with appropriate agency personnel	
<b>Comments:</b>		



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<b>Competency #9: Evaluate with individuals, families, groups, organizations and communities</b>		
<b>Practice Dimensions</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Use evaluation of processes and/or outcomes to develop best practice interventions for clients	<input type="checkbox"/> Critically analyze, monitor and develop a research design to evaluate interventions <input type="checkbox"/> Review existing data on best practices related to the field of practice and discuss implications for agency with supervisor	
Use program evaluation data to recommend system change	<input type="checkbox"/> Use agency SWOT analysis to make recommendations for programmatic and/or organizational change <input type="checkbox"/> Use outcome measures to recommend change to existing interventions	
<b>Comments:</b>		

<b>Overall summary statement of student's strengths and areas needed for further development</b>
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**Overall Rating (0-2): \_\_\_\_\_ (based on rating scale on page 1)**

**Signatures Upon Completion of Contract**

**Signatures Upon Completion of Evaluation**

\_\_\_\_\_  
**Student** **Date**

\_\_\_\_\_  
**Student** **Date**

\_\_\_\_\_  
**Supervisor** **Date**

\_\_\_\_\_  
**Supervisor** **Date**

\_\_\_\_\_  
**Field Education Instructor** **Date**

\_\_\_\_\_  
**Field Education Instructor** **Date**

Please *TYPE* responses for #30-33. This page will be forwarded to the agency. Submit the original and a copy.

## APPENDIX D

### Greater Miami Valley Joint MASW Program MIAMI UNIVERSITY -WRIGHT STATE UNIVERSITY

#### STUDENT EVALUATION OF AGENCY (Completed at the End of Field Placement)

Name \_\_\_\_\_

Agency Assigned \_\_\_\_\_

Time Period for the Practicum \_\_\_\_\_

Please complete the following form. It will be used in making an assessment for agency selection in the future.

#### Agency

1. Were service/learning experiences provided that allowed you to work with members of various ethnic groups?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
2. Were appropriate supervision and instructional personnel provided to ensure quality service/learning experiences?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
3. Were service/learning experiences provided that ensured direct involvement with clientele in a manner consistent with professional social work development?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
4. Were there adequate space and supplies?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
5. Were opportunities provided to utilize new approaches of social work interventions?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
6. Did the agency provide travel reimbursement for expenses incurred while performing

agency business?

- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
7. Did the agency provide written copies of its rules and regulations?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
8. Did the agency provide easy access to records for learning experiences?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
9. Did the staff reflect the local diversity?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
10. Was the agency and other staff members prepared for the arrival of students?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
11. Were opportunities available for exposure to the total operation and activities of the agency?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

### Supervision

12. Were there appropriate service/learning experiences?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
13. Were weekly instructional conferences held?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
14. Did you have access to instructional personnel when needed?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
15. Was adequate time allotted for consulting with instructional personnel?
- Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

### Learning Activities

16. Were there opportunities to learn about the structure of organizations and service delivery systems?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

17. Were there opportunities to discuss and/or work toward making necessary organizational change?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

18. Were there opportunities to use theoretical frameworks to understand individual development and behavior across the life span, and the interactions between individuals and among individuals and families, groups, organizations, and communities?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

19. Were there opportunities to apply the knowledge (from textbooks) and skills of generalist social work practice with systems of all sizes?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

20. Were there opportunities to apply the value base of the profession and its ethical standards and principles (SW Code of Ethics), and practice accordingly?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

21. Were there opportunities to evaluate research studies, apply research findings to practice, and evaluate your own practice interventions (applying knowledge from research classes)?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

22. Were there opportunities to describe the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

23. Were there opportunities to use supervision and consultation appropriate to social work practice?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

24. Were there opportunities to learn to write clearly, concisely, and with good grammar, punctuation, and spelling?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

25. Were there opportunities to learn to speak clearly, concisely, and with conviction?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

26. Were there opportunities to use communication skills differentially across client populations, colleagues, and communities?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

27. Were there opportunities to apply critical thinking skills within the context of professional social work practice?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

### Impressions

27. How did you perceive yourself at the agency?

Student \_\_\_\_ Visitor \_\_\_\_ Staff \_\_\_\_ Other \_\_\_\_ Uncertain \_\_\_\_

28. How did the agency perceive you?

Student \_\_\_\_ Visitor \_\_\_\_ Staff \_\_\_\_ Other \_\_\_\_ Uncertain \_\_\_\_

29. Were the supervisory sessions beneficial?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

30. What would you list as the positive features of the field placement?
  
  
  
  
  
  
  
  
  
  
31. What would you list as the features of the field placement which should be improved?
  
  
  
  
  
  
  
  
  
  
32. Would you recommend this agency as a site for future student placements? Why?
  
  
  
  
  
  
  
  
  
  
33. What recommendations would you make regarding this placement site?

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