

The University of Findlay Social Work Program

FIELD PLACEMENT AFFILIATION AGREEMENT

This agreement is made between The University of Findlay and _____ of Ohio. It establishes a relationship between the agency and school for the purpose of providing a field-based educational learning experience for the social work students of The University of Findlay. This agreement may be broken by notice of either party, but both parties are to keep the needs of the student uppermost in making such a decision.

The agency and University mutually agree to the following:

- I. The agency will:
 1. provide the student with social work experiences that will meet the objectives for the student's learning experience;
 2. adhere to the values and ethics articulated in the NASW Code of Ethics;
 3. follow affirmative action and equal opportunity standards vis-à-vis race, creed, gender, and sexual orientation;
 4. provide a supervisory person (preferably an MSW, BSW, OR LSW) who is approved by the University and who has the expertise and experience to provide for the student's learning experience;
 5. be listed as an affiliate agency of the Social Work Program of The University of Findlay;
 6. allow the field instructor appropriate time to carry out his/her responsibilities to the student including adequate supervisory time;
 7. permit the field instructor time to be involved in field supervisors' meetings on campus;
 8. Respect the student's position as a beginning professional social worker by making assignments in the student's skill range designed to enhance learning, providing suitable work space, and by promoting and appropriate relationship with other staff;
 9. Collaborate with the students in formation of a learning contract which establishes goals and objectives for the semester;
 10. Complete a midterm and final evaluation of the student's performance.

- II. The University of Findlay Social Work Program will:
 1. Provide adequate liaison through the Director of Field Instruction so that the objectives and expectations of the Social Work Program can be understood and any concerns or problems handled promptly;
 2. Coordinate the selection of students designated for field placement;
 3. provide educational seminars for enhancing the field supervisor's ability to work with undergraduate students in social work and for understanding the curriculum;
 4. provide Field Instructors with continuing education programs sponsored by the university;
 5. provide a field manual that contains a description of the expectations and objectives of the field instruction program;

- 6. provide material for an evaluation of students while they are in field placement and assume final responsibility for grading;
- 7. Respect the agency's role in providing supervision of the student's assignments;
- 8. Incorporate field instructor feedback into the evaluation of the student;
- 9. Provide students with a weekly field placement seminar to further consolidate their learning experiences.
- 10. secure the agency's acceptance of a specific student.

I hereby agree to the above contractual conditions:

THE UNIVERSITY OF FINDLAY SOCIAL WORK PROGRAM DIRECTOR

THE UNIVERSITY OF FINDLAY SOCIAL WORK DIRECTOR OF FIELD INSTRUCTION

AGENCY FIELD INSTRUCTOR

AGENCY DIRECTOR

DATE

Addendum to the Affiliation Agreement

Addendum to the Affiliation Agreement between the University of Findlay and _____ . That was signed on _____.

On May 6, 2020, the U.S. Department of Education released new Title IX regulations that require changes to the University's Nondiscrimination Policy, notice of said policy, and notice of contact information for the Title IX coordinator. To ensure compliance with Title IX, the University of Findlay's (College/Program Name) provides, by addendum, the Nondiscrimination Policy outlined below for adoption into the articulation agreement/site agreement.

Prohibition of Harassment and Discrimination; Sexual Harassment and Discrimination Reporting Requirements

The University of Findlay prohibits harassment and discrimination in any of its programs and activities, including those conducted in partnership with another institution. Harassment or discrimination based on sex, age, race, ethnicity, national origin, color, religion, gender identity, handicap/ability, sexual orientation, genetic information, veteran or military status and physical or mental disabilities is strictly prohibited.

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following: (i) an employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; (ii) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity, or (iii) sexual assault, dating violence, domestic violence, or stalking.

Harassment on the basis of other protected traits may include any conduct which the submission to or rejection of: (i) is made either explicitly or implicitly a term or condition of the person's grade or evaluation in the program, (ii) is used as the basis for employment or educational decisions affecting an individual in the program, or (iii) creates an intimidating, hostile, or offensive working or educational environment within the program.

Specific definitions and examples are provided within the applicable policies below.

- **Mandatory Reporting of Sexual Harassment/Discrimination:** Allegations of sexual harassment or discrimination by or against a University of Findlay student **MUST** be reported to the University of Findlay Title IX Coordinator immediately. Allegations of harassment or discrimination against a University of Findlay student by someone at the preceptor's institution should also be reported to the preceptor institution in accordance with its institutional policies.
 - University of Findlay Title IX Policy: <https://www.findlay.edu/offices/student-affairs/title-ix/title-ix-policy>
- **Reporting of All Forms of Harassment/Discrimination:** Any allegations of harassment or discrimination that involve a University of Findlay student on experiential rotation may be reported to the University of Findlay Director of Equity and Title IX or to the Harassment Hotline.
 - University of Findlay Non-Discrimination and Anti-Harassment Policy: <https://catalog.findlay.edu/en/Archived-Current/Shared-Content/Student-Rights->

[and-Responsibilities-Statement/Student-Rights-and-Responsibilities-Statement/X-Non-Discrimination-Anti-Harassment-and-Hostile-Campus-Environment-Policy](#)

Individuals involved in making a report as indicated above are protected from retaliation. More information about those protections can be found in the policies listed above.

Preceptors must assist the University of Findlay in providing adequate supportive measures to ensure University of Findlay students have continuing access to the program.

Contact Information

University of Findlay Title IX Coordinator

Director for Equity and Title IX

Skylar Mettert

(419) 434-4733

metterts@findlay.edu

[Office Location: Old Main 45, University of Findlay, 1000 N. Main Street, Findlay, OH 45840](#)

University of Findlay Harassment Hotline

(419) 434-6777

University of Findlay Program Coordinator

Date

Dr. Darin E. Fields
Vice President of Academic Affairs

Date

Social Work Field Instructor
Title : _____

Date

Field Placement Agency and Instructor Data Form

Agency Name: _____
 Street Address: _____
 City and Zip Code: _____
 County: _____ Phone: (____) _____

Agency Executive: _____
 Title: _____ Phone: (____) _____
 E-Mail _____ Website _____

Field Instructor (if different from above): _____
 Title: _____ Phone: (____) _____
 E-Mail _____ Website _____

Person to whom further practicum related correspondence should be addressed if different from above: _____

1. Field Practicum Agency Information:

Check the primary focus of the agency:

- | | |
|--|---|
| <input type="checkbox"/> Aging
<input type="checkbox"/> Alcohol, Drug or Substance Abuse
<input type="checkbox"/> Child Welfare
<input type="checkbox"/> Community Planning
<input type="checkbox"/> Corrections/Criminal Justice
<input type="checkbox"/> Developmental Disabilities
<input type="checkbox"/> Family and/or Children's Services
<input type="checkbox"/> Group Services
<input type="checkbox"/> Health | <input type="checkbox"/> Industrial/Occupational Social Work
<input type="checkbox"/> Mental Health
<input type="checkbox"/> Political
<input type="checkbox"/> Public Assistance/Public Welfare
<input type="checkbox"/> Rehabilitation
<input type="checkbox"/> School Social Work
<input type="checkbox"/> Other (please specify): _____

_____ |
|--|---|

Regular agency days and hours: _____

Will students be expected to participate in evening hours on practicum days?

No Yes (Please explain) _____

Are students covered by an agency liability insurance?

No Yes

Does your agency allow students who have had prior legal involvement?

No Yes

Explain if needed: _____

Please check all of the following which are required of practicum students:

- A car on practicum days.
 Valid Ohio Driver's License.
 State of Ohio certifications as _____
 Special insurance coverages (auto, health, etc.). Please specify: _____

 Special health screening or medical tests. (TB, a physical examination, etc)
 Please specify: _____

Are there limits placed on student activities by third party payers, accrediting standards, etc.?

- No
 Yes (please describe): _____

2. Please check the types of assistance available to students:

NOTE: Mileage reimbursement for practicum-related travel is expected.

- Scholarships. Amount and type: _____

 Overnight housing if needed.
 Mileage reimbursement. Please describe: _____

 Parking reimbursement.
 Other. Please describe: _____

Please check all that apply:

- Office space:
 Individual,
 Share with other students,
 Share with Practicum Instructor,
 Share with other staff.
 Interviewing space:
 Individual,
 Share with other students,
 Share with Practicum Instructor,
 Share with other staff.
 Record keeping:
 Weekly,
 Monthly,
 Quarterly.

3. Field Instructor Information:

EDUCATION:

PROFESSIONAL EXPERIENCE:

CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

Name: _____

Signature: _____

Date: _____

The University of Findlay
Social Work Program
FIELD PLACEMENT QUESTIONNAIRE

1. Name: _____ Date: _____

Student ID Number: _____

Cell Phone Number: _____

Overall GPA (most recent): _____

UF E-mail Address: _____

Address while in Placement: _____

2. Where will you reside while in placement? _____

3. Do you have a valid driver's license? Yes _____ No _____

4. Do have a reliable car for transport to and from placement? Yes _____ No _____

5. Are you in need of any accommodations for a disability? Yes _____ No _____

6. Previous Courses Taken:

Social Work Courses	Grade	Other Related Courses	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. Previous Social Work Related Experiences (volunteer, field placement or paid)

8. Student Class Schedule During Placement and Other Responsibilities

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

9. Interests Regarding Type of Placement: (mark 1st and 2nd choice in each group)

Fields of Practice:

Population:

_____ mental health

_____ children

_____ child welfare

_____ adolescents

_____ developmental disabilities

_____ adults

_____ medical social work

_____ elderly

_____ community planning/
policy making

_____ homeless shelter

_____ domestic violence

_____ substance abuse

_____ Dept. of Social Services (Welfare)

_____ elderly recreation center

_____ criminal justice

_____ adult/juvenile corrections

_____ adult/juvenile probation/parole

_____ nursing home

_____ other (specify): _____

10. Strengths/Weaknesses (indicate, briefly, what you feel are your strengths and weaknesses as a helper):

11. Dual Roles or Conflicts of Interest: Please briefly describe any potential conflicts of interest that may affect the suitability of your performance in field placement or the suitability of a match. This includes but is not limited to:

A.) Are you or a close family member receiving services from a potential internship or have you in the past? Yes _____ No _____

B.) Do you have family members or friends employed by an agency that could become a potential internship for you? Yes _____ No _____

C.) Are there any issues that may affect your functioning in your internship (recent familial death, significant life event, counseling, etc.)? Yes _____ No _____

D.) Are there any other issues that may affect your performance in field placement? Yes _____ No _____

If you answered yes to any of the above, please explain:

12. Legal Involvement:

Have you had ANY legal involvement? Including: drug/alcohol related charges, bad checks, traffic violations, speeding, shoplifting, assault, verbal threats, etc.?

Yes _____ No _____

If you answered yes, please explain:

13. Have you ever been convicted of a felony? Yes _____ No _____

If you answered yes, please explain:

14. What do you feel you need to learn in field placement? What are some skills you hope to become stronger in? _____

Student Signature and Date

**The University of Findlay
Social Work Program**

**SOWK 310
Field Placement Essay**

Prior to consideration for formal admission to the Social Work Program, students are enrolled in SOWK 310: Field Instruction I, in which they are offered the opportunity to observe professional social workers. In this initial level of field placement, students are responsible for assuming an active role in observing the professional activities within a human service agency and for actively processing their observations and reactions to the social work profession.

In a cohesive essay, please answer the following questions in paragraph form. Answers should be typed using size 12, Times New Roman font. Answers should be thorough and professional. This essay, along with the Field Placement Questionnaire should be turned in to the Coordinator of Field Education. You will also give a copy of this essay to your field instructor at your placement agency.

1. Describe your primary reasons for selecting social work as a major and as a possible career.
2. Describe any previous experience you've had with professional social workers and any impact this may have had on you.
3. Describe any previous employment or volunteer experience you've had related to "helping" people and also what you learned from this experience.
4. Review your personal and professional goals and describe how this field placement experience may help you realize them.
5. Are there any work settings, types of social problems, or population groups that you are particularly interested in OR are definitely not interested in? If so, please explain.
6. List below any family, employment, or other extra-curricular commitments (e.g., involvement in athletic programs) which may limit your availability to observe field agency activities during the day/week. Consider your day and evening commitments and describe which of these offer little to no flexibility in scheduling.

**The University of Findlay
Social Work Program**

**Field Instruction II, SOWK 410
Field Placement Essay**

In a cohesive essay, please answer the following questions in paragraph form. Answers should be typed using size 12, Times New Roman font. Answers should be thorough and professional. This essay, along with the Field Placement Questionnaire should be turned in to the Coordinator of Field Education. You will also give a copy of this essay to your field instructor at your placement agency.

1. Identify your primary reasons for selecting the field of Social Work and some of your initial perceptions of the field.
2. Describe some of your specific interests within the profession of social work. This description may include your interest in any of the following: 1) fields of social work practice; 2) specific population groups; 3) specific problem areas.
3. Give a brief overview of what you consider to be the relevant factors in your family of origin which may have contributed to your interest in social work. This discussion may encompass any of the following areas:
 - 1) Your family structure and the roles that you occupied within that family;
 - 2) Important family and/or mentorship experiences that contributed to the selection of social work as a major.
4. List the social work courses and any other relevant coursework that you have taken which will assist you in your senior field placement. Also discuss any prior experiences with "helping" (i.e.: field placement, volunteer, employment, campus involvement) that you have had.
5. Indicate some personal and professional goals for yourself which may be operationalized during your senior field placement experience.
6. Identify your strengths AND areas for continued improvement as they relate to the professional of social work.
7. List below both your class and work schedule along with any other commitments (e.g., involvement in athletic programs) which will be a consideration in the scheduling of your senior field placement.

Liability Insurance

DATE: September 26, 2018

RE: Stipulations for entering Spring 2019 Field Placements

In order to begin the senior field placements in the Spring 2019 semester, students will need to have completed the following:

- 1) Membership in the National Association of Social Workers
- 2) Liability Insurance purchased through NASW
- 3) Background check through the Security Office, UF
- 4) Toxicology Screening through Well at Work

Students will provide the **confirmation of membership in NASW, proof of liability insurance, background checks, and toxicology screens by November 23, 2018** as a condition for entering the senior field placement. Please be advised that it can take 1-2 weeks to apply for NASW membership/liability insurance and 2 weeks for background check results to be received. Only after NASW membership can you purchase the liability insurance. It is imperative that you begin the process of application as soon as possible.

Please note: **YOU WILL NOT BE PERMITTED TO BEGIN THE SENIOR FIELD PLACEMENT WITHOUT THESE REQUIREMENTS.**

My signature below indicates:

- 1) I have received this notice
- 2) I agree to have proof of NASW membership, Liability Insurance, toxicology screening, and a Background Check by **November 23, 2018**

Name _____

Witness _____

Date _____

Field Placement Interview Protocol

Listed below are items for review during the formal meeting with the prospective Field Instructor. In preparation for this interview, students will have completed and mailed a copy of the **Field Placement Essay** to the **Field Instructor** in advance of this interview.

1. Field Placement name, address, telephone number, e-mail addresses
2. Name(s) of Field Instructor(s)
3. Days and hours that the student is expected in the agency
4. Necessity of a car in completing assignments
5. Transportation of clients in personal car (and liability coverage)
6. Dress code
7. Field Instructor's planning for face-to-face conferences
8. Specific learning opportunities and experiences available to student
9. Specific interests and learning objectives of the student
10. Degree and extent of direct client contact, e.g., face-to-face interaction with various client populations
11. Degree and extent of indirect services, e.g., research, planning, administrative and community meetings, fund raising, etc.
12. Specific expectations of the Field Instructor
13. Procedure for absences and student emergencies
14. Procedures for making up days missed
15. Student class and work schedule and agency hours

The University of Findlay Social Work Program

FIELD PLACEMENT CONTRACT

The following understanding between The University of Findlay and _____

_____ is for the purpose of providing a field work educational experience for _____ . It is the intent of this agreement that the University, the agency, and the student will carry out their commitments to each other and work together to make field work a meaningful learning experience.

III. The agency will:

1. provide the student with social work experiences that will meet the objectives for the student's learning experience;
2. adhere to the values and ethics articulated in the NASW Code of Ethics;
3. follow affirmative action and equal opportunity standards vis-à-vis race, creed, gender, and sexual orientation;
4. provide a supervisory person (preferably an MSW, BSW, OR LSW) who is approved by the University and who has the expertise and experience to provide for the student's learning experience;
5. be listed as an affiliate agency of the Social Work Program of The University of Findlay;
6. allow the field instructor appropriate time to carry out his/her responsibilities to the student including adequate supervisory time;
7. permit the field instructor time to be involved in field supervisors' meetings on campus;
8. Respect the student's position as a beginning professional social worker by making assignments in the student's skill range designed to enhance learning, providing suitable work space, and by promoting and appropriate relationship with other staff;
9. Collaborate with the students in formation of a learning contract which establishes goals and objectives for the semester;
10. Complete a midterm and final evaluation of the student's performance.

IV. The University of Findlay Social Work Program will:

1. Provide adequate liaison through the Director of Field Instruction so that the objectives and expectations of the Social Work Program can be understood and any concerns or problems handled promptly;
2. Coordinate the selection of students designated for field placement;
3. provide educational seminars for enhancing the field supervisor's ability to work with undergraduate students in social work and for understanding the curriculum;
4. provide Field Instructors with continuing education programs sponsored by the university;
5. provide a field manual that contains a description of the expectations and objectives of the field instruction program;

6. provide material for an evaluation of students while they are in field placement and assume final responsibility for grading;
7. Respect the agency's role in providing supervision of the student's assignments;
8. Incorporate field instructor feedback into the evaluation of the student;
9. Provide students with a weekly field placement seminar to further consolidate their learning experiences.
10. secure the agency's acceptance of a specific student.

V. The student will:

1. Collaborate with the Director of Field Instruction and the Agency Field Instructor in relationship to the parameters of the placement, viz., arrangement of appropriate interviews and establishment of a viable schedule.
2. Adhere to the principles espoused in the NASW Code of Ethics (see attached).
3. Uphold the principle of confidentiality as detailed in the NASW Code of Ethics.
4. Adhere to the policies and procedures of the field placement.
5. Maintain appropriate professional behavior, including appropriate dress and punctuality.
6. Arrange for transportation to the field placement.
7. Notify the Agency Field Instructor in the event that the student, for reasons of emergency, cannot be present on a scheduled placement day. The student will contact the Agency Field Instructor directly to inform him/her of the absence with as much notice as possible. Those hours are then to be rescheduled in collaboration with the Agency Field Instructor.
8. Establish a Learning Contract in collaboration with the Field Instructor.
9. Complete the necessary number of hours allotted for the field placement.
10. Complete a self-evaluation of performance in the field placement at the end of the semester.
11. Attend the weekly field placement seminar course.
12. Senior students obtain liability insurance through NASW as a prerequisite to entering the field placement.
13. Students will obtain a background check (FBI, BCI), sending one copy to the Field Director of the Social Work Program who can then disseminate to the field instructor and/or agency.
14. Students will complete a toxicology screening and have the results sent to the Field Director of the Social Work Program who can then disseminate to the field instructor and/or agency.
15. Students acknowledge they have been given access to the Social Work Program Field Manual, University Level Policies, as well as Social Work Program policies prior to beginning to field experience.

In addition:

Prohibition of Harassment and Discrimination; Sexual Harassment and Discrimination Reporting Requirements

The University of Findlay prohibits harassment and discrimination in any of its programs and activities, including those conducted in partnership with another institution. Harassment or discrimination based on sex, age, race, ethnicity, national origin, color, religion, gender identity, handicap/ability, sexual

orientation, genetic information, veteran or military status and physical or mental disabilities is strictly prohibited.

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following: (i) an employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; (ii) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity, or (iii) sexual assault, dating violence, domestic violence, or stalking.

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Specific definitions and examples are provided within the applicable policies below.

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 - University of Findlay Title IX Policy: <https://www.findlay.edu/offices/student-affairs/title-ix/title-ix-policy>
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 - University of Findlay Non-Discrimination and Anti-Harassment Policy: <http://catalog.findlay.edu/en/Archived-Current/Shared-Content/Student-Rights-and-Responsibilities-Statement/Student-Rights-and-Responsibilities-Statement/X-Non-Discrimination-Anti-Harassment-and-Hostile-Campus-Environment-Policy>

Individuals involved in making a report as indicated above are protected from retaliation. More information about those protections can be found in the policies listed above.

Preceptors must assist the University of Findlay in providing adequate supportive measures to ensure University of Findlay students have continuing access to the program.

Contact Information

*University of Findlay Title IX Coordinator
Director for Equity and Title IX
Skylar Mettert
(419) 434-4733*

metters@findlay.edu

[Office Location: Old Main 45, University of Findlay, 1000 N. Main Street, Findlay, OH 45840](#)

University of Findlay Harassment Hotline
(419) 434-6777

This agreement was signed on _____ by the following
(Date)

participants for _____.
(Term)

Student

Field Instructor

Director of Field Instruction/ Course Instructor

The University of Findlay
Field Instruction II: SOWK 310

LEARNING CONTRACT

Student:

Student Cell Phone Number:

Agency:

Field Instructor:

Field Instructor Phone Number: _____ Field Instructor E-Mail: _____

Schedule: Days, Times, Months

**Additional hours when necessary to observe important client or agency events.

For SOWK 310, the student must complete 60 hours of placement time. Students should schedule these hours evenly throughout the semester. The following 9 competencies have been identified by the Council on Social Work Education and guide students in learning objectives. 2 Learning activities should be listed under each competency. 1 specific objective may be listed under each learning activity. Some examples have been provided for you. While some of these examples are quite in depth, your activities and objectives may be geared more towards observation rather than hands-on activities.

A. Student demonstrates ethical and professional behavior.

- a. Demonstrate professional behavior in appearance, communication, and behavior
 - i. Identify appropriate dress for placement in the interview process prior to beginning
- b. 2nd learning activity
 - i.

B. Student Engages in diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

- a. To become familiar with the variety of age, racial, cultural, religious, financial, gender/sexuality differences comprising the agency population.
 - i. Discuss with field instructor how these issues affect client response to problems and solutions in supervision
- b. 2nd learning activity
 - i.

C. Student participates in advancement of human rights and social, economic, and environmental justice.

- a. Observe ways in which the agency advocates for more responsive community-wide collaborative practice to address local housing needs.
 - i. Attend community planning meeting with field instructor.
- b. 2nd learning activity
 - i.

D. Engage in practice informed research and research-informed practice.

- a. Gain experience in data gathering requirements of the agency and function of this in regards to funding sources.
 - i. Review a variety of monthly and annual reports.
- b. 2nd learning activity
 - i.

E. Student engages in policy practice

- a. Become familiar with agency policy and procedures
 - i. Within the first 2 weeks, I will read the agency policy manual and review with instructor
- b. Understand good documentation within the agency

F. Student will engage with individuals, families, groups, organizations, and communities

- a. Use empathy, reflection, and interpersonal skills to engage diverse client systems
 - i. Will observe and/or engage in interviews with clients
- b. 2nd learning activity
 - i.

G. Student will assess individuals, families, groups, organizations, and communities.

- a. Develop mutually agreed upon intervention plan and goals with client.
 - i. Complete intake assessment with a new client according to agency policy by the end of the 1st month.
- b. 2nd learning activity
 - i.

H. Student with intervene with individuals, families, groups, organizations, and communities.

- a. Critically choose and implement an intervention strategy to achieve client goals
 - i. Assist in facilitation of individual or group meetings in agency setting
- b. 2nd learning activity
 - i.

I. Student will evaluate with individuals, families, groups, organizations, and communities.

- a. Be able to select and use appropriate methods for evaluation of practice outcomes
 - i. Discuss and review agency monthly/quarterly/annual reporting requirements with field instructor
- b. 2nd learning activity
 - i.

Student Signature

Agency Field Instructor Signature

Coordinator of Field Instruction Signature

Date Signed

The University of Findlay
Field Instruction II: SOWK 410

LEARNING CONTRACT

Student:

Student Cell Phone Number:

Agency:

Field Instructor:

Field Instructor Phone Number: _____ Field Instructor E-Mail: _____

Schedule: Days, Times, Months

**Additional hours when necessary to observe important client or agency events.

For SOWK 410, the student must complete 480 hours of placement time. Students should schedule these hours evenly throughout the semester. The following 9 competencies have been identified by the Council on Social Work Education and guide students in learning objectives. 3 Learning activities should be listed under each competency as well as 1 specific objective under each learning activity. Some examples have been provided for you.

A. Student demonstrates ethical and professional behavior.

- a. Demonstrate professional behavior in appearance, communication, and behavior
 - i. Identify appropriate dress for placement in the interview process prior to beginning
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

B. Student Engages in diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

- a. To become familiar with the variety of age, racial, cultural, religious, financial, gender/sexuality differences comprising the agency population.
 - i. Discuss with field instructor how these issues affect client response to problems and solutions in supervision
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

C. Student participates in advancement of human rights and social, economic, and environmental justice.

- a. Observe ways in which the agency advocates for more responsive community-wide collaborative practice to address local housing needs.
 - i. Attend community planning meeting with field instructor.
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

D. Engage in practice informed research and research-informed practice.

- a. Gain experience in data gathering requirements of the agency and function of this in regards to funding sources.
 - i. Review a variety of monthly and annual reports.
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

E. Student engages in policy practice

- a. Become familiar with agency policy and procedures
 - i. Within the first 2 weeks, I will read the agency policy manual and review with instructor
- b. Understand good documentation within the agency
- c. 3rd learning activity

F. Student will engage with individuals, families, groups, organizations, and communities

- a. Use empathy, reflection, and interpersonal skills to engage diverse client systems
 - i. Will observe and/or engage in interviews with clients
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

G. Student will assess individuals, families, groups, organizations, and communities.

- a. Develop mutually agreed upon intervention plan and goals with client.
 - i. Complete intake assessment with a new client according to agency policy by the end of the 1st month.

- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

H. Student with intervene with individuals, families, groups, organizations, and communities.

- a. Critically choose and implement an intervention strategy to achieve client goals
 - i. Assist in facilitation of individual or group meetings in agency setting
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

I. Student will evaluate with individuals, families, groups, organizations, and communities.

- a. Be able to select and use appropriate methods for evaluation of practice outcomes
 - i. Discuss and review agency monthly/quarterly/annual reporting requirements with field instructor
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

Student Signature

Agency Field Instructor Signature

Coordinator of Field Instruction Signature

Date Signed

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 =The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the course. The grade that is assigned will be based on: overall evaluation of the student’s performance in field per the field instructor’s evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student’s performance in the competency area specified

To the Field Instructor: You are encouraged to write comments to expand upon any competency rating, if they so desire. All items need at minimum a number rating. Please rate the student accurately according to their demonstrated performance as this highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals. You will see two rating options for each practice behavior. Please complete the top one in each box at midterm and the bottom one at the final evaluation period.

Competency 1: Demonstrate Ethical and Professional Behavior	Comments
<p><u>Practice Behavior 1:</u> 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.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div>
<p><u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div>

<p><u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 2: Engage Diversity and Difference in Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 7:</u> Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 8:</u> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>		<p>Comments</p>
<p><u>Practice Behavior 9:</u> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 10:</u> Engage in practices that advance social, economic, and environmental justice.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 4: Engage in Practice-informed research and Research-informed Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 11:</u> Use practice experience and theory to inform scientific inquiry and research.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 12:</u> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 13:</u> Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 5: Engage in Policy Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 14:</u> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 15:</u> Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 16:</u> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 24:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 25:</u> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 26:</u> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p>		<p>Comments</p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Practice Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
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Please check one of the following:

- This student has excelled in field placement by performing above expectations for interns.
- This student has met the expectations of the field placement.
- This student has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student's performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Overall, do you feel this student demonstrated a level of competence required for entry-level social workers?
_____ Yes _____ No

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education _____

*****Note:** If the intern disagrees with the evaluation, the student should state that disagreement in writing and submit a copy to the field instructor and Coordinator of Field Education, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and Chair of the Social Work Department as appropriate will then be held to discuss the disagreement.

University of Findlay
SOCIAL WORK PROGRAM
SENIOR FIELD PLACEMENT EVALUATION FORM
Student Form
Social Work 310

Name of Student: _____

Agency: _____

Field Instructor: _____

Total Hours Student Completed in Field: _____ (60 Hours Required)

This evaluation provides an opportunity for students to assess their knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing your performance.

To be completed at the Final Evaluation only:

- I. Briefly list or describe the activities you have been involved in during the semester.

- II. Identify your strengths related to field placement.

- III. What areas do you think you could improve in?

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

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The Field Coordinator has responsibility for assigning the grade for the course. The grade that is assigned will be based on: overall evaluation of the student's performance in field per the field instructor's evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student's performance in the competency area specified

To the Student: Please complete the following rating of yourself based on self-reflection.

Competency 1: Demonstrate Ethical and Professional Behavior	Comments
<u>Practice Behavior 1:</u> 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.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Competency 2: Engage Diversity and Difference in Practice	Comments
<u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1

Practice Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		Comments
Practice Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 10: Engage in practices that advance social, economic, and environmental justice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 4: Engage in Practice-informed research and Research-informed Practice		Comments
Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 5: Engage in Policy Practice		Comments
Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p>		<p>Comments</p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education _____

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

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To the Field Instructor: You are encouraged to write comments to expand upon any competency rating, if they so desire. All items need at minimum a number rating. Please rate the student accurately according to their demonstrated performance as this highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals. In each box, you will see 2 rating scales. Use the top one to rate the student at the midterm point and the bottom to rate the student at the final evaluation.

Competency 1: Demonstrate Ethical and Professional Behavior		Comments
Practice Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 2: Engage Diversity and Difference in Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 7:</u> Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 8:</u> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>		<p>Comments</p>
<p><u>Practice Behavior 9:</u> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 10:</u> Engage in practices that advance social, economic, and environmental justice.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 4: Engage in Practice-informed research and Research-informed Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 11:</u> Use practice experience and theory to inform scientific inquiry and research.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 12:</u> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 13:</u> Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 5: Engage in Policy Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 14:</u> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 15:</u> Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 16:</u> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 24:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 25:</u> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 26:</u> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p>		<p>Comments</p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </p>	
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Please check one of the following:

- This student has excelled in field placement by performing above expectations for interns.
- This student has met the expectations of the field placement.
- This student is not yet ready for beginning level social work practice.
- This student is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Overall, do you feel this student demonstrated a level of competence required for entry-level social workers?

_____ Yes _____ No

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education: _____

*****Note:** If the intern disagrees with the evaluation, the student should state that disagreement in writing and submit a copy to the field instructor and Coordinator of Field Education, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and Chair of the Social Work Department as appropriate will then be held to discuss the disagreement.

University of Findlay
SOCIAL WORK PROGRAM
SENIOR FIELD PLACEMENT EVALUATION FORM
Student Form
Social Work 410

Name of Student: _____

Agency: _____

Field Instructor: _____

Total Hours Student Completed in Field: _____ (480 Hours Required)

This evaluation provides an opportunity for students to assess their knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing your performance.

To be completed at the Final Evaluation only:

- I. Briefly list or describe the activities you have been involved in during the semester.

- II. Identify your strengths related to field placement.

- III. What areas do you think you could improve in?

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 = The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the course. The grade that is assigned will be based on: overall evaluation of the student's performance in field per the field instructor's evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student's performance in the competency area specified

To the Student: Please complete the following rating of yourself based on self-reflection.

Competency 1: Demonstrate Ethical and Professional Behavior	Comments
<u>Practice Behavior 1:</u> 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.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Competency 2: Engage Diversity and Difference in Practice	Comments
<u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1

<p><u>Practice Behavior 7:</u> Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 8:</u> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>		<p>Comments</p>
<p><u>Practice Behavior 9:</u> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 10:</u> Engage in practices that advance social, economic, and environmental justice.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 4: Engage in Practice-informed research and Research-informed Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 11:</u> Use practice experience and theory to inform scientific inquiry and research.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 12:</u> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 13:</u> Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 5: Engage in Policy Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 14:</u> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 15:</u> Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 16:</u> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p>		<p>Comments</p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education _____

**University of Findlay
Social Work Program
Student Evaluation of Field Placement**

Student: _____

Field Placement: _____ Date: _____

It is important for students to be given the opportunity to evaluate their field practicum agency. It helps all parties involved in understanding and improving the practicum experience. The student will complete the following evaluation and rate the agency and instructor based on the following criteria.

Students please rate each question on a scale of 1-4 on the line provided before each question.

- 1- Unsatisfactory
- 2- Adequate
- 3- Very Good
- 4- Superior

Your Field Agency:

_____ 1. Interest and concern of agency for social work students

_____ 2. Helpfulness of the orientation process

_____ 3. Opportunities for training and education

_____ 4. Support and cooperation from agency administration and staff

_____ 5. Adequacy of support services (desk, phone) for students

Comments on the agency:

Your Field Instructor:

_____ 1. Instructor's teaching techniques, skills, general approach to teaching

_____ 2. Supervisor’s effectiveness in relating to and integrating field and classroom learning experience

_____ 3. Quality of working relationship with supervisor

_____ 4. Depth, diversity and range of agency assignments

_____ 5. Amount of regular supervisory time with field instructor

_____ 6. Availability of field instructor other than scheduled times

_____ 7. Interest shown in student’s personal needs and progress

_____ 8. My assessment of this person as a supervisor

Comments on field instructor:

I would recommend this practicum to other students: Yes_____ No_____

Comments:

Do you have any specific suggestions as to how this field placement might be improved?

My signature below indicates that I have read and discussed this document.

Student Signature

Date

Field Instructor

Date

Director of Field Instruction

Date

Weekly Field Placement Time log

Name: _____

Agency: _____

Week 1

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 2

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 3

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 4

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 5

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 6

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 7

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 8

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 9

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 10

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 11

Date	Times	Instructor Initials	Activities

--	--	--	--

Total hours: _____

Week 12

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 13

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 14

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 15

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 16

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 17

Date	Times	Instructor Initials	Activities

Total hours: _____

Additional Hours/Times/Activities (list below):

Total hours completed over semester: _____

Instructor Signature: _____

Date: _____