



**The University of Akron | School of Social Work  
Field Education Manual**

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# MSW FIELD EDUCATION MANUAL

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# Overview of Field Education

The MSW program field education component is developed and designed to enable students to enhance their knowledge, skills, and values in advanced practice. They participate in experiential learning that facilitates their working with client systems at all levels. Field education, the signature pedagogy, is the curricular area that socializes the students into the social work profession. Field education connects and integrates theory and practice. The learning opportunities that students engage along with experienced social work professionals with clients at all systems levels enhance the socialization process. Field practicum is designed concurrently with classroom learning to provide experiential learning opportunities for the application of social work theories and constructs, and the development of the student as a professional. The students enhance their abilities in the core competencies, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills.

The field education component functions within the context of the social service delivery systems in Northeast Ohio. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments. This phenomenon requires that the experiential learning component addresses the human needs of individuals within the context of their environment.

Field education component is comprised of a **foundation year** and a **concentration year**, where students gain experience in providing advanced practice. In the foundation year, field practicum assignments address problem solving with client systems, ranging from individuals to organizations and communities, program development and implementation, and professional use of self. In the concentration year, field practicum assignments address problem solving with either small (micro) or large (macro) client systems with a strong emphasis on their professional development. The field education component ensures that students enhance their abilities in understanding the purpose and values of the social work profession.

Field Education is viewed as the integrated process through which students will enact the core competencies:

- Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1);
- Apply social work ethical principles to guide professional practice (EP 2.1.2);
- Apply critical thinking to inform and communicate professional judgments (EP 2.1.3);
- Engage diversity and difference in practice (EP 2.1.4);
- Advance human rights and social and economic justice (EP 2.1.5);
- Engage in research-informed practice and practice-informed research (EP 2.1.6);
- Apply knowledge of human behavior and the social environment (EP 2.1.7);
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8);



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- Respond to contexts that shape practice (EP 2.1.9);
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a-d).

Students develop these competencies within settings through a range of practice and professional development assignments, which allow them to integrate knowledge, values, and skills acquired in the foundation and concentration areas, as well as to develop a reflective, self-evaluating practice stance.

The field education is an integral part of the social work curriculum and is required of all master level social work students. As a necessary complement to classroom education, the field practicum provides students with opportunities to use advanced level knowledge, values and skills through observational, imitative, and experiential learning. It is the field practicum experiences that socialize the students into the social work profession.

Field education has as its purpose to:

- make the necessary connections between class and field, theory and practice;
- transfer and integrate academic content, including content in social work values, ethics, and human diversity;
- develop the student's capacity and ability for advanced practice and professional growth and development.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers and other settings appropriate for foundation and concentration levels of social work learning. The MSW program is accredited by the Council on Social Work Education (CSWE), and, as such, adheres to CSWE standards for the field learning experience. Field education ensures that all students who graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying master social work education.

The field education component carries out the mission and goals of the MSW program. It is this component that actively engages the community in the educational process of the students. Health and human service agencies have freely provided opportunities for students to further enhance their growth and development through experiential learning. The reciprocal involvement of both the field education component and the agencies strengthens the service delivery system. The field education component recognizes its responsibilities to maintain an awareness of the political, social, economic, and environmental trends that impact the service delivery systems and the quality of life of individuals in Northeast Ohio, nationally, and internationally. The field education component reflects this awareness and incorporates this concept into preparing effective social work practitioners to provide professional leadership in the development of social service delivery systems.



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The field education component of the MSW program carries out its mission and goals. Field practicum sites are selected on this basis. In addition, the field instructors are orientated and trained in how the students implement the program mission and goals.

### **MSW PROGRAM MISSION STATEMENT**

The mission of the MSW program is to prepare students to engage in advanced professional practice with and on behalf of diverse populations in Northeast Ohio with emphasis on the health, well-being, and quality of life of oppressed and vulnerable people. We promote the dignity and worth of the person, human diversity, cultural competence, and social and economic justice through scientific inquiry, creative activity, and service. We advance the social work profession through collaboration with the community.

### **MSW PROGRAM GOALS**

1. To prepare competent and effective practitioners to carry out the purpose of the social work profession with emphasis on its knowledge, skills, and values.
2. To advocate for social and economic justice and human rights, professional integrity, and the importance of human relationships consistent with social work's history, purpose, and philosophy.
3. To partner with and provide leadership to the communities of Northeast Ohio in order to develop an effective service delivery system to address human needs and enhance experiential learning opportunities.

The mission and goals inform the program competencies and practice behaviors. As students complete their learning objectives and incremental tasks, they reflect advanced practice in providing services to client systems based upon the needs in Northeast Ohio.

### **NON-DISCRIMINATION POLICY**

It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at The University of Akron because of race, color, religion, sex, sexual orientation, gender identity, age, national or ethnic origin, disability, military status, genetic information, or status as a veteran.

The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

<http://www.uakron.edu/provost/orientation/non-discrimination.dot>



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## CURRICULUM DESIGN FOR FIELD EDUCATION

It is the belief of the MSW program faculty that the integration of theory and practice in the field education component should take place most successfully over an extended period of time rather than compacted into a brief intensive period. Field is concurrent with applicable course work and extends over four semesters. Students are required to complete a total of 900 clock hours, 400 clock hours for the foundation year (200 hours each semester) and 500 clock hours for the concentration year (250 hours each semester). The following table illustrates the field design.

Field Year	Academic Year	Hours	Learning Experiences
<b>Foundation</b>	Full-time 1 <sup>st</sup> of 2 years	200 hours/semester 16 hours/week	<b>Direct Practice</b> Individuals, families, small groups; organizational development; neighborhood/community organization
	Part-time 2 <sup>nd</sup> of 4 years		<b>Service Impact</b> <b>Professional Learning</b>
<b>Concentration</b>	Full-time 2 <sup>nd</sup> of 2 years (Includes Advanced Standing)	250 hours/semester 17 hours/week	<b>Micro Practice</b> or <b>Macro Practice</b> and <b>Professional Development</b>
	Part-time 4 <sup>th</sup> of 4 years		



# Areas of Responsibilities

### FIELD STAFF AND STUDENT ROLES AND RESPONSIBILITIES

The central responsibility of the Field Coordinator is the organization, implementation and evaluation of field education. The field education component is operationalized with three primary roles which are: the Field Coordinator, faculty liaison, and field instructor. The Field Coordinator and faculty liaison are employed by the Universities and the field instructor is employed by the agency. These three functions interrelate to guide and direct the students' learning process which will enable them to develop competencies in advanced practice.

**The Field Coordinator** is expected to carry out the following responsibilities:

- Develop, evaluate, revise, and make available in collaboration with the Field Education Committee, Field Advisory Committee, and faculty, the educational objectives, policies, procedures, and *MSW Field Education Manual*;
- Identify social service agencies that have the capacity to provide appropriate foundation and/or concentration year experiential learning that meet the requirements of field education in context with the MSW program and CSWE standards;
- Develop, implement, and update the affiliation agreements between the MSW program and those field agencies requesting such an agreement;
- Establish criteria for the selection and approval of agency staff as field instructors, as well as ensure the provision of time for attending activities, such as training and orientation and one hour per week supervision which involves monitoring and evaluating students' learning activities;
- Evaluate, in collaboration with faculty field liaisons, the field instructors' and agencies' ability to meet the Program's expectations for field; approve the continued use of agencies and field instructors;
- Develop and maintain placement processes for students which involves practicum placements, orientation, and notifying academic advisors of academic performance and professional development related problems;
- Develop and implement student seminars that enhance academic learning and professional development that advances the students' knowledge, skills, and values in the social work profession.
- Plan for liaison coverage of field agencies in conjunction with the Director, then notify students and faculty of their liaison assignments;



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- Review student applications for field practicum and provide a field orientation for students entering or continuing the field practicum, which includes reviewing the application and placement process;
- Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the standards and requirements for all field placements in the Program;
- Develop and maintain a spreadsheet of viable field agencies;
- Develop and implement a formal process — including the forms — of evaluating students' field performance in accordance with the educational objectives of the program and CSWE standards;
- Maintain field education records, including student files such as application, Student Integrative Learning Contract, evaluation, and activity/time logs;
- Maintain statistics on the field education component and report on its status to appropriate audiences on a regular basis.

### Faculty Liaison

The faculty liaison is a qualified faculty member who serves as the representative to the student and the agency. The overall responsibility of the liaison is quality assurance of the field experience, assisting and ensuring that field education competencies and practice behaviors are being met by the field instructor and student. Liaison assignments are made by the Director in conjunction with the Field Coordinator during the first two weeks of the semester.

The liaison assumes the following roles and functions:

1. **Linkage:** The liaison serves as a bridge between the MSW program, the agency, and the community. Responsibilities include:
  - Interpreting field education policies, procedures, and expectations of the MSW program to agencies;
  - Assessing the fit between theoretical concepts acquired in the classroom and experiential learning provided by the agency;
  - Developing appropriate contacts with relevant persons in the agency;
  - Identifying potential field placement sites in the community;
  - Staying abreast of pertinent changes, including policy, procedures, and organizational shifts of the professional community and keeping the Field Coordinator informed of these changes;
  - Ensuring that the Student Integrative Learning Contract, student evaluation, and activity/time logs are completed and signed by the student, field instructor, and liaison.



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2. Consultant: The liaison assists field instructors in connecting and integrating theoretical concepts and experiential learning, developing a process of facilitating students to achieve proficiency in program competencies, and operationalizing practice behaviors. This involves:

- Facilitating the process of the field instructor, connecting and integrating theoretical and conceptual frameworks to experiential learning.
- Determining and assisting the field instructor and students with the learning expectations that are included in the Student Integrative Learning Contract, suggesting necessary changes to strengthen the contract.
- Developing and maintaining a process of problem identification of academic performance or professional development that assures an early resolution of the situation.
- Determining with the Field Coordinator and other appropriate faculty whether the student should remain at the agency or should be placed in another agency. (See Field Problem Resolution Procedures.)

3. Evaluation: The liaison evaluates the performance of students and provides feedback on field instructors, agencies, and the Field Coordinator. This involves:

- Assigning the student's grade for the field experience based on the Student Integrative Learning Contract, the field instructor's evaluation and recommended grade, activity/time logs, and other sources relating to the student's performance.
- Submitting to the Field Coordinator a semester review of agency and how the field instructor met the Program expectations and requirements.
- Completing the field instructor, agency and Field Coordinator feedback forms.
- Submitting field documents to the Field Coordinator by the defined deadlines.

In carrying out the above roles and functions, the faculty liaison is responsible for initiating contact with the field instructor and student in order to participate in the preparation of the Student Integrative Learning Contract. The early contact includes clearly communicating the liaison's responsibilities and availability.

### First Semester

- The first field visit includes a review of the student's work, the progress made in preparing the Student Integrative Learning Contract, and the ability of the field instructor and student to work together.
- The second field visit with the student and field instructor includes a review of the student's work and consultation regarding the formal evaluation process. Additional visits are necessary whenever field related problems develop. Other contacts, such as informing field instructors of the appropriateness of the Student Integrative Learning Contract or reminders to submit field related documents, may be made by telephone or e-mail.



### Second Semester

- Every effort is made to keep the same liaison assignment for both semesters of field, in a given academic year. When a change is unavoidable, the Field Coordinator will inform the newly assigned liaison, and the new liaison is then expected to contact the field instructor and the student to determine if a field visit is indicated, and proceed as usual.
- During the second semester a site visit is required within the first seven weeks, so as to monitor student progress in learning. Liaisons are available for phone or in-person consultation as needed.

### Field Instructor

The field instructor is the student's primary field learning resource and is the agency's representative to the Program. To be eligible, the field instructors must have their MSW degree from an accredited school of social work; at least two years of post-MSW experience in an agency/institutional setting; at least one year's experience with the field agency; and an expressed interest and willingness to accept the field instructor's role and responsibilities within the program's field education framework. Exceptions are made on an individual basis dependent upon agency's learning opportunities. In the situation where rare exceptions are made a faculty liaison will perform this role and facilitate the agency's task supervisor's ability and capacity to provide experiential learning.

The **field instructor** is expected to carry out the following responsibilities:

- Orient the student to the agency, staff and field instruction staff.
- Develop and implement a Student Integrative Learning Contract during the first four weeks of field in collaboration with the student. The contract specifies learning experiences that will help the student achieve his/her learning objectives and field education requirements.
- Schedule weekly face-to-face supervisory sessions with the student for a minimum of 1 to 1 ½ hours.
- Provide appropriate activities for the student to complete his/her incremental tasks achieving the student's objectives. Provide a broad range of agency experience.
- Review regularly the student's work and time accrual, maintain an ongoing evaluation of the student's progress and complete written evaluations of the student at the end of each semester, including a recommended grade.
- Support the student's initiative in gaining access to other learning experiences and resources in the agency and professional community when needed.



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- Confer with the faculty liaison for mutual planning, review, and evaluation of the field experience.
- Inform the faculty liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the liaison and the student. (See Field Problem Resolution Procedures)
- Participate in orientation and training activities for new field instructors.
- Provide information to the Field Coordinator to assist in the future use of the agency as a placement site, including the field instructor's interest in continuing service as a field instructor.

There are two important aspects of the field education component relevant to field instructors becoming competent in the process of developing experiential learning activities for the students. The field instructors who are new to the program are given an orientation to the expectations and guidelines for working with students. These sessions are provided by the faculty and members of the Field Education Committee. The agenda for learning and orientation sessions includes subject matter content such as: orientating the student to the agency, involving agency protocol, policies, and procedures, facilitating the field instructor's capacity and ability to provide experiential education, helping the field instructor to process the students' apprehension and hesitancy in experiential learning, and monitoring, and evaluating the students' progress in their learning. The field instructors gain information on how students work through the stages of the learning process. Those field instructors who have worked with the MSW program previously, have opportunities to attend training sessions.

### Field Agency

The agency is selected as a field site based on criteria including: educational philosophy, use of qualified professionals for field instruction, student opportunity for diversity in clients and client situations and for employing a strengths-based perspective, empowerment approach with and on behalf of client systems, and promotion of sound professional practice.

The **field agency** can be expected to carry out the following responsibilities:

- Accept students without regard to age, gender, race, ethnicity, religion, sexual orientation, physical ability, or veteran status.
- Assign a field instructor qualified to provide experiential learning who is approved by the MSW program.
- Provide the field instructor with sufficient time and resources to carry out field instruction responsibilities with the student and the program.



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- Provide the students with resources necessary to carry out learning assignments such as the telephone, place to interview clients, adequate records and documents, and travel reimbursement for authorized activity.
- Provide students with opportunities to carry out the social work process with clients from engagement through termination, toward the enhancement of client well-being.
- Provide students with exposure to group process with clients and/or staff and with opportunities to relate to community groups on behalf of the agency.
- Provide students the opportunity to participate in staff meetings, agency studies or research, agency conferences, and policy group meetings as appropriate.
- Provide students with opportunities to employ practice knowledge, values/ethics, and skills toward the amelioration of adverse environmental conditions affecting those served by the agency.
- Provide students with interaction with members of diverse client populations, such as racial and ethnic minorities, gay men, lesbians and bisexuals, transgendered, the aged, the poor, the disabled, and other vulnerable or oppressed groups.
- Provide timely information to the Field Coordinator such as written descriptions of the agency's services and learning opportunities for students, acceptance of field students, and staff/policy/program changes affecting field education.
- Have sufficient staff to develop and maintain the service delivery of the agency without reliance on students.

### Field Student

The basic responsibility of the **student** is to acquire knowledge, skills, and values of the social work profession that will enable him/her to accomplish the program competencies through operationalizing practice behaviors. The student, in conjunction with the field instructor, is responsible for developing objectives in each learning area and incremental tasks to achieve these objectives. Specific expectations of the student are described in detail in the section on the educational outcomes for the field. However, students are also expected to carry out the following responsibilities:

- Submit in a timely manner all required field documentation, such as: application, before/after interview, agency acceptance, student statement of understanding, field at place of employment proposal, if applicable, Student Integrative Learning Contract, activity/time logs, and evaluation packet;
- Attend all required field orientations and seminars to discuss field and other topics relevant to social work practice;



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- Read and become familiar with all field documents, requirements, policies, and procedures;
- Assume the cost of a background check, physical examination, and mileage if required by the agency;
- Assume responsibility for potential risk or injury during the classroom learning and experiential learning in field practicum. Neither University nor field practicum sites are responsible for students' injuries;
- Develop a Student Integrative Learning Contract in collaboration with the field instructor which includes addressing classroom assignments if appropriate;
- Maintain documentation of field activities and activity/time logs on a weekly basis;
- Provide the field instructor with the evaluation packet; secure required signatures; and submit the student evaluation and activity/time logs with original signature to the Field Education Office at the end of the semester;
- Report regularly to the faculty liaison both successful learning and problems related to the field experience (see Field Problem Resolution Procedures);
- Abide by the *NASW Code of Ethics* and the agency's protocol;
- Prepare for weekly field instructor conferences and use field instruction time to increase professional development and for self-evaluation;
- Maintain a professional demeanor by completing field assignments, complying with the schedule of field activities over the entire semester, and seeking assistance when needed.



# Policies and Procedures

According to the CSWE, academic credit for life experience and previous work experience cannot be given, in whole or in part, in lieu of completing field education hours, nor are field courses transferable from a program that is not accredited by the Council on Social Work Education to the MSW program. Additional regulations are:

- CSWE requires a minimum of 900 clock hours in field education. The MSW schedules these hours with 200 clock hours each semester of foundation field and 250 clock hours each semester of concentration field. Students are instructed to complete this requirement in minimum of blocks of at least four clock hours. However, preferably, students should remain in their field practicum in an eight hour block of time;
- Students are required to remain in the same agency for both semesters of the foundation field and are granted a total of six credit hours for the academic year;
- Students are required to remain in the same agency for both semesters of the concentration field for a total of six credit hours for the academic year.

### **Student Eligibility Requirements:**

#### **For entering field:**

- Full-time student; accepted into the program;
- Part-time student: has successfully completed the first year of the part-time foundation year;
- Advanced standing student: has successfully completed Integrative Advanced Standing Seminar;
- For both foundation and concentration years of field, the student will have: attended the field application orientation, procured a field setting meeting field requirements and submitted, in a timely manner, all required field application forms.

#### **For continuing field:**

- Has successfully completed previous semester of field as documented by evaluation and activity/time logs.

### **Notification regarding Felony Convictions and Unprofessional Conduct**

Students admitted to the MSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact potential for obtaining field placement (required for graduation), as well as obtaining social work licensure and future employment as a social worker.



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### Field Placement Process

Students must adhere to the following requirements upon entering a field practicum. These requirements facilitate the students securing a placement, as well as documenting the student and agencies activities during this process.

- Students are provided a field application and orientation materials, including field forms and interviewing/resume preparation guidelines;
- Students are provided information regarding agencies that meet the requirements of the field education component;
- The students are responsible for procuring a field placement prior to the beginning of the academic year through a successful agency interviewing process utilizing the information gained at the orientation;
- Students may be required by prospective field agencies to submit to legal, health, or substance screenings the results of which will determine the students' acceptance into the agencies;
- Placements are facilitated by the Field Coordinator based on 1) approved agency willingness to accept the student, and 2) student preference. **Agency Acceptance and After Interview forms are required for field assignment;**
- The Field Education Committee will suspend the interviewing process when three different approved agencies or programs have not accepted the student for placement. The Committee will refer the matter to the Director for possible referral to the Academic Performance Committee;
- The concentration year placement process follows the above format;
- For the concentration year, students are encouraged to seek a field setting in a different agency for the purpose of broadening the student's exposure to agencies in the community, to styles of field instruction, and to client populations and problems;
- Concentration year learning opportunities must differ from foundation year learning experiences and must meet concentration year competencies;
- Once a field assignment has been finalized, a change in field assignment requires adherence to field education policy;
- The Field Coordinator is available for consultation throughout the placement process.



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### **Change in Field Placement**

- Students should expect to be assigned one field placement for both semesters of a given academic year;
- The Field Coordinator may make a placement change if, after careful review, a legitimate educational reason for change is determined. Such reasons may include: the field instructor leaving the agency without available replacement, the agency reducing staff, and personnel going on strike;
- The Field Coordinator may make a placement change for reasons of student conduct or performance that the agency deems unacceptable and requires immediate student dismissal;
- The Field Coordinator may make a placement change under circumstances requiring the Field Problem Resolution Procedures, such as: the field instructor or agency not upholding the terms of the Student Integrative Learning Contract, or the presence of disagreements and/or personality conflicts between the field instructor and student;
- No more than one field assignment change will be made within an academic year unless required by circumstances completely beyond the student's or agency's control. Circumstances warranting such a change would need to be critical. A second change would require review and approval by the Field Education Committee.

### **Field at Place of Employment**

Under certain circumstances, such as the financial need to maintain full-time employment, an alternative arrangement is possible in which the student may do field at his/her place of employment. The requirements for this type of field placement are the same as those for all other placements. Field placement at a student's employment site or a field placement paying a stipend requires the following:

- The agency meets established program requirements;
- Submission to the Field Coordinator of a Field at Place of Employment Proposal, which conforms to the outline provided in the *MSW Field Education Manual*;
- The field instructor and employment supervisor must be different;
- The field instructor must have an MSW with two years post-masters experience and one year with the agency;
- The field assignments must be educationally focused, be considered new learning, and be different from employment activity;



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- If, during field, a student is hired by the field agency, he/she will also need to complete a Field at Placement of Employment Proposal to assure that the student's learning objectives can be met, given the job responsibilities, and that the appropriate field instruction can be maintained according to the stipulations above;
- If the field experience itself becomes the employment responsibility, the proposal must state this and must clarify what work responsibilities and time frame will continue to be considered field;
- If, once having started field, a student takes a job at an agency different from the field agency, the student cannot transfer field to that work site. Students are expected to honor their field commitment and complete the hours at their field agencies as agreed upon by the student, agency, and the Program.

### Attendance

**Patterns of weekly attendance:** Foundation year students in placement must attend field 16 hours per week over the course of 13 weeks of each of the two semesters. Concentration year students must attend field 17 hours per week over the course of 15 weeks of each of the two semesters. Students are instructed to complete this requirement in minimum of blocks of at least four clock hours. However, preferably, students should remain in their field practicum in an eight hour block of time. While students may put in more than the minimum clock hours required in each semester, overtime may not be accrued for the purpose of ending field early in the semester or of carrying hours over to the next semester.

**University calendar:** The field calendar follows the University Academic calendar for fall, spring, and summer semester.

1. Students in the graduate program are expected to make-up all missed field time.
2. Requests for religious holidays not observed by the university or the agency should be made to the field instructor.
3. Missed field hours for religious holidays are required to be made up during the semester.

**Field schedule:** Students may not deviate from the field schedule. A set schedule for weekly field hours should be created and approved within the first two weeks of the semester. Under extraordinary circumstances, a deviation may be considered following a written request from the student to the field instructor and their assigned field contact person. Students are expected to chunk their field time. No less than 3 hours per day, no more than 10 hours per day.

**Agency trainings/orientations:** Student participation in field agency trainings/orientations prior to the beginning of the field calendar and assigned field placement may be considered for field hours. Student and field instructor should send a joint email to assigned field contact person in order to obtain approval of field hours.

**Missed field time:** Students are required to make up any missed field time due to personal or family illness, death in the family, and any and all other appropriate circumstances.



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**Conferences and meetings:** Attendance at social work conferences and meetings falling on field days may be counted as field time. The field instructor should expect documentation and discussion of the learning experience from the student.

If student's attendance at social work conferences and meetings are desired by the field instructor and would necessitate absence from classes, the student should request permission from the course instructors. The field office does **not** encourage students missing classes for field education experiences.

### Grading

Credit/No Credit grades are recommended by the field instructor and assigned and recorded by the faculty liaison at the end of each semester of field. A grade of Incomplete (I) may be given when a student has made satisfactory progress but has insufficient clock hours of attendance due to extended illness or other factors beyond the student's control. The student, field instructor and liaison must submit to the Field Coordinator, a written plan for completion of the remaining clock hours specifying the number of hours remaining and the date to be completed.

### Break between Semesters

The break between the fall and spring semesters may pose a challenge to agencies in terms of making arrangements for coverage during student's absence and for continuity of care. Therefore, the student should address the break early on, preferably during the interview process, certainly no later than the development of the Student Integrative Learning Contract. The following rules govern the holiday break between semesters:

- Each student is entitled to the full break between each semester.
- If an agency requires a student to maintain any client service during these breaks, the student must be informed of and agree to this in writing, documented on the Student Integrative Learning Contract;
- Each student is required to take off the final week of the end of the fall semester and the first week in January prior to the beginning of spring semester.
- Each student is required to take off the entire break between spring and summer and summer and fall semester.
- Students may accrue no more than sixteen (16) field hours between the fall and spring semesters. The 16 hours will count toward the spring semester of field only
- Field education departmental coverage (faculty liaison or field education staff) must be available and established with the Field Coordinator **prior to** writing the Student Integrative Learning Contract. Exceptions may be granted upon case situation basis;
- The field instructor must approve and be available during the time the student continues in the agency during any time different than field calendar.
- The arrangement of field hours in the agency and for field education departmental coverage over the holiday break must be specified in the Student Integrative Learning Contract and approved by the faculty liaison, field instructor, and student.



### **Field Problem Resolution Procedures**

Field problems are manifested over a period of time, rarely as single events. This is sufficient to provide evidence that attention is warranted. Most problems, if identified and acted upon early, can be resolved in a professional manner between the parties involved. Field problems include but are not limited to:

- Failure to meet generally accepted standards of professional conduct and personal integrity, such as behavior not consistent with the NASW *Code of Ethics* and the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board;
- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or the emotional stability necessary for forming professional helping relationships;
- Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward colleagues, staff or field faculty;
- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, agency staff reduction, and other circumstances.

Following are the sequential steps of the field problem resolution process:

- As soon as the problem is identified, the student will bring it to the attention of the field instructor, or the field instructor will bring it to the attention of the student. Together the field instructor and the student will attempt to solve the problem.
- If the student and the field instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty liaison for consultation, a three-way meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the liaison should be in direct communication with both the student and field instructor within 7 working days and should notify the Field Coordinator of the problem.
- If the problem is still not resolved, the field instructor, student and faculty liaison will delineate, in writing:
  - A clear definition of the problem;
  - The tasks to be performed to resolve the problem;
  - The behavioral indicators of resolution;
  - A specified time line for task completion;
  - A plan for outcome evaluation.



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- Each of the above parties will keep a copy of this plan for their reference. The faculty liaison will provide a copy of the written problem resolution plan to the Field Coordinator and student's academic advisor.
- The student, field instructor and faculty liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, field instructor, field liaison, Field Coordinator, and academic advisor.
- If the problem cannot be resolved satisfactorily for all parties, the faculty liaison will immediately notify the Field Coordinator and academic advisor in writing. The Field Coordinator will respond to the faculty liaison within seven working days. The field instructor will notify the appropriate agency personnel of the problematic situation.
- The Field Coordinator will determine, in consultation with the Field Education Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the student, field instructor, liaison, and academic advisor.
- If the problem cannot be resolved by the above means, the Field Coordinator will notify the Director in writing.
- When the problem involves dispute over the field grade assigned by the faculty liaison, the students are to follow their respective University's guidelines as outlined in the University's *Graduate Bulletin*.
- When the problem involves a question of the faculty liaison's performance, the Field Coordinator will immediately refer the matter to the Director.
- If a student is dismissed from an agency for academic or nonacademic performance, the Field Education Committee may recommend that the student be terminated from field. If termination from field is recommended, the Committee will refer the matter to the Director for possible referral to the Academic Performance Committee.
- When the field problem results in a question concerning the student's continuation in the MSW program, the Field Coordinator will refer the matter to the Director for referral to the Academic Performance Committee.

### **Academic Performance Committee**

Within the MSW Program, the Academic Performance Committee (APC) is responsible for reviewing academic, nonacademic, and field performance problems. When such problems arise, the Director refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth in the *Graduate Bulletin*, the MSW Program By-laws, the *MSW Field Education Manual*, the *MSW Student Handbook* and the National Association of Social Workers *Code of Ethics*.



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Review by the APC is required whenever a student receives:

- one grade of F or
- two grades of less than B or
- two grades of NS

Mandatory dismissal occurs when a student receives six semester credits of F grade. Academically dismissed students who petition the University for early readmission may also be referred to the APC for review. The APC does not review grade disputes. Students wishing to dispute a grade should consult the *Graduate Bulletin* for the appropriate procedures.

### **Dismissal for Non-Academic Reasons**

The students' classroom and/or field performance must be in compliance with the all university procedures, the mission and goals of the MSW program, the purpose and values of the social work profession, and practice behaviors. In the event that the student's behavior becomes incompliant, he/she will be referred to the APC for review. Such students may be terminated from the MSW Program for reasons that include:

- Violations of the *NASW Code of Ethics*, especially in regard to client confidentiality and respect for the dignity and worth of clients;
- Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students;
- Behavior that violates the protocol of the field practicum sites, as well as activities that create dissention among colleagues and/or supervision;
- Students violating agency's policies, procedures, and decorum.

The Director makes the referral to the APC in writing. Within two weeks of receipt of the referral, the APC will conduct a review and make a recommendation to the Director. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructor, and/or the faculty field liaison. The student may also request an interview with the APC. This request should be made to the Committee Chair.

Recommendations regarding continuance or dismissal from the MSW program are made in writing and sent to the Director. The Director then makes the final decision and notifies the student in writing. The student may appeal the decision by following the guidelines and procedures specified in the *Graduate Bulletin*.

The University of Akron's student code of conduct includes policies regarding academic dishonesty, trespassing, sexual harassment, and student disciplinary procedures. The *Graduate Bulletin* also contains policies regarding students' rights, academic dishonesty and student dismissal.



# Guidelines for Developing Student Integrative Learning Contract and Evaluation

The students have primary responsibility for their own learning. They prepare based upon their learning style, need, and level, the Student Integrative Learning Contract. In this process, the students must identify their areas of interest in advanced practice. The students comply with the MSW program's expectation. The Contract is developed over an academic year. The Contract may be modified to add or delete students' objectives and incremental tasks.

In the foundation year, there are three learning areas, which are: direct practice, service impact, and professional learning. The requirement is that the students have at least three objectives within the learning areas. Within the three objectives, they identify five incremental tasks in order to succeed in obtaining their objectives, as well as developing abilities in the program competencies. The incremental task provides an opportunity for students to develop practice behaviors which operationalize the competencies. Once the students have completed this process, they must confer with the field instructor to determine the opportunities within the agency to provide these learning experiences.

The field instructor is expected to discern the students' abilities and the agencies delivery of services that will optimize the experiential learning for the student. It is imperative that the students' learning is individualized.

Within the second year, the students have the option of micro concentration or macro concentration. In the micro concentration, there are two learning areas: micro practice and professional development. The same process exists in that the students develop three objectives within the learning areas and within the three objectives they identify five incremental tasks in order to succeed in obtaining these objectives and develop abilities in the program competencies. It is also expected in the macro concentration. The learning areas are: macro practice and professional development. This will necessitate the macro students following the same process.

Once the Contract is completed, the faculty liaison visits the agency and in a conference with the student and the field instructor, determines whether the program's expectations are being met and that student has the opportunity to operationalize the professional competencies through practice behaviors. The faculty liaison signs off on the Student Integrative Learning Contract.

The faculty liaison visits the student's field practicum site at the end of the semester to participate in the evaluation process. The expectation is that the students will have accomplished the incremental tasks that lead to their objectives, as well as having demonstrated the practice behaviors. The faculty liaison assigns the grade based upon the result of student's accomplishments.

The program ensures that students acquire knowledge, skills, and values in advanced practice. Consequently, the learning expectations are an essential part of developing this contract, as well



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as a process of under girding the experiential learning. The Student Integrative Learning Contract and the Evaluation depict this process.

### FOUNDATION FIELD OBJECTIVES AND LEARNING EXPERIENCES

Foundation field refers to beginning advanced social work practice with individuals, families, groups, organizations, neighborhoods and communities, and with relevant collateral systems. The helping process in foundation field emphasizes the strengths and resources of client systems within the context of their environments.

#### Foundation Competencies and Practice Behaviors

##### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the foundation level, advanced practitioners function as social work professionals who:*

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

##### **Competency 2.1.2 – Apply social work ethical principles to guide professional practice**

*At the foundation level, advanced practitioners engage in ethical decision making via applying NASW Code of Ethics and practice within the laws of the State of Ohio. They:*

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

##### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

*At the foundation level, advanced practitioners can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:*

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.



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### **Competency 2.1.4 – Engage diversity and differences in practice**

*At the foundation level, advanced practitioners utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:*

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

### **Competency 2.1.5 – Advance human rights and social and economic justice**

*At the foundation level, advanced practitioners recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:*

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

### **Competency 2.1.6 – Engage in research-informed practice and practice informed research**

*At the foundation level, advanced practitioners understand the value of documentation that leads to evidence-based practice. They:*

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

### **Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

*At the foundation level, advanced practitioners utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:*

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

### **Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the foundation level, advanced practitioners understand how the federal, international, and specifically Ohio Revised Code governs the function of agency-based practice and engage in policy practice. They:*

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

### **Competency 2.1.9 – Respond to contexts that shape practice**

*At the foundation level, advanced practitioners develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:*



- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### **2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.*

#### **Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize knowledge, skills, and values to engage clients in an effective manner that creates and maintains clients' participation in the problem solving process. They:*

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

#### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:*

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

#### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:*

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings

#### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners build evidence-based practice through evaluating clients' goal attainment and the outcome of the intervention:*

- Social workers critically analyze, monitor, and evaluate interventions.



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### Foundation Year Learning Experiences and Program Expectations

The overall objectives of the foundation year field experience are achieved through the systematic study and documentation of specific learning assignments, which will vary according to field agency learning opportunities and each student's experience, interests, and aptitudes.

Learning assignments are to be incremental and sequential in nature within the areas of **direct practice, service impact, and professional learning.**

**Direct practice** refers to that area of professional practice in which students work in purposeful, face-to-face contact with client systems of all sizes, and with collateral persons and organizations relevant to those particular client systems. Such collateral contact may involve client advocacy within the context of the field setting.

**Direct practice** assignments include work with individuals, families, small groups, organizations, neighborhoods and communities, and with collateral systems. Work with client systems includes some experience with all phases of practice from initial assessment to evaluation and termination. Practice also includes work with at risk and vulnerable client populations, such as: ethnic and racial minorities, the poor, women, children, the aged, gay men, lesbians, bisexuals, the physically, mentally and emotionally challenged, the stigmatized and others at-risk. Students should be assigned a sufficient number of cases to allow them at least **four (4)** hours per week of face-to-face client system/collateral contact.

**Direct practice** assignments may include an agency or community project that will provide the student an opportunity to apply beginning skills in large systems practice. Such projects include work with a client advocacy or self-help group involved in community action.

**Service impact** refers to the area of professional practice where students contribute to changes in agency policies and services and in broader social policies affecting clients. This area also involves contributions to changes in organizational work cultures affecting agency and interagency work groups and staff relationships.

**Service impact** assignments may include: program/service development (e.g., needs assessment survey), funding (e.g., grant writing), evaluation (e.g., program outcome measurement), and program enhancement.

Additionally, **service impact** assignments may include intra- and interagency meetings regarding such issues as service collaboration or gaps/duplication in services. Assignments also may include participation in committees, staff meetings and ad hoc work groups concerning the impact of agency and community policies and procedures and work cultures on clients, agency services, staff relationships, and students.

**Service impact** assignments may include an agency or community project that will provide a student the opportunity to apply beginning administrative skills with large systems. Such projects include the development of a proposal on relevant agency issues or work with the agency board



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of directors. Students should also have some experience visiting or observing other social service agencies in the community.

**Professional learning** refers to the systematic study and documentation of professional use of self in social work practice. This learning is carried out within the context of the student/field instructor relationship. The field instructor/student relationship is the primary mechanism through which students develop a professionally reflective and self-evaluative practice stance.

Within this context, students take responsibility for their own learning and reflect upon and evaluate their own performance; this includes identification of learning style and patterns, and steps to increase their professional development. Students should have a weekly documented conference with their field instructor of at least **1 to 1½ hours** covering review of case assignments, areas needing improvement, and periodic evaluation of student performance.

Reflective, self-evaluative skills are developed through the construction of a Student Integrative Learning Contract, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning objectives.

It is expected that professional learning will begin with the student's orientation to the agency and the development of a Student Integrative Learning Contract, and will continue throughout the field experience. **Professional learning** is conceptualized under the broad categories of **collaboration/supervision/consultation** and **professional growth/identity**.

Periodic informal evaluations with the field instructor contribute to student's reflective, self-evaluative skills, as do the formal evaluations at the end of each semester.

**Collaboration/supervision/consultation** activities of the student include:

- Collaborating with the field instructor regarding learning objectives and assignments;
- Preparing for field instruction or other professional consultation;
- Drawing case material from a variety of resources and presenting a case to the field instructor, agency staff, or intra-agency team;
- Documenting one's practice through process recording, audio-video taping, and live observations of one's performance;
- Accepting and integrating supervisory/consultative feedback;
- Applying professional social work knowledge, skills, and values working with other professionals.

**Professional growth/identity** activities of the student include:



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- Assuming responsibility for one's own learning, including one's learning patterns, strengths and limitations;
- Accomplishing learning objectives;
- Functioning in accordance with *NASW Code of Ethics*;
- Familiarizing oneself with and following agency policy and procedures;
- Recognizing the social work role and function within the agency, and integrating this awareness into one's professional development;
- Accepting accountability for one's practice, service impact, and professional learning;
- Developing personal time, stress, and anger management skills;
- Familiarizing oneself with and applying best practice documentation skills in agency records of accountability, such as client, files, proposals, memo, reports, and correspondence;
- Developing skills in the use of technology as utilized in the field setting for documentation and practice;
- Critiquing one's own work, recognizing both one's strengths and limitations, and modifying one's practice accordingly.

### **ADVANCED CONCENTRATION MICRO FIELD OBJECTIVES AND LEARNING EXPERIENCES**

Micro concentration field refers to advanced social work practice with individuals, families, small groups, and relevant collateral persons and organizations. The helping process in micro practice emphasizes the strengths and resources of people within the context of their environments.

#### **Micro Competencies and Practice Behaviors**

##### **Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly**

*At the micro concentration level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. They understand social work frameworks and theories specific to individuals, families, and small groups. Advanced practitioners in small systems:*

- Demonstrate the professional use of self and critical consciousness in multiple micro practice context;



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- Seek supervision and consultation appropriately and stay abreast of changes in social work practice through lifelong learning;
- Communicate the purpose of social work practice with other professionals, clients and the community.

### **Competency 2.1.2 - Apply social work ethical principles to guide professional practice**

*At the micro concentration level, advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families and groups in context. Advanced practitioners in small systems:*

- Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families and groups.

### **Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments**

*At the micro concentration level, advanced practitioners analyze the efficacy of various models of prevention, assessment, intervention and evaluation specific to individuals, families and small groups. Because of the multi-disciplinary nature of the problems clients encounter, practitioners must be able to understand the contribution of multiple perspectives, and communicate effectively with both other disciplines and clients. Advanced practitioners in small systems:*

- Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families, and small groups;
- Communicate orally and in writing when working with client systems and complete documentation effectively;
- Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry.

### **Competency 2.1.4 - Engage diversity and difference in practice**

*At the micro concentration level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small systems:*

- Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

### **Competency 2.1.5 - Advance human rights and social and economic justice**

*At the micro concentration level, advanced practitioners recognize barriers such as stigma, shame, stereotyping and discrimination that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:*



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- Demonstrate abilities to promote strengths and competence in individuals, families, and small groups;
- Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;
- Advocate for social and economic justice on behalf of clients and to create social change.

### **Competency 2.1.6 - Engage in research-informed practice and practice-informed research**

*At the micro concentration level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families, and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:*

- Review practice research and select models appropriate to various client populations;
- Apply research methods and skills in the critical examination and evaluation of their own practice;
- Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

### **Competency 2.1.7 - Apply knowledge of human behavior and the social environment**

*At the micro concentration level, advanced practitioners have an eclectic knowledge base of human behavior theories and apply theories to formulate assessments and engage clients in the planned changed process. They understand the interdependent relationship among systems of service delivery in relation to individual, family and group development. Advanced practitioners in small systems:*

- Apply a biopsychosocial conceptual framework, to understand human conditions that affect client behavior;
- Review, select and apply developmentally and culturally competent assessment, intervention and evaluation models;
- Integrate knowledge of individual and family life span development in the context of the environment to understand the client's human condition.

### **Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the micro concentration level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. Advanced practitioners in small systems:*

- Stay current with political, economic, social, and environmental trends that create policies that may have a negative impact on client systems;
- Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- Choose appropriate methods for advocating on behalf of individuals, families and small groups.

### **Competency 2.1.9 - Respond to contexts that shape practice**

*At the micro concentration level, advanced practitioners can complete environmental scans to*



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*understand the impact of changes in economic stability, deindustrialized communities, and shifting migration/immigration that affects the delivery of relevant services. Advanced practitioners in small systems:*

- Respond effectively to the existing context that impact the nature of services with a continuum of care model that undergird relevant services;
- Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs;
- Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Competency 2.1.10 – (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the micro concentration level, advanced practitioners utilize the planned changed process that engages clients in a professional helping relationship and collaborate with them to gain knowledge and skills in developing assessments and interventions that facilitate the achievement of goals and evaluate the effectiveness of client services.*

#### **Competency 2.1.10(a) Engagement**

*At the micro concentration level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. Advanced practitioners in small systems:*

- Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client’s human conditions;
- Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- Identify with the client’s anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, and respect for worth and dignity of the client to facilitate the client’s sharing his/her human condition.

#### **Competency 2.1.10(b) – Assessment**

*At the micro concentration level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. Advanced practitioners in small systems:*

- Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of his/her support network that can be utilized to implement the planned change process;
- Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes.

#### **Competency 2.1.10(c) - Intervention**

*At the micro concentration level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. Advanced practitioners in small systems:*



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- Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- Utilize the client's human condition to facilitate change through negotiation, mediation and advocacy;
- Seek supervision, consultation and literature review to enhance the client's goal achievement;
- Facilitate the clients in developing and maintaining adaptive behaviors that provide stability within their environment.

### **Competency 2.1.10(d) - Evaluation**

*At the micro concentration level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small groups. Advanced practitioners in small systems:*

- Monitor and evaluate interventions in collaboration with client systems;
- Utilize research skills to ensure best practices of evidence-based intervention;
- Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client's readiness;
- Develop strategies for feedback on client's maintaining adaptive functioning;
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

### **Micro Concentration Year Field Learning Experiences and Program Expectations**

The overall objectives of the micro concentration field experience are achieved through the systematic study and documentation of specific assignments, which build upon the foundation year and will vary according to field agency learning opportunities, and each student's experience, interests and aptitudes. Learning assignments are to be incremental and sequential in nature, and with increased autonomy, within the areas **micro practice** and **professional development**.

**Micro practice** refers to that area of professional practice in which students work with individuals, families and small groups in the context of the broader social, cultural, political and economic environment, and with collateral persons and organizations relevant to these small systems. Micro practice assignments include experience with all phases of practice from initial assessment to evaluation and termination. Students should be assigned a sufficient number of cases to allow them at least **eight (8)** hours per week of face-to-face client system/collateral contact. Assignments should include cases reflecting human diversity and work with at risk and vulnerable client populations, such as ethnic and racial minorities, the poor; women; children; the aged; gay men, lesbians, and bisexuals, the physically, mentally emotionally challenged; the stigmatized; and others at-risk.

In carrying out these assignments, students should reflect upon the effects of discrimination and oppression on their clients and upon barriers to social and economic justice. In collaboration with



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their clients, students should identify the strengths and resources, both of their clients and relevant larger systems, which can be mobilized to empower clients to enhance their quality of life.

**Micro practice** assignments should involve: in-depth assessment of client system challenges and resources, the formulation of both proximate and long-range goals and development of appropriate empowerment strategies by which these goals should be met, the differential application of intervention theories, models, and skills representing advanced practice, the use of initiative, imagination, and appropriate timing in seeking and utilizing community resources, and the capacity to critically evaluate intervention outcomes.

**Professional Development** refers to the systematic study and documentation of professional use of self in advance social work practice. This learning is carried out within the context of the field instructor/student relationship through which students enhance their professionally reflective and self-evaluative practice stance. Within this context, students assume responsibilities for their own learning and critique of their development as a social work professional. Students should have a weekly documented conference with their field instructor of at least **1 to 1½** hours covering review of case assignments, areas needing improvement, and periodic evaluation of performance.

Reflective, self-evaluative skills are developed through the construction of a Student Integrative Learning Contract, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning objectives. Periodic information evaluations with the field instructor contribute to student's reflective, self-evaluative skills, as do the formal evaluations at the end of each semester.

**Professional development** is conceptualized under the broad categories of **collaboration/supervision/consultation** and **professional growth/identity**.

Collaboration/supervision/consultation activities of the student include:

- Identifying one's own learning objectives and collaborating with the field instructor regarding learning opportunities and assignments;
- Planning and preparing for field instruction or other professional consultation;
- Initiating and planning case presentations for field instruction and intra- or interagency collaboration and consultation;
- Initiating review of one's practice performance through diverse mechanisms, such as audio or video taping and live observations;
- Initiating, accepting and integrating supervisory, consultative and collaborative feedback;
- Applying professional social work knowledge, skills, and values in working with other professionals.



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**Professional growth/identity** activities of the student include:

- Initiating venues for learning beyond field instruction to include collaboration, consultation and professional conferences;
- Functioning in accordance with professional social work values and ethics;
- Familiarizing oneself with and following agency policy and procedures, and recognizing their impact on client services;
- Recognizing the social work role and function within the agency and integrating this awareness into one's professional development and shaping one's professional identity;
- Strengthen one's personal time, stress and anger management skills;
- Applying best practice documentation skills in agency records of accountability, such as client files, proposals, memos, reports, and correspondence;
- Developing enhanced technology skills as utilized in the advanced field setting for documentation and practice;
- Critiquing one's own work recognizing both one's strengths and limitations, and modifying one's practice accordingly.



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### ADVANCED CONCENTRATION MACRO FIELD OBJECTIVES AND LEARNING EXPERIENCES

Macro concentration field refers to advanced social work practice with neighborhoods, organizations, and communities within the context of political, social and economic institutions. Macro practice focuses on the management and administration of organizations and on advocacy for system change toward social and economic justice. The helping process in macro practice emphasizes the strengths and resources of neighborhoods, organizations and communities, which can be mobilized for empowering diverse and disenfranchised citizens.

#### Macro Competencies and Practice Behaviors

##### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:*

- Facilitate access to services for client systems with human service organizations and communities;
- Engage staff in career learning through staff training and orientation;
- Use staff supervision and consultation in staff development;
- Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student's field placement and professional practice.

##### **Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making**

*At the macro concentration level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:*

- Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
- Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

##### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment.**

*At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:*

- Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;



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- Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

### **Competency 2.1.4 – Engage diversity and differences in administrative practice and organization**

*At the macro concentration level, advanced practitioners appreciate and understand that a client's/consumer's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:*

- Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
- Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
- Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

### **Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems**

*At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients' and workers' basic human rights are observed. They:*

- Utilize the power and politics as they relate to strategic planning;
- Assess strengths and weaknesses of the service delivery systems for clients/consumers;
- Advocate for staff participation and client inclusion in designing programs in HSOs;
- Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

### **Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision**

*At the macro concentration level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:*

- Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
- Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
- Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

### **Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments**

*At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well being. They:*



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- Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
- Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;
- Utilize theories in power and politics in analyzing inter-organizational linkages.

### **Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:*

- Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
- Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
- Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs.

### **Competency 2.1.9 – Respond to contexts that shape practice**

*At the macro concentration level, advanced practitioners continually design and refine ways to effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:*

- Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
- Provide leadership in promoting organizational adaptation to improve the quality of social services.

### **Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners recognize the importance of engaging staff, community members and organizations, and clients in advocating for services or policy changes.*

#### **Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Engage in interventions for change in organizations and communities;
- Facilitate organizational and community change;
- Establish a relationship with organizations and communities;
- Negotiate mutually agreed-on strategies and desired outcomes.

#### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**



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*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
- Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.

### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Apply advanced knowledge and skills to achieve organizational and community goals;
- Utilize advocacy and change strategies that empower organizations and communities;
- Engage organizations and communities in integration of new innovations.

### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:*

- Empower organizations and communities in the evaluation of interventions.

### **Macro Concentration Learning Experiences and Program Expectations**

The overall objectives of the macro concentration field experience are achieved through the systematic study and documentation of specific assignments, which build upon the foundation year and will vary according to field agency learning opportunities and each student's experience, interests and aptitudes. Learning assignments are to be incremental and sequential in nature, and with increased autonomy, within the areas of **macro practice** and **professional development**.

**Macro practice** refers to that area of professional practice in which students work in communities and in public and private organizations to promote opportunities for citizen action that contributes to their growth, empowerment, and use of needed resources, goods and services.

**Macro practice** assignments should include at least one principal, complex project for which the student will take major responsibility. Projects may include development of needs assessment and/or outcome measures; grant preparation; organizational or service delivery system design and/or implementation; program evaluation; development of staff training policies and procedures; budget preparation; community analysis; and work with client groups for the purpose of education, community organizing, and/or social/legislative policy change.

Assignments should reflect human diversity and include work with at risk and vulnerable client populations, e.g., ethnic and racial minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized;



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and others at risk. In carrying out these assignments, students should seek to influence the effects of discrimination and oppression on client systems and to eliminate barriers to social and economic justice. In macro practice students should identify the strengths and resources of neighborhoods, organizations, communities and institutions, which can be mobilized to empower citizens to enhance their quality of life.

**Macro practice** assignments should involve: an in-depth assessment of client-system challenges and resources, the formulation of both proximate and long-range goals and development of appropriate empowerment strategies by which these goals may be met, the differential application of intervention theories, models, and skills, the use of initiative, imagination, and appropriate timing in seeking and involving community elements, and the capacity to critically evaluate intervention outcomes.

**Professional development** refers to the systematic study and documentation of professional use of self in advanced social work practice. This learning is carried out within the context of the field instructor/student relationship through which students enhance their professionally reflective and self-evaluative practice stance. Within this context students assume responsibilities for their own learning and critique of their development as a social work professional. Students should have a weekly documented conference with their field instructor of at least **1 to 1½** hours covering review of assignments, areas needing improvement and periodic evaluation of performance.

Reflective, self-evaluative skills are developed through the construction of a teaching-learning contract, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning objectives. Periodic information evaluations with the field instructor contribute to student's reflective, self-evaluative skills, as do the formal evaluations at the end of each semester.

**Professional development** is conceptualized under the broad categories of **collaboration/supervision/consultation** and **professional growth/identity**.

Collaboration/supervision/consultation activities of the student include:

- Identifying one's own learning objectives and collaborating with the field instructor regarding learning opportunities and assignments;
- Planning and preparing for field instruction or other professional consultation;
- Initiating and planning project presentations for field instruction and intra- or interagency collaboration and consultation;
- Initiating review of one's practice performance through diverse mechanisms, such as public presentations: grant, policy and program proposals, and budgets;
- Initiating, accepting and integrating supervisory, consultative, and collaborative feedback;



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- Applying professional social work knowledge, skills, values, and ethics in working with other professionals.

**Professional growth/identity** activities of the student include:

- Initiating venues for learning beyond field instruction to include collaboration, consultation, and professional conferences;
- Functioning in accordance with professional social work values and ethics;
- Familiarizing oneself with and following field setting organizational policy and procedures and recognizing their impact on client systems and service delivery;
- Recognizing the social work role and function within the field setting, integrating this awareness into one's professional development, and shaping one's professional identity;
- Strengthening one's personal time and stress and anger management skills;
- Applying best practice documentation skills in agency records of accountability;
- Developing enhanced technology skills as utilized in the advanced field setting for documentation and practice;
- Critiquing one's own work recognizing both one's strengths and limitations, and modifying one's practice accordingly.



### THE STUDENT INTEGRATIVE LEARNING CONTRACT

The Student Integrative Learning Contract is the primary instrument for accomplishing the field education objectives. The field instructor and the student, working in active collaboration and in consultation with the faculty liaison, create the Student Integrative Learning Contract. It is an individualized achievement, which reflects a creative mix of the field education objectives; field setting needs, resources and limitations; and student's learning needs, interests, aptitudes, and career goals. For foundation field, the Student Integrative Learning Contract incorporates the learning areas of **direct practice**, **service impact**, and **professional learning**; for concentration field, the contract includes the learning areas of **micro** or **macro practice** and **professional development**.

The Student Integrative Learning Contract delineates learning objectives and the assignments for the first and second semesters of the field experience. The student and field instructor should become familiar with the Performance Dimensions and Outcome Measures in the Evaluation prior to developing the Student Integrative Learning Contract. The Student Integrative Learning Contract must be submitted to the Field Coordinator **no later than the fourth week** of the first semester of field. Modifications and revisions for the second semester are also due **no later than the fourth week**.

#### **Guidelines for Student Integrative Learning Contract Development**

- The learning contract describes the the student's learning objectives and specific learning experiences and the methods to be used in evaluating the student's performance, such as process recording, audio-visual taping, observation, and discussion;
- Learning objectives build on the student's past experiences and skills and must be sufficiently challenging to evoke reflection and curiosity;
- Learning assignments should strike an appropriate balance between participation and observation; between the student's need to be actively involved in translating theory into practice; and the student's need to be objective and learn from reflective observations;
- Observational activities should be active, not passive. They should require the student to process the observations by documenting, reporting, and discussing with the field instructor;
- Field instructors and student should continue to use the contract as the ongoing frame of reference for their work, and amend the contract as necessary to reflect changes in learning objectives and/or assignments;
- Field instructors and students should consult with the faculty liaison, as needed or requested, in regard to the development, use and/or major alteration of the contract.



### THE EVALUATION PROCESS

Ongoing evaluation occurs in regular supervisory conferences as the field instructor provides feedback on the student's performance and keeps the student informed of his/her progress. Evaluation begins with the development of the Student Integrative Learning Contract and is sustained throughout the field experience by ongoing feedback and periodic summarization at strategic points in time. Periodic evaluation is more systematic, formal, and comprehensive. It involves designating time for assessing progress to date and developing plans for the future. A formal evaluation is scheduled near the end of each semester of field.

#### First formal evaluation

- The first formal evaluation occurs toward the close of the first semester of field. It is a written evaluation, which updates and concretizes earlier verbal assessments. It is based on the Student Integrative Learning Contract and the ongoing use of the contract to monitor progress.
- The report is a summation of what was discussed with the student in the evaluation conference and does not include any new material. The field instructor documents the results of the conference in the evaluation and submits a recommended Satisfactory/Fail grade.
- Both the student and the field instructor sign the report. The student's signature signifies that the student has read the evaluation; it does not necessarily indicate approval. In case of unresolvable differences, the student should notify the liaison immediately. In cases where a student does not agree with the evaluation, areas of disagreement are to be identified by the student and initialed by both the student and the field instructor.
- The evaluation includes the student's activity/time logs, which the student and field instructor also sign.
- The **original** signed evaluation and the signed activity/time logs, with any disagreements noted, are forwarded to the Field Coordinator; the Field Coordinator forwards the evaluation and activity/time logs to the faculty liaison for review and assignment of a grade. The liaison reviews all relevant information; assigns the grade; signs the evaluation and the final activity/time logs; and forwards them to the Field Coordinator who will record the grade. The grade will not be officially recorded until the Field Coordinator receives the signed **original** evaluation and **original** activity/time logs.
- After the final grade is recorded, the evaluation is placed in the student's field file.



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### Second Semester Evaluation

- The final evaluation conference is held at **least two weeks** prior to the end of the field experience. The conference follows the same format and procedures as the first semester formal evaluation.
- The second semester evaluation allows for a more comprehensive assessment of the student's performance. The final foundation field evaluation should point the way to future learning objectives. The final concentration field evaluation should point the way to future experiences in the student's professional life.
- The report is a summation of what was discussed with the student in the evaluation conference and does not include any new material. The field instructor documents the results of the conference in the evaluation and submits a recommended Satisfactory/Fail grade.
- Both the student and the field instructor sign the report. The student's signature signifies that the student has read the evaluation; it does not necessarily indicate approval. In case of unresolvable differences, the student should notify the liaison immediately. In cases where a student does not agree with the evaluation, areas of disagreement are to be identified by the student and initialed by both the student and the field instructor.
- The evaluation includes the student's activity/time logs, which the student and field coordinator also sign.
- The **original** signed evaluation and the signed activity/time logs, with any disagreements noted, are forwarded to the Field Coordinator; the Field Coordinator forwards the evaluation and activity/time logs to the faculty liaison for review and assignment of a grade. The liaison reviews all relevant information; assigns the grade; signs the evaluation and the final activity/time logs; and forwards them to the Field Coordinator who will record the grade.
- The grade will not be officially recorded until the Field Coordinator receives the signed **original** evaluation and **original** activity/time logs.
- After the final grade is recorded, the evaluation is placed in the student's field file.



## Appendices

*Documents in this handbook may not reflect current, active documents due to the School's commitment to continuous improvements. Download from social work website for most recent, active documents.*



# MSW FIELD EDUCATION MANUAL

## APPENDIX A

### MSW FIELD APPLICATION DOCUMENTS

#### MSW Field Application

Date of Submission \_\_\_\_\_ Expected Date of Graduation \_\_\_\_\_

Program (check one) Full-time \_\_\_ Part-time \_\_\_ Advanced Standing \_\_\_

Concentration (check one) Micro \_\_\_ Macro \_\_\_

Field begins semester \_\_\_\_\_ (semester and year)

Please print clearly or type

Name: Ms/Mr/Mrs/Miss \_\_\_\_\_

Student ID Number \_\_\_\_\_

Permanent Address \_\_\_\_\_

Mailing Address \_\_\_\_\_

Email Address \_\_\_\_\_

Telephone: Permanent ( ) \_\_\_\_\_ Present ( ) \_\_\_\_\_

Work ( ) \_\_\_\_\_ Ext. ( ) \_\_\_\_\_

Education:

<u>Name</u>	<u>Dates Attended</u>	<u>Degree</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Work History: Paid employment during past 2 years





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Monday \_\_\_ Tuesday \_\_\_ Wed. \_\_\_ Thursday \_\_\_ Friday \_\_\_ Saturday \_\_\_

Do you plan to work while in field? Yes \_\_\_ No \_\_\_ At the same job? Yes \_\_\_ No \_\_\_  
Same schedule? Yes \_\_\_ No \_\_\_

Use this space to describe your professional social work areas of interest and/or career goals, which may influence your preference for a field placement. Thoughtful consideration will be given to your preferences. However, educational objectives and agency availability will be the determining factors in placement.



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**Field at Placement of Employment:** Under certain circumstances, a student may do field at her/his place of employment. The standards and requirements for this type of field placement are the same as those for all other placements in the program. The proposed field instructor **must** be someone other than the student's immediate employment supervisor; **must** have an MSW degree with 2 years post-graduate experience; **must** have at least 1 year with the agency; and **must** be able to offer the student a **minimum of 1-1½** hours per week of field instruction conference time. Also, the field experience assignments **must** be different from employment activity and be educationally focused. Students wishing to do a field experience at their place of employment, **must**, in addition to this application, submit a written Field at Place of Employment Proposal for approval to the Field Coordinator.

\_\_\_\_\_  
(agency name)

\_\_\_\_\_  
(address)

\_\_\_\_\_  
(contact person)

\_\_\_\_\_  
(phone and extension)

I certify that the information on this application form is complete and accurate and that I hereby authorize it to be shared with the field instructor. I understand that acceptance into the field education component is determined by the social work faculty and that satisfactory completion of field is a requirement for completion of the Master of Social Work degree and for graduation.

\_\_\_\_\_  
(signature of applicant)

\_\_\_\_\_  
(date)



## MSW FIELD AT PLACE OF EMPLOYMENT PROPOSAL

Students wishing to do their field at their place of employment must submit, to the Field Coordinator, a written proposal for the field experience. The proposal must conform to the guidelines listed below and demonstrate how the proposed experience meets the requirements of the Field Education Program.

### I. Student Information and Date of Submission

- A. Student's Name
- B. Student's Telephone Number(s) and Email Address

### II. Agency Description

- A. Name and address of agency
- B. Overall mission of the agency
- C. Types of programs/services provided
- D. Target population(s) served

### III. Student Employee Status

- A. Job title and description, length of employment
- B. Name, phone number and email address of immediate employment supervisor

### IV. Proposed Field Experience

- A. Specify the social work activities, assignments and other involvements to be engaged in as part of the field experience. The proposed activities, assignments, and other involvements **must** be different from those that are a part of the student's employee job description.
- B. Describe what you hope to learn from the above experiences.
- C. Describe how the time spent in field will be distinct from normal working terms of both proposed assignments and in terms of specified time frame in which these activities will occur. Field time **must** be in blocks of not less than **4** hours.



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- D. Describe how the agency will cover the student's employment activities while the student is in field; for example, provisions for covering emergencies that would normally be a part of the student's employment activities.
- V. Proposed Field Instruction
- A. Name, phone number and email address of proposed field instructor.
  - B. The proposed field instructor **must** be someone other than the student's immediate employment supervisor; **must** have MSW (no non-social work degree is accepted); **must** have two years post-master's experience; and **must** have a minimum of one year with the agency.
- VI. The Proposal
- A. Must be typed and double-spaced, using the above outline.
  - B. Must include, at the bottom, the signatures of the student; his/her immediate employment supervisor; and the proposed field instructor, including academic degree.
  - C. Will be accepted contingent upon its conformity with the program requirements for field at place of employment.



FIELD AGENCY PRIOR TO INTERVIEW CHOICE FORM

To: Professor Naomi White, Coordinator of Field Education

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

From: \_\_\_\_\_  
(Student's Name)

The following is a list of agencies that I have an interest in interviewing with as a potential placement:

(1) **First Choice** \_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City) (Zip)

\_\_\_\_\_  
(Contact Person) (Phone)

\_\_\_\_\_  
(E-mail address)

(2) **Second Choice** \_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City) (Zip)

\_\_\_\_\_  
(Contact Person) (Phone)

\_\_\_\_\_  
(E-mail address)

Please contact me if you have any concerns regarding field placement at (330) 972-5978 or [naomi1@uakron.edu](mailto:naomi1@uakron.edu)



FIELD AGENCY AFTER INTERVIEW CHOICE FORM

To: Professor Naomi White, Coordinator of Field Education

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

From: \_\_\_\_\_  
(Student's Name)

After completing the interview process, the following is a list of my choices for field education placement:

(1) First Choice \_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City) (Zip)

\_\_\_\_\_  
(Contact Person) (Phone)

\_\_\_\_\_  
(E-mail address)

(2) Second Choice \_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City) (Zip)

\_\_\_\_\_  
(Contact Person) (Phone)

\_\_\_\_\_  
(E-mail address)



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Please contact me if you have any concerns regarding Field placement at (330) 972-5978 or [naomi1@uakron.edu](mailto:naomi1@uakron.edu)



## MSW AGENCY ACCEPTANCE FORM

Date \_\_\_\_\_

STUDENT NAME	APPROVED	NOT APPROVED
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

From: \_\_\_\_\_  
(Signature of interviewer) (Degree, Licensure) (Phone)

\_\_\_\_\_  
(Print interviewer name) (Email)

\_\_\_\_\_  
(Field instructor name, if different-*Must have Master's Degree in Social Work, plus two years of practice experience post-degree*) (Phone)

\_\_\_\_\_  
(Email)

\_\_\_\_\_  
(Agency name)

\_\_\_\_\_  
(Agency address)

COMMENTS: *While it is not necessary to explain why you have or have not accepted a student for field practicum experience, please do not hesitate to bring any questions you may have to my attention:*

Please return to me at the address below according to the date on the student's field application schedule.

To: Naomi White, M.S.W.  
Coordinator of Field Education/Assistant Professor  
School of Social Work  
The Polsky Building, Room 415C  
The University of Akron



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Akron, Ohio 44325-8001  
(330) 972-5978  
Naomi1@uakron.edu



## FERPA Field Placement Disclosure Form

Field placement has as its purpose the opportunity for students to integrate classroom theory with client system practice and to develop professional identity and skills. Practice takes place in a broad range of social service settings. The market of available placement positions is limited, and agencies are highly selective of the students they accept. Some agencies require and execute background checks for misconduct, such as felony convictions or documented violations of the National Association of Social Workers *Code of Ethics*.

The University of Akron School of Social Work requires each field applicant to sign this disclosure form. This form allows the School to inform a student's prospective field agencies of current or past felonious convictions; or other disciplinary code violations of The University of Akron student disciplinary procedures or other similar institutions where the individual may have attended; or other misconduct in violation of the NASW *Code of Ethics*. Agencies need this information in order to accept you as a student.

Please sign this form and submit it with your field application. No application will be processed without this signed form.

I hereby grant permission for the School of Social Work Field Office to notify any agency to which I apply as a field student of my current or past documented felony conviction or other misconduct in violation of the NASW *Code of Ethics*.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

**Field Application for (please check the applicable program):**

MSW Foundation (7750:601 & 7750:602) \_\_\_\_\_

MSW Concentration (7750:603 & 7750:604) \_\_\_\_\_



## Appendix B – Field Syllabi

**School of Social Work  
Master of Social Work Program  
College of Health Professions  
The University of Akron**

**7750:601: Foundation Field Practicum I  
7750:602: Foundation Field Practicum II  
Fall 2016/Spring 2017**

**Instructor  
School of Social Work  
Polsky 411  
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**Office Hours:**

### **I. COURSE DESCRIPTION**

Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. Foundation field facilitates the acquisition of practice skills and experience appropriate for advanced social work practice. Advanced practice is defined as the common body of knowledge, values, and skills in the profession that are identifiable and transferable across small systems (individuals, families, and small groups), large systems (organizations, neighborhoods, and communities) and with relevant collateral systems. Advanced practice is built upon a social behavioral science conceptual framework drawing upon biopsychosocial theories, knowledge of cultural diversity, coupled with critical thinking and analytical skills. Students are expected to carry out a continuous process of analysis, testing, and transferring learning from the classroom to the experiential learning in the field practicum. Students are to grasp the importance of values in the helping process, becoming knowledgeable and skilled participants in service delivery utilizing social work values and ethics. Foundation field is built upon the contextual practice perspectives of ecological systems theory, human diversity, and strengths/empowerment.



## MSW FIELD EDUCATION MANUAL

The Foundation Field Practicum consists of two consecutive semesters, 200 hours per semester, and 16 hours per week of supervised field experience at health and human service agencies or auspices. The full-time student must have graduate status and in the first semester should be enrolled in:

7750:601 Foundation Field Practicum  
7750:631 HBSE: Small Systems  
7750:646 Social Welfare Policy I  
7750:622 Fundamentals of Research I  
7750:605 Social Work Practice with Small Systems.

In the second semester, the student is enrolled in:

7750:602 Foundation Field Practicum  
7750:606 Social Work Practice with Large Systems  
7750:623 Fundamentals of Research II  
7750:632 HBSE: Large Systems  
7750:647 Social Welfare Policy II.

The part-time student must have graduate status; must have successfully completed

7750: 631 HBSE: Small Systems  
7750:632 HBSE Large Systems  
7750:646 and 7750:647 Social Welfare Policy I and II

and be enrolled concurrently with

7750:601 Foundation Field Practicum  
7750:622 Fundamentals of Research I  
7750:605 Social Work Practice with Small Systems  
7750:602 Foundation Field Practicum  
606 Social Work Practice with Large Systems  
7750:623 Fundamentals of Research II

Students are expected to draw upon their broad base of knowledge, skills, and values in the analysis of data about the nature and extent of social problems (7750:622 and 7750:623 Fundamentals of Research I and II), the impact of social policy and services on those problems (7750:646 and 7750:647 Social Welfare Policy I and II), and the application of knowledge gained from this analysis to a variety of client situations (7750: 605 and 7750:606 Social Work Practice with Small Systems and Large Systems, and 7750:631 and 7750:632 HBSE: Small Systems and Large Systems). The Foundation Field I and II courses place emphasis on small and large systems practice.

Incorporating an ecological perspective, the MSW program encourages students to address small and large systems in context. In the first semester, the context includes small systems strengths and resources within the broader social, economic, and cultural environment. Field provides opportunity for students to have exposure to diverse populations and to the richness of perspectives and resources that diversity provides. The second semester of field supports the development of concepts and skills related to practice with large systems as these systems impact individuals, families, and small groups.



## MSW FIELD EDUCATION MANUAL

Foundation field practicum supports the development of concepts and skills related to advanced practice with small systems and large systems. Such concepts normally include small systems and large systems boundaries, equilibrium, and structure. Practice skills with small and large systems normally include relationship building; assessing client challenges, strengths, and resources; engaging the client systems in examining options, setting goals, and executing an action plan; evaluating goal achievement; and facilitating client integration of gains made.

Knowledge, skills, and values integrated during the foundation practicum are carried into succeeding field experiences. The micro and macro concentration field experiences build upon the foundation field year. The micro concentration focuses on diverse and at risk individuals, families, and small groups in the context of the broad social, cultural, economic, and political environment. The macro concentration focuses on neighborhoods, organizations, and communities as they impact and provide resources for diverse populations, particularly those whose well-being and quality of life are at risk.

### II. POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients systems toward optimal functioning and social and economic justice.

### III. SOCIAL WORK VALUES AND ETHICS

Values and ethics are considered throughout the course through the students' assessment of their own personal values in relation to the values and ethics of the social work profession and society. Dilemmas in ethical decision-making will be a focal area of study which will address the application of social work professional values and ethics in practice evaluation, differential assessment, and intervention planning based on the *NASW Code of Ethics* (<http://www.socialworkers.org/pubs/code/code.asp>). Students are expected to respect and adhere to the *NASW Code of Ethics* at all times.

### IV. MSW SCHOOL PROGRAM MISSION AND GOALS

The mission of the MSW program is to prepare students to engage in advanced professional practice with and on behalf of diverse populations in Northeast Ohio with emphasis on the health, well-being, and quality of life of oppressed and vulnerable people. We promote the dignity and worth of the person, human diversity, cultural competence, and social and economic



## MSW FIELD EDUCATION MANUAL

justice through scientific inquiry, creative activity, and service. We advance the social work profession through collaboration with the community.

1. To prepare competent and effective practitioners to carry out the purpose of the social work profession with emphasis on its knowledge, skills, and values.
2. To advocate for social and economic justice and human rights, professional integrity, and the importance of human relationships consistent with social work's history, purpose, and philosophy.
3. To partner with and provide leadership to the communities of Northeast Ohio in order to develop an effective service delivery system to address human needs and enhance experiential learning opportunities.

### V. MSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

The MSW program is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

Competency-based education is an outcome performance approach to curriculum design. Competencies include measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1 – EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (CSWE Commission on Accreditation, 2008).

The MSW program lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the MSW program is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, the course syllabi that comprise the foundation, micro, and macro elements of the program contain the respective competencies and practice behaviors. **Specific practice behaviors that are addressed in the course are in bold**, and *the practice behaviors that are assessed are in bold and italics*. By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the MSW program. .

#### Foundation Competencies and Practice Behaviors

##### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the foundation level, advanced practitioners function as social work professionals who:*

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;



- engage in career-long learning; and
- use supervision and consultation.

### **Competency 2.1.2 – Apply social work ethical principles to guide professional practice**

*At the foundation level, advanced practitioners engage in ethical decision making via applying NASW Code of Ethics and practice within the laws of the State of Ohio. They:*

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

*At the foundation level, advanced practitioners can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:*

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **Competency 2.1.4 – Engage diversity and differences in practice**

*At the foundation level, advanced practitioners utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:*

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

### **Competency 2.1.5 – Advance human rights and social and economic justice**

*At the foundation level, advanced practitioners recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:*

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.



## MSW FIELD EDUCATION MANUAL

**Competency 2.1.6 – Engage in research-informed practice and practice informed research**  
*At the foundation level, advanced practitioners understand the value of documentation that leads to evidence-based practice. They:*

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Competency 2.1.7 – Apply knowledge of human behavior and the social environment**  
*At the foundation level, advanced practitioners utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:*

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the foundation level, advanced practitioners understand how the federal, international, and specifically Ohio Revised Code governs the function of agency-based practice and engage in policy practice. They:*

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Competency 2.1.9 – Respond to contexts that shape practice**

*At the foundation level, advanced practitioners develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:*

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.*

**Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize knowledge, skills, and values to engage clients in an effective manner that creates and maintains clients' participation in the problem solving process.*

*They:*

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.



## MSW FIELD EDUCATION MANUAL

### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:*

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:*

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings

### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners build evidence-based practice through evaluating clients' goal attainment and the outcome of the intervention:*

- Social workers critically analyze, monitor, and evaluate interventions.

## **VI. REQUIRED TEXT**

There is no required text for 7750: 601 and 602

## **VII. RECOMMENDED READINGS**

Raskin, M. S., Wayne, J., & Bogo, M. (2008). Revisiting Field Education Standards. *Journal of*

*Social Work Education, 44*(2), 173-188. doi:10.5175/jswe.2008.200600142

Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students.*

Boston: Allyn and Bacon.

Saltzburg, S., Greene, G., & Drew, H. (2010). Using Live Supervision in Field Education:

Preparing Social Work Students for Clinical Practice. *Families in Society: The Journal of*

*Contemporary Social Services, 91*(3), 293-299. doi:10.1606/1044-3894.4008



## MSW FIELD EDUCATION MANUAL

Sowers, K. M., & Thyer, B. A. (2013). *Getting your MSW: How to survive and thrive in a social work program*. Chicago, IL: Lyceum Books.

Zeira, A., & Schiff, M. (2013). Field Education: A Comparison of Students' and Novice Social Workers' Perspectives. *British Journal of Social Work*, 44(7), 1950-1966.

doi:10.1093/bjsw/bct038

### VIII. STUDENT EVALUATION

**Students are required to read the *MSW Field Education Manual*.**

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Integrative Learning Contract. This contract is to specify the learning objectives and assignments for the foundation year. The contract is due to the Field Coordinator the **fourth** week of the semester. Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Students are to maintain an activity/time log documenting their activities and field hours. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Fail is recommended by the field instructor, assigned by the faculty liaison, and recorded by the Field Coordinator.

### IX. . STUDENT EXPECTATIONS

Students in the MSW program are expected to become familiar with, and comply with, the National Association of Social Workers *Code of Ethics*. They are expected to become aware of their own personal values and the ethical implications of those values. They are responsible for their own ethical conduct and the quality of their learning and practice. Some subject matter in the *Code of Ethics* may be controversial and, while students may vary in their strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen to, and understand, other perspectives.

Students are to recognize and value the dignity, worth, rights, strengths, and uniqueness of others, including fellow students, faculty, and client systems. In addition, students are expected to develop the ability to help clients develop their own views and perspectives, rather than the students imposing their values and opinions on clients.



## MSW FIELD EDUCATION MANUAL

Students in the field setting may experience value conflicts and are expected to address these with their field instructor. Students are to demonstrate the application of a professional problem solving process toward the resolution of value conflicts and ethical dilemmas, which may arise. Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students who believe they may need an accommodation based on the impact of a disability, should contact the Office of Accessibility (330-972-7928).

Students are expected to become familiar with the uses of technology as presented in the field setting and its impact on agency functioning.

### X. COURSE OUTLINE

Based on agency learning opportunities; student experience, interests, and aptitudes; and field education component requirements, the student and the field instructor determine and schedule specific content, readings, and learning experiences which address: theories, methods and skills for advanced practice; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

The foundation field semester places emphasis on advanced practice with individuals, families and small groups in the context of the broader social, cultural, political and economic environment. Advanced practice assignments are to be incremental and sequential in nature within the areas of **direct practice**, **service impact** and **professional learning**.

1. **Direct practice** refers to that area of professional practice in which students work in purposeful, face-to-face contact with client systems of all sizes, and with collateral persons and organizations relevant to those particular client systems. Such collateral contact may involve client advocacy within the context of the field setting.

**Direct practice** assignments include work with individuals, families, and small groups and collateral systems in all phases of practice from initial assessment to termination, evaluation and follow-up. Practice also includes work with at risk and vulnerable client populations, such as ethnic and racial minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Special attention should be paid to the effects of oppression and discrimination on client systems. Students should be assigned a sufficient number of cases to allow them at least **four** hours per week of face-to-face client system/collateral contact.

2. **Service impact** refers to that area of professional practice where students contribute to changes in agency policies and services and in broader social policies affecting



## MSW FIELD EDUCATION MANUAL

clients. This area also involves contributions to changes in organizational work cultures affecting agency and interagency work groups and staff relationships.

**Service impact** assignments may include becoming familiar with agency mission, policies, and procedures; interviewing field agency staff regarding professional roles and responsibilities; visiting or observing other social service agencies in the community; participating in intra- and interagency meetings regarding such issues as gaps/duplication in services or service collaboration; conducting a needs assessment survey; and participating in committee and staff meetings and ad hoc committees around the impact of agency and community policies and procedures and work cultures on clients, agency services, staff relationships and students.

3. **Professional learning** refers to the systematic study and documentation of professional use of self in social work practice. This learning is carried out within the context of the field instructor and student relationship. The field instructor and student relationship is the primary mechanism through which students develop a professionally reflective and self-evaluative practice stance. Within this context, students take increasing responsibility for their own learning and reflect on and evaluate their own performance. This includes identification of learning style and patterns, strengths and limitations, and steps to increase their professional development. Students should have a **weekly, documented conference** with their field instructor of at **least 1 to 1 ½ hours** covering review of assignments, areas needing improvement, and periodic evaluation of performance.

**Professional learning** is conceptualized under the broad categories of collaboration/supervision/consultation and professional growth/identity.

**Collaboration/supervision/consultation** activities include:

- collaborating with the field instructor regarding learning objectives and assignments;
- preparing for field instruction or other professional consultation;
- drawing case material from a variety of resources and presenting a case to the field instructor, agency staff, or intra-agency team;
- documenting one's practice through process recording, audio-video taping, and live observations of one's performance;
- accepting and integrating supervisory/consultative feedback;
- applying professional social work knowledge, skills, and values in working with other professionals.



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**Professional growth/identity** activities include:

- assuming responsibility for one's own learning, including one's learning patterns, strengths and limitations;
- accomplishing program competencies through practice behaviors;
- functioning in accordance with professional social work values and ethics;
- familiarizing oneself with, and following, agency policy and procedures;
- recognizing the social work role and function within the agency, and integrating this awareness into one's professional development;
- accepting accountability for one's practice, service impact, and professional learning;
- developing personal time, stress, and anger management skills;
- familiarizing oneself with, and applying best practice documentation skills in records of accountability, such as client files, proposals, memos, reports, and correspondence;
- developing skills in the use of technology as utilized in the field setting for documentation and practice;
- critiquing one's own work, recognizing both one's strengths and limitations, and modifying one's practice accordingly.

### **XI. BIBLIOGRPAHY**

Baird, B. N. (2008). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Barlow, C. A. (2012). Achieving Competence in Social Work through Field Education. *Social Work Education*, 31(3), 401-402. doi:10.1080/02615479.2011.580078

Bogo, M. (2010). *Achieving competence in social work through field education*. Buffalo: University of Toronto Press.



## MSW FIELD EDUCATION MANUAL

- Fortune, A. E., Lee, M., & Cavazos, A. (2007). Does Practice Make Perfect? *The Clinical Supervisor*, 26(1-2), 239-263. doi:10.1300/j001v26n01\_15
- Gelman, C. R., & Lloyd, C. M. (2008). Field notes: Pre-placement anxiety a Foundation-year MSW students: A follow-up study. *Journal of Social Work Education*, 44(1), 173-183. doi:10.5175/jswe.2008.200600102
- Grobman, L. M. (2002). *The field placement survival guide: What you need to know to get the most from your social work practicum*. Harrisburg, PA: White Hat Communications.
- Raskin, M. S., Wayne, J., & Bogo, M. (2008). Revisiting Field Education Standards. *Journal of Social Work Education*, 44(2), 173-188. doi:10.5175/jswe.2008.200600142
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**School of Social Work  
Master of Social Work Program  
College of Health Professions  
The University of Akron**

**7750:603: Micro Advanced Field Practicum I  
7750:604: Micro Advanced Field Practicum II  
Fall 2016/ Spring 2017**

**Instructor  
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Polsky 411  
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Akron, Ohio 44325-8001**

**Phone  
Fax (330) 972-5739  
E-mail**

**Office Hours:**

### **I. COURSE DESCRIPTION**

Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. Micro concentration field facilitates the acquisition of practice skills and experience in advanced social work practice with small systems (individuals, families, and small groups) and relevant collateral persons and organizations. The helping process in micro practice emphasizes the strengths and resources of people within the context of their environments. Advanced practice involves the selective use of assessment, intervention, and evaluation skills. Students are expected to carry out a continuous process of critical analysis, testing and transferring of learning from one situation to another. They are to develop an increasingly critical and autonomous use of self in the helping process. Students are to exhibit knowledge, skills, and values in service delivery in compliance with social work values and ethics. Concentration field continues to be built upon the practice perspectives of ecological systems theory, human diversity, and strengths/empowerment. These perspectives provide students with a framework for empowering diverse individuals, families, and small groups to restore, maintain, and enhance their personal functioning, social relationships, and access to social and economic resources.

The Micro Field Practicum consists of two consecutive semesters, 250 hours per semester, and 17 hours of supervised field experience at health and human service agencies or auspices per



## MSW FIELD EDUCATION MANUAL

week. The full-time student must have graduate status, have successfully completed the foundation curriculum, and should be enrolled in the first semester micro concentration courses – 7750:603 Advanced Field Practicum, 775-:611 Dynamics of Racism and Discrimination, 7750:663 Psychopathology and Social Work, 7750:607 Advanced Practice with Small Systems I, and one Social Work Elective, as well as the second semester micro concentration courses – 7750:604 Advanced Field Practicum, 7750:608 Advanced Practice with Small Systems II, 7750:675 Program Evaluation, and two Social Work Electives. The Advanced Standing student must have successfully completed the Advanced Standing Integrative Seminar and be currently enrolled in the above first and second semester micro concentration courses. The part-time student must have graduate status; must have successfully completed the foundation curriculum and first year micro concentration courses and be currently enrolled in third semester field practicum courses – 7750:603 Advanced Field Practicum, 7750:607 Advanced Practice with Small Systems I, and one Social Work Elective, as well as the fourth semester micro concentration courses – 7750:604 Advanced Field Practicum, 7750:608 Advanced Practice with Small Systems II, and 7750:675 Program Evaluation.

Building on the foundation year field experience, which included practice with individuals, families, and small groups in the context of their environment, students are expected to employ differential application of a wide range of practice theories and methods that restore, maintain, and enhance clients' social functioning. Challenges to social functioning are viewed within the context of client systems strengths and resources. Students are expected to become aware of programs, policies and economic and cultural forces which accentuate or mitigate client strengths and challenges, thereby facilitating client system empowerment.

Incorporating an ecological perspective, Micro Concentration Field Practicum encourages students to address small systems in contextual practice. Context includes small system strengths and resources within the broader social, economic, and cultural environment. Field practicum provides opportunity for students to have exposure to diverse populations and to the richness of perspectives and resources that diversity provides. Students bring to field, and integrate into practice, culturally relevant, ethnic sensitive practice frameworks.

The Micro Concentration Field Practicum supports the refinement of concepts and skills related to advanced practice with small systems. This includes testing of different practice theories and methods, with increased focus on utilizing these with defined populations, client challenges, and social work fields of practice. In addition, students in Fall and Spring semester micro concentration courses will critically explore their professional use of self with increasing ability to modify their implementation of advanced practice.

Skills integrated during Fall micro concentration field semester are carried into succeeding Spring field experience. The final semester of field allows students the opportunity to synthesize practice skills from a wide range of theoretical bases and to apply these skills to diverse advance practice situations.

## II. POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY



## MSW FIELD EDUCATION MANUAL

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients systems toward optimal functioning and social and economic justice.

### III. SOCIAL WORK VALUES AND ETHICS

Values and ethics are considered throughout the course through the students' assessment of their own personal values in relation to the values and ethics of the social work profession and society. Dilemmas in ethical decision-making will be a focal area of study which will address the application of social work professional values and ethics in practice evaluation, differential assessment, and intervention planning based on the *NASW Code of Ethics* (<http://www.socialworkers.org/pubs/code/code.asp>). Students are expected to respect and adhere to the *NASW Code of Ethics* at all times.

### IV. MSW SCHOOL PROGRAM MISSION AND GOALS

The mission of the MSW program is to prepare students to engage in advanced professional practice with and on behalf of diverse populations in Northeast Ohio with emphasis on the health, well-being, and quality of life of oppressed and vulnerable people. We promote the dignity and worth of the person, human diversity, cultural competence, and social and economic justice through scientific inquiry, creative activity, and service. We advance the social work profession through collaboration with the community.

1. To prepare competent and effective practitioners to carry out the purpose of the social work profession with emphasis on its knowledge, skills, and values.
2. To advocate for social and economic justice and human rights, professional integrity, and the importance of human relationships consistent with social work's history, purpose, and philosophy.
3. To partner with and provide leadership to the communities of Northeast Ohio in order to develop an effective service delivery system to address human needs and enhance experiential learning opportunities.

### V. MSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

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## MSW FIELD EDUCATION MANUAL

Competency-based education is an outcome performance approach to curriculum design. Competencies include measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1 – EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (CSWE Commission on Accreditation, 2008).

The University of Akron School of Social Work lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the MSW program is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, the course syllabi that comprise the foundation, micro, and macro elements of the program contain the respective competencies and practice behaviors. **Specific practice behaviors that are addressed in the course are in bold**, and *the practice behaviors that are assessed are in bold and italics*. By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the MSW program.

### Micro Competencies and Practice Behaviors

#### **Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly**

*At the micro concentration level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. They understand social work frameworks and theories specific to individuals, families, and small groups. Advanced practitioners in small systems:*

- Demonstrate the professional use of self and critical consciousness in multiple micro practice context;
- Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning;
- Communicate the purpose of social work practice with other professionals, clients and the community.

#### **Competency 2.1.2 - Apply social work ethical principles to guide professional practice**

*At the micro concentration level, advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families and groups in context. Advanced practitioners in small systems:*

- Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families, and groups.



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### **Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments**

*At the micro concentration level, advanced practitioners analyze the efficacy of various models of prevention, assessment, intervention and evaluation specific to individuals, families and small groups. Because of the multi-disciplinary nature of the problems clients encounter, practitioners must be able to understand the contribution of multiple perspectives, and communicate effectively with both other disciplines and clients. Advanced practitioners in small systems:*

- Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups;
- Communicate orally and in writing when working with client systems and complete documentation effectively;
- Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry.

### **Competency 2.1.4 - Engage diversity and difference in practice**

*At the micro concentration level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small systems:*

- Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

### **Competency 2.1.5 - Advance human rights and social and economic justice**

*At the micro concentration level, advanced practitioners recognize barriers such as stigma, shame, stereotyping and discrimination, that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:*

- Demonstrate abilities to promote strengths and competence in individuals, families and small groups;
- Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;
- Advocate for social and economic justice on behalf of clients and to create social change.

### **Competency 2.1.6 - Engage in research-informed practice and practice-informed research**

*At the micro concentration level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:*

- Review practice research and select models appropriate to various client populations;



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- Apply research methods and skills in the critical examination and evaluation of their own practice;
- Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

### **Competency 2.1.7 - Apply knowledge of human behavior and the social environment**

*At the micro concentration level, advanced practitioners have an eclectic knowledge base of human behavior theories and apply theories to formulate assessments and engage clients in the planned changed process. They understand the interdependent relationship among systems of service delivery in relation to individual, family and group development. Advanced practitioners in small systems:*

- Apply a biopsychosocial conceptual framework, to understand human conditions that affect client behavior;
- Review, select and apply developmentally and culturally competent assessment, intervention and evaluation models;
- Integrate knowledge of individual and family life span development in the context of the environment to understand the client's human condition.

### **Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the micro concentration level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. Advanced practitioners in small systems:*

- Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;
- Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- Choose appropriate methods for advocating on behalf of individuals, families and small groups.

### **Competency 2.1.9 - Respond to contexts that shape practice**

*At the micro concentration level, advanced practitioners can complete environmental scans to understand the impact of changes in economic stability, deindustrialized communities, and shifting migration/immigration that affects the delivery of relevant services. Advanced practitioners in small systems:*

- Respond effectively to the existing context that impact the nature of services with a continuum of care model that under gird relevant services;
- Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs;
- Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Competency 2.1.10 – (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the micro concentration level, advanced practitioners utilize the planned changed process that engages clients in a professional helping relationship and collaborate with them to gain*



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*knowledge and skills in developing assessments and interventions that facilitate the achievement of goals and evaluate the effectiveness of client services.*

### **Competency 2.1.10(a) Engagement**

*At the micro concentration level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. Advanced practitioners in small systems:*

- Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client's human conditions;
- Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- Identify with the client's anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client's sharing his/her human condition.

### **Competency 2.1.10(b) – Assessment**

*At the micro concentration level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. Advanced practitioners in small systems:*

- Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;
- Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes.

### **Competency 2.1.10(c) - Intervention**

*At the micro concentration level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. Advanced practitioners in small systems:*

- Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- Utilize the client's human condition to facilitate change through negotiation, mediation and advocacy;
- Seek supervision, consultation and literature review to enhance the client's goal achievement;
- Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

### **Competency 2.1.10(d) - Evaluation**

*At the micro concentration level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small groups. Advanced practitioners in*



*small systems:*

- Monitor and evaluate interventions in collaboration with client systems;
- Utilize research skills to ensure best practices of evidence-based intervention;
- Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client's readiness;
- Develop strategies for feedback on client's maintaining adaptive functioning;
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

### VI. REQUIRED TEXT

There is no required text for the Micro Advanced Field Practicum, 7750:603 and 7750:604

### VII. RECOMMENDED READINGS

The agency and a field instructor may assign additional readings that are relevant and unique to the field practicum.

Alter, C. (2006). Assessing student writing proficiency in graduate schools of social work.

*Journal of Social Work Education, 42(2), 337-354.*

Beaulaurier, R., & Haffey, M. (2005). *Technology in social work education and curriculum: The high tech, high touch social work educator*. Binghamton, NY: Haworth Social Work Practice Press.

Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work:*

*Integrating class and field work*. Boston, MA: Pearson A and B.

Bogo, M. (2010). *Achieving competence in social work through field education*. Buffalo:

University of Toronto Press.

### VIII. STUDENT EVALUATION

**Students are required to read the *MSW Field Education Manual*.**

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Integrated Learning Contract. This contract is to specify the learning objectives and assignments for the foundation year. The contract is due to the Field Coordinator the **fourth** week of the semester. Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.



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Students are to maintain an activity/time log documenting their activities and field hours. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Fail is recommended by the field instructor, assigned by the faculty liaison, and recorded by the Field Coordinator.

### IX. . STUDENT EXPECTATIONS

Students in the Master of Social Work Program are expected to become familiar with, and comply with, the National Association of Social Workers *Code of Ethics*. They are expected to become aware of their own personal values and the ethical implications of those values. They are responsible for their own ethical conduct and the quality of their learning and practice. Some subject matter in the *Code of Ethics* may be controversial and, while students may vary in their strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen to, and understand, other perspectives.

Students are to recognize and value the dignity, worth, rights, strengths, and uniqueness of others, including fellow students, faculty, and client systems. In addition, students are expected to develop the ability to help clients develop their own views and perspectives, rather than the students imposing their values and opinions on clients.

Students in the field setting may experience value conflicts and are expected to address these with their field instructor. Students are to demonstrate the application of a professional problem solving process toward the resolution of value conflicts and ethical dilemmas, which may arise.

Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students who believe they may need an accommodation based on the impact of a disability, should contact the Office of Accessibility (330-972-7928).

Students are expected to become familiar with the uses of technology s presented in the field setting and its impact on agency functioning.

### X. COURSE OUTLINE

Based on agency learning opportunities; student experience, interests, and aptitudes; and field practicum requirements, the student and the field instructor determine and schedule specific content, readings, and learning experiences which address: theories, methods and skills for advanced practice with individuals, families, and small groups; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research



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principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

The micro concentration places emphasis on advanced practice with individuals, families, and small groups in the context of the broader social, cultural, political, and economic environment, and with collateral persons and organizations relevant to these small systems. Micro field assignments build on the foundation field experience. Assignments should reflect human diversity and work with at risk and vulnerable client populations, such as ethnic and racial minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Assignments should provide students opportunities to examine the effects of oppression, discrimination and barriers to social and economic justice on clients and services.

Assignments, per semester, are based on agency learning opportunities, student experience, interests, and aptitudes and field practicum requirements and are to be incremental and sequential in nature within the areas of **micro practice** and **professional development**.

1. **Micro practice** refers to the purposeful face-to-face contact with small client systems and collateral persons and organizations. Students should be assigned a sufficient number of cases to allow them at least **8** hours per week of face-to-face client system/collateral contact. Micro assignments include all phases of practice from initial assessment to termination, follow-up and evaluation. Students should identify and use the strengths and resources of their clients and relevant larger systems.

**Micro practice** assignments involve an in-depth assessment of client system challenges and resources; the formulation of both proximate and long range goals and development of appropriate empowerment strategies by which these goals may be met; the differential application of intervention theories, models and skills; the use of initiative, imagination and appropriate timing in seeking and utilizing community resources; and the capacity to critically evaluate intervention outcomes.

2. **Professional development** refers to the systematic study and documentation of professional use of self in advanced social work practice. This learning is carried out within the context of the field instructor and student relationship through which students enhance their professionally reflective and self-evaluative advanced practice stance. Within this context students assume responsibility for their own learning and critique of their development as a social work professional. Students should have a **weekly, documented conference** with their field instructor of at least **1 to 1 ½ hours** covering review of assignments, areas needing improvement, and periodic evaluation of performance.

Reflective, self-evaluative skills are developed through the construction of a Student Integrative Learning Contract, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning objectives. Periodic informal evaluations with the field instructor contribute to student self-



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reflective, self-evaluative skills, as do the formal evaluations at the end of the semester.

**Professional development** is conceptualized under the broad categories of collaboration/supervision/consultation and professional growth/identity.

**Collaboration/supervision/consultation** activities include:

- collaborating with the field instructor regarding learning objectives and assignments;
- preparing for field instruction or other professional consultation;
- drawing case material from a variety of resources and presenting a case to the field instructor, agency staff, or intra-agency team;
- documenting one's practice through process recording, audio-video taping, and live observations of one's performance;
- accepting and integrating supervisory/consultative feedback;
- applying professional social work knowledge, skills, and values in working with other professionals.

**Professional growth/identity** activities include:

- assuming responsibility for one's own learning, including one's learning patterns, strengths and limitations;
- accomplishing program competencies through practice behaviors;
- functioning in accordance with professional social work values and ethics;
- familiarizing oneself with, and following, agency policy and procedures;
- recognizing the social work role and function within the agency, and integrating this awareness into one's professional development;
- accepting accountability for one's practice, service impact, and professional learning;
- developing personal time, stress, and anger management skills;
- familiarizing oneself with, and applying best practice documentation skills in records of accountability, such as client files, proposals, memos, reports, and correspondence;



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- developing skills in the use of technology as utilized in the field setting for documentation and practice;
- critiquing one's own work, recognizing both one's strengths and limitations, and modifying one's practice accordingly.

### XI. BIBLIOGRAPHY

Foote, W. L. (2015). Social Work Field Educators' Views on Student Specific Learning Needs.

*Social Work Education*, 34(3), 286-300. doi:10.1080/02615479.2015.1005069

Hendricks, C. O., Finch, J. B., & Franks, C. L. (2005). *Learning to teach, teaching to learn: A guide for social work field education*. Alexandria, VA: Council on Social Work Education.

Homonoff, E. (2008). The Heart of Social Work: Best Practitioners Rise to Challenges in Field Instruction. *WCSU The Clinical Supervisor*, 27(2), 135-169.

doi:10.1080/07325220802490828

Pehrson, K. L., Panos, P. T., Larson, K. L., & Cox, S. E. (2009). Enhancement of the social work field practicum student-supervisor relationship. *The Journal of Practice Teaching and Learning*, 9(2), 72-92. doi:10.1921/146066910x518111



**School of Social Work  
Master of Social Work Program  
College of Health Professions  
The University of Akron**

**7750:603: Macro Advanced Field Practicum I  
7750:604: Macro Advanced Field Practicum II  
Fall 2016/ Spring 2017**

**Instructor  
School of Social Work  
Polsky 411  
The University of Akron  
Akron, Ohio 44325-8001**

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### **I. COURSE DESCRIPTION**

Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. The macro concentration is the area in which the students develop knowledge, skills, and values through experiential learning with organizations, neighborhoods, and communities within the context of political, social, and economic institutions. Advanced practice involves the selective use of assessment, intervention, and evaluation skills. Students are expected to carry out a continuous process of critical analysis, testing and transferring of learning from one situation to another. They are to develop an increasingly critical and autonomous use of self in the helping process. Students are to exhibit an appropriate use of knowledge, skills, and values in service delivery in compliance with social work values and ethics. Concentration field continues to be built upon the practice perspectives of ecological systems theory, human diversity, and strengths/empowerment. These perspectives prepare students to focus on developing and implementing effective human services, preventing systemic dysfunctioning, and restoring, maintaining, and enhancing community life. Thus, students are prepared to influence political, social, and economic forces toward the empowerment of diverse persons in their environments.



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The Macro Field Practicum consists of two consecutive semesters, 250 hours per semester, and 17 hours of supervised field experience at health and human service agencies or auspices per week. The full-time student must have graduate status, have successfully completed the foundation curriculum, and be currently enrolled in the first semester macro concentration courses – 7750:603 Advanced Field Practicum III, 7750:611 Dynamics of Racism and Discrimination, 7750:672 Community Organization and Planning, 7750:674 Community, Economic Systems and Policy Analysis, and one Social Work Elective, as well as the second semester macro concentration courses – 7750:604 Advanced Field Practicum IV, 7750:671 Social Work Administration, 7750:673 Strategies of Community Organization, 7750:675 Program Evaluation, and one Social Work Elective. The Advanced Standing student must have graduate status, must have successfully completed the Advanced Standing Integrative Seminar, and must be currently enrolled in the above first and second semester macro concentration courses. The part-time student must have graduate status; must have successfully completed the foundation curriculum and first year macro concentration courses and be currently enrolled in third semester field practicum courses – 7750:603 Advanced Field Practicum III, 7750:672 Community Organization and Planning, and one Social Work Elective, as well as the fourth semester courses – 7750:604 Advanced Field Practicum IV, 7750:673 Strategies of Community Organization, and 7750:675 Program Evaluation.

Building on the foundation field experience, which included practice with neighborhoods, organizations, and communities, students are expected to employ differential application of a wide range of theories and strategies related to management and administration of organizations, and advocacy and social change. Students are encouraged to examine strategies and draw upon resources that empower neighborhoods, organizations, and communities to take action to improve individuals' well-being and quality of life.

Incorporating an ecological perspective, the Macro Concentration Field Practicum encourages students to differentially make use of the complementary relationship between community organization, planning, and administration, and work which focuses on people individually, in families, and in small groups. This includes drawing upon the strengths and resources of each component of the relationship. Field provides the opportunity for students to be exposed to diversity in neighborhoods, organizations, and communities and to the richness of perspectives and resources that diversity provides. Students are to bring to field, and integrate into advanced practice, culturally relevant, ethnically sensitive practice frameworks.

The Macro Concentration Field Practicum supports the refinement of concepts and skills related to advanced practice with large systems. This includes testing of different practice theories and methods, with increased focus on their utilization with defined systemic structures, functions, and concerns. In addition, students in the Fall and Spring semester macro courses will critically explore their professional use of self with increasing ability to modify their implementation of advanced practice.

Skills integrated during the Fall macro concentration field semester are carried into the succeeding Spring field experience. The final semester of field allows students the opportunity to synthesize practice skills from a wide range of theoretical bases and to apply these skills to diverse advanced practice situations.



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### II. POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients systems toward optimal functioning and social and economic justice.

### III. SOCIAL WORK VALUES AND ETHICS

Values and ethics are considered throughout the course through the students' assessment of their own personal values in relation to the values and ethics of the social work profession and society. Dilemmas in ethical decision-making will be a focal area of study which will address the application of social work professional values and ethics in practice evaluation, differential assessment, and intervention planning based on the *NASW Code of Ethics* (<http://www.socialworkers.org/pubs/code/code.asp>). Students are expected to respect and adhere to the *NASW Code of Ethics* at all times.

### IV. MSW SCHOOL PROGRAM MISSION AND GOALS

The mission of the MSW program is to prepare students to engage in advanced professional practice with and on behalf of diverse populations in Northeast Ohio with emphasis on the health, well-being, and quality of life of oppressed and vulnerable people. We promote the dignity and worth of the person, human diversity, cultural competence, and social and economic justice through scientific inquiry, creative activity, and service. We advance the social work profession through collaboration with the community.

1. To prepare competent and effective practitioners to carry out the purpose of the social work profession with emphasis on its knowledge, skills, and values.
2. To advocate for social and economic justice and human rights, professional integrity, and the importance of human relationships consistent with social work's history, purpose, and philosophy.
3. To partner with and provide leadership to the communities of Northeast Ohio in order to develop an effective service delivery system to address human needs and enhance experiential learning opportunities.

### V. MSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS



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The MSW program is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

Competency-based education is an outcome performance approach to curriculum design. Competencies include measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1 – EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (CSWE Commission on Accreditation, 2008).

The MSW program lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the MSW program is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, the course syllabi that comprise the foundation, micro, and macro elements of the program contain the respective competencies and practice behaviors. **Specific practice behaviors that are addressed in the course are in bold**, and *the practice behaviors that are assessed are in bold and italics*. By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the MSW program.

### Macro Competencies and Practice Behaviors

#### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:*

- Facilitate access to services for client systems with human service organizations and communities;
- Engage staff in career learning through staff training and orientation;
- Use staff supervision and consultation in staff development;
- Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student's field placement and professional practice.

#### **Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making**

*At the macro concentration level, advanced practitioners are aware of the value base of the*



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*profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:*

- Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
- Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment.**

*At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:*

- Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;
- Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

### **Competency 2.1.4 – Engage diversity and differences in administrative practice and community organization**

*At the macro concentration level, advanced practitioners appreciate and understand that a client's/consumer's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:*

- Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
- Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
- Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

### **Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems**

*At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients' and workers' basic human rights are observed. They:*

- Utilize the power and politics as they relate to strategic planning;
- Assess strengths and weaknesses of the service delivery systems for clients/consumers;
- Advocate for staff participation and client inclusion in designing programs in HSOs;
- Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

### **Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision**



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*At the macro concentration level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:*

- Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
- Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
- Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

### **Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments**

*At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well being. They:*

- Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
- Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;
- Utilize theories in power and politics in analyzing inter-organizational linkages.

### **Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:*

- Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
- Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
- Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs.

### **Competency 2.1.9 – Respond to contexts that shape practice**

*At the macro concentration level, advanced practitioners continually design and refine ways to effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:*

- Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
- Provide leadership in promoting organizational adaptation to improve the quality of social services.

### **Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families,**



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### **groups, organizations, and communities**

*At the macro concentration level, advanced practitioners recognize the importance of engaging staff, community members and organizations, and clients in advocating for services or policy changes.*

### **Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Engage in interventions for change in organizations and communities;
- Facilitate organizational and community change;
- Establish a relationship with organizations and communities;
- Negotiate mutually agreed-on strategies and desired outcomes.

### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
- Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.

### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Apply advanced knowledge and skills to achieve organizational and community goals;
- Utilize advocacy and change strategies that empower organizations and communities;
- Engage organizations and communities in integration of new innovations.

### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:*

- Empower organizations and communities in the evaluation of interventions.

## **VI. REQUIRED TEXT**

There is no required text for the Macro Advanced Field Practicum 7750:603 and 7750:604.

## **VII. RECOMMENDED READINGS**



## MSW FIELD EDUCATION MANUAL

Alter, C. (2006). Assessing student writing proficiency in graduate schools of social work.

*Journal of Social Work Education, 42(2), 337-354.*

Beaulaurier, R., & Haffey, M. (2005). *Technology in social work education and curriculum: The high tech, high touch social work educator*. Binghamton, NY: Haworth Social Work Practice Press.

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*Integrating class and field work*. Boston, MA: Pearson A and B.

Bogo, M. (2010). *Achieving competence in social work through field education*. Buffalo:

University of Toronto Press.

### VIII. STUDENT EVALUATION

**Students are required to read the *MSW Field Education Manual*.**

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Integrative Learning Contract. This contract is to specify the learning objectives and assignments for the foundation year. The contract is due to the Field Coordinator the **fourth** week of the semester. Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Students are to maintain an activity/time log documenting their activities and field hours. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Fail is recommended by the field instructor, assigned by the faculty liaison, and recorded by the Field Coordinator.

### IX. . STUDENT EXPECTATIONS

Students in the Master of Social Work program are expected to become familiar with, and comply with, the National Association of Social Workers *Code of Ethics*. They are expected to become aware of their own personal values and the ethical implications of those values. They are responsible for their own ethical conduct and the quality of their learning and practice. Some subject matter in the *Code of Ethics* may be controversial and, while students may vary in their strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen to, and understand, other perspectives.



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Students are to recognize and value the dignity, worth, rights, strengths, and uniqueness of others, including fellow students, faculty, and client systems. In addition, students are expected to develop the ability to help clients develop their own views and perspectives, rather than the students imposing their values and opinions on clients.

Students in the field setting may experience value conflicts and are expected to address these with their field instructor. Students are to demonstrate the application of a professional problem solving process toward the resolution of value conflicts and ethical dilemmas, which may arise. Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students who believe they may need an accommodation based on the impact of a disability, should contact the Office of Accessibility (330-972-7928).

Students are expected to become familiar with the uses of technology s presented in the field setting and its impact on agency functioning.

### X. COURSE OUTLINE

The student and the field instructor determine and schedule specific contextual practice content, readings, and learning experiences which address: theories, methods and skills for advanced practice with organizations, neighborhoods, and communities; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

The macro concentration places emphasis on advanced practice with organizations, neighborhoods, and communities, and their impact on, and resource potential for, individuals, families, and small groups. Macro field assignments build on the foundation field experience with large systems and include community organization, planning, and administration. Assignments should reflect human diversity and work with at risk and vulnerable client populations, such as ethnic and racial minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. The helping process in macro practice emphasizes the strengths and resources of neighborhoods, organizations, and communities to provide opportunities for the empowerment and action of diverse and disenfranchised citizens. Assignments should provide students opportunities to work toward prevention or elimination of institutionalized discrimination and oppression.

Assignments, per semester, are based on agency learning opportunities; student's experience, interests, and aptitudes; and field practicum requirements and are to be incremental and sequential in nature within the areas of **macro practice** and **professional development**.

1. **Macro practice** refers to that area of professional practice in which students work in communities and in public and private organizations to promote opportunities for



## MSW FIELD EDUCATION MANUAL

citizen action that contributes to their growth, empowerment and use of needed resources, goods and services. Macro practice focuses on the management and administration of organizations, social advocacy, and political, social and economic change. Macro practice assignments should include at least one principal, complex project for which the student will take major responsibility. Projects may include development of needs assessment and/or outcome measures; grant preparation; organizational or service delivery system design and/or implementation; program evaluation; development of staff training policies and procedures; budget preparation; community analysis; and work with client groups for the purpose of education, community organizing, and/or social/legislative policy change.

**Macro practice** assignments should involve an in-depth assessment of client-system challenges and resources; the formulation of both proximate and long-range goals and development of appropriate empowerment strategies by which these goals may be met; the differential application of intervention theories, models, and skills; the use of initiative, imagination, seeking appropriate timing, and involving community elements; and the capacity to critically evaluate intervention outcomes.

2. **Professional development** refers to the systematic study and documentation of professional use of self in advanced social work practice. This learning is carried out within the context of the field instructor/student relationship through which students enhance their professionally reflective and self-evaluative practice stance. Within this context students assume responsibility for their own learning and critique of their development as a social work professional. Students should have a **weekly, documented conference** with their field instructor of **at least 1 to 1 ½ hours** covering review of assignments, areas needing improvement, and periodic evaluation of performance.

Reflective, self-evaluative skills are developed through the construction of a Student Integrative Learning Contract, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning objectives. Periodic informal evaluations with the field instructor contribute to student's self-reflective, self-evaluative skills, as do the formal evaluations at the end of the semester.

**Professional development** is conceptualized under the broad categories of collaboration/supervision/consultation and professional growth/identity.

**Collaboration/supervision/consultation** activities include:

- collaborating with the field instructor regarding learning objectives and assignments;
- preparing for field instruction or other professional consultation;



## MSW FIELD EDUCATION MANUAL

- drawing case material from a variety of resources and presenting a case to the field instructor, agency staff, or intra-agency team;
- documenting one's practice through process recording, audio-video taping, and live observations of one's performance;
- accepting and integrating supervisory/consultative feedback;
- applying professional social work knowledge, skills, and values in working with other professionals.

### **Professional growth/identity** activities include:

- assuming responsibility for one's own learning, including one's learning patterns, strengths and limitations;
- accomplishing program competencies through practice behaviors;
- functioning in accordance with professional social work values and ethics;
- familiarizing oneself with, and following, agency policy and procedures;
- recognizing the social work role and function within the agency, and integrating this awareness into one's professional development;
- accepting accountability for one's practice, service impact, and professional learning;
- developing personal time, stress, and anger management skills;
- familiarizing oneself with, and applying best practice documentation skills in records of accountability, such as client files, proposals, memos, reports, and correspondence;
- developing skills in the use of technology as utilized in the field setting for documentation and practice;
- critiquing one's own work, recognizing both one's strengths and limitations, and modifying one's practice accordingly.

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Homonoff, E. (2008). The Heart of Social Work: Best Practitioners Rise to Challenges in Field Instruction. *WCSU The Clinical Supervisor*, 27(2), 135-169.  
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**APPENDIX C – FOUNDATION FIELD GUIDELINES AND FORMS**

**THE UNIVERSITY OF AKRON  
SCHOOL OF SOCIAL WORK**

**MASTER OF SOCIAL WORK PROGRAM**

**FOUNDATION FIELD  
Student Integrative Learning Contract and Student Evaluation**

Field education is the component of the MSW curriculum that provides an opportunity for the student to gain experience in the application of social work theories and constructs, as well as develop self-awareness, through the utilization of “self” in working with client systems. The Student Integrative Learning Contract is designed in a manner that provides an opportunity for each student to develop learning objectives, assignments and tasks, in conjunction with the field instructor, to reflect the student’s learning needs and learning level, the agency’s purpose and client population, as well as the program’s expectations and guidelines. Foundation I and II competencies are delineated under Foundation Field Objectives and Learning Experiences.

The student draws upon the program’s expectations and guidelines, as well as experiences unique to the agency, to develop the Student Integrative Learning Contract, which reflects the student’s learning needs and learning level. The Contract brings together theory and practice, instructor and student, as well as agency and School, through its direct relationship to the actual course work of the student. The Student Integrative Learning Contract operationalizes and specifies the areas of the student’s learning the first semester and serves as the building block for the second semester. The student and field instructor work together to develop, implement, and evaluate the Contract, which involves:

- assessing the student’s learning needs, level, and styles in order to maximize the student’s learning;
- formulating learning objectives and assignments in order to direct the learning experiences toward the student’s needs and level, as well as the agency’s purpose and function;
- delineating incremental tasks in the practice experience that will insure a progression in the student’s growth and development; and
- evaluating the student’s performance and accomplishments with consideration of

❖ AFFECTIVE OUTCOME = What has the student learned to value and believe, and developed into new awareness?

❖ COGNITIVE OUTCOME = What new knowledge and understanding has



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- ❖ SKILL OUTCOME = the student gained?
- ❖ OPERATIONAL OUTCOME = What will the student be able to do?
- ❖ OPERATIONAL OUTCOME = What impact has the student made on the agency?

## STUDENT INTEGRATIVE LEARNING CONTRACT

### General Guidelines

The program’s expectations are that:

1. The learning contract should be viewed by the student and field instructor as a binding agreement between the student, field instructor, and agency which represents the learning needs and level of the student, as well as needs, functions, and policy guidelines of the agency;
2. The learning contract is reflective of the theoretical constructs that the students are expected to have learned in the course work during the foundation year;
3. The learning contract allows for the student to participate in learning opportunities throughout the agency.

The **incremental tasks** that form the basis for the evaluation process should reflect the psychological states that are conducive to the student’s growth and development, which are:

1. The task is perceived as being meaningful;
2. The task depicts the student’s responsibility for its outcome;
3. The task is developed in a manner that the student and field instructor are able to determine whether or not outcome is satisfactory.

The characteristics inherent in the development of tasks that can achieve these psychological states are:

- **Skill variety** – Will task provide an opportunity for the student to increase the number and variety of skills and talents as it is being carried out?
- **Task completion** – Will the task provide an opportunity for the student to complete it from beginning to end?
- **Task significance** – Will the task be developed to help the student understand the degree of impact that it has on the lives and work of people in the organization?
- **Autonomy** – Will the task assist the student in exploring ways to increase independence and discretion in determining work procedures within the agency’s protocol?
- **Feedback** – Does the task provide opportunities for feedback from the task itself, as well as from coworkers and supervisors?



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- **Interpersonal relationships** – Does the task provide opportunities to work more closely with clients, or with people in other parts of the agency, or other members in the work unit?
- **Training** – Does the task provide for an opportunity for growth through on-the-job training, especially seminars?

## STUDENT INTEGRATIVE LEARNING CONTRACT

### Specific Instructions

The student in conjunction with the field instructor develops the Student Integrative Learning Contract. The contract should include learning objectives with incremental tasks designed as the road map to accomplish specific, measurable and achievable objectives, as well as consider the learning needs and style of the student and all potential learning experiences in the field setting. The learning contract is a joint effort with the field instructor and the student functioning as partners, with the faculty field liaison providing advising and consent functions. The activities of these key actors are:

### KEY ACTOR

### RESPONSIBILITIES

Faculty liaison	Contact field instructor and share information regarding responsibilities of the agency and the School.
Student	Gain information about the agency through reading pertinent material and meeting with appropriate staff at all levels to determine congruity with the Program's expectations and opportunities to apply knowledge and skills developed in the course work.
Field instructor	Participate in field instruction training to become familiar with the Program's expectations and curriculum, as well as how to facilitate the student's learning process.
Student	Complete draft of learning objectives, identify learning experiences, and share this with the field instructor.
Field instructor	Ascertain the student's learning needs, level, and style and, mutually finalize learning objectives, as well as determines incremental tasks designed to accomplish the student's learning objectives.
Student	Complete teaching-learning contract for appropriate signatures.
Faculty liaison	Meet with the field instructor and student to review the contract.
Student	Perform tasks in a competent manner applying knowledge and skills learned in the process of participating in course work.
Field instructor	Monitor and evaluate student's performance in correlation with performance dimensions for the outcome measures as defined in each of the three major learning areas, as well as confer with students weekly.



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Faculty liaison                      Review the student's performance and evaluation, the field instructor's recommended grade, and assign a grade.

### DIRECT PRACTICE

**Direct practice** takes the form of work with both small and large client systems including experience with all phases of practice from initial assessment to termination and evaluation, and work with at risk and vulnerable populations. The assignments may include:

- forming partnerships with both small and large client systems, through building empowering relationships that acknowledge clients' rights and respect their strengths and uniqueness, in order to promote clients' well-being and improve their quality of life;
- developing multidimensional assessments with client systems that engage the client's needs and resources, as well as maintain the integrity of the agency's service delivery system;
- advocating on behalf of the client with other systems in order to facilitate the client's obtaining services;
- developing natural and formal alliances to provide support systems for clients;
- providing case management activities to achieve client-oriented and system-oriented objectives;
- participating in an agency or community project in which an opportunity exists to apply beginning skills in large system practice (e.g., work with a volunteer group, an agency board of directors, a client advocacy group, or self-help group involved in community action).
- engaging the intervention modalities and utilizing intervention strategies that address the client problem situation;
- documenting all client activity and student functioning in compliance with the agency's policies and procedures.

The student's learning objectives and tasks are normally based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- **Specific:**                      The student knows exactly what he/she is trying to accomplish
- **Measurable:**                The student is clear about the target he/she is progressing toward
- **Positive:**                     The student's and the field instructor's attitude affect outcome success
- **Achievable:**                The student should believe that objectives are realistic and relative to his/her learning level, learning need, and learning style.



## SERVICE IMPACT

**Service impact** refers to that area of professional practice in which students contribute to changes in agency policies and services and in broad social policies affecting clients. This area also involves contributions to changes in organizational work cultures affecting agency and interagency work groups and staff relationships. Service impact assignments may include:

- collaborating with ongoing and ad hoc work groups, such as agency and interagency teams, communities, and staff meetings;
- discussing the impact of agency and community policies, procedures, and work cultures on clients, agency services, staff relationships, and students.
- Engaging action research around modification of agency policies or procedures, developing a proposal on relevant agency issues, developing new services, and evaluating existing services;
- Visiting social service agencies in the community, various legislative bodies, and other institutions to observe activities that impact client services and staff activities;
- Participating in grant writing, outcome measurement, and needs assessment.

The student's learning objectives and tasks are normally based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- **Specific:** The student knows exactly what he/she is trying to accomplish
- **Measurable:** The student is clear about the target he/she is progressing toward
- **Positive:** The student's and the field instructor's attitude affect outcome success
- **Achievable:** The student should believe that objectives are realistic and relative to his or her learning level, learning need, and learning style.

## PROFESSIONAL LEARNING

**Professional Learning** refers to students learning to become social work professionals. This is the area where students assume responsibility for their growth and development as professionals. Students should develop clarity around learning level, learning style, as well as problematic areas of learning that may exist. Additionally, students learn to take responsibility for educational progress, with support of the field instructor, to ensure cognitive, affective and skills development. The assignments may include:



## MSW FIELD EDUCATION MANUAL

- collaborating with the field instructor regarding learning experiences focusing on the continuous examination and assessment of the student's performance;
- documenting student performance through process recording, audio-visual taping, and/or observation, showing how the student actually performs under certain conditions and how the student describes and assesses his or her own practice;
- critiquing one's own work and learning to do so in a balanced way;
- drawing case material from a variety of resources and orally presenting a case to the field instructor, agency staff or interagency team;
- developing documentation skills in agency records of accountability, such as progress notes, proposals, memos, and reports;
- achieving learning objectives;
- preparing for field instruction and/or other professional consultation;
- familiarizing oneself with and following agency policies and procedures;
- developing personal management skills, such as time, stress and anger management;
- functioning in compliance with the values and ethics of the social work profession.

The student's learning objectives and tasks are based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- **Specific:** The student knows exactly what he or she is trying to accomplish
- **Measurable:** The student is clear about the target she or he is progressing toward
- **Positive:** The student's and the field instructor's attitude affect outcome success
- **Achievable:** The student should believe that objectives are realistic and relative to his or her learning level, learning, need, and learning style.



# MSW FIELD EDUCATION MANUAL

## FOUNDATION YEAR Student Integrative Learning Contract

Student Name \_\_\_\_\_

Home and Work Phone \_\_\_\_\_

Cell Phone & Email \_\_\_\_\_

Please Check Full-Time  Part-Time

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

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Agency \_\_\_\_\_

Site Address \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Phone # and Email \_\_\_\_\_

Field Period, please check  Fall Semester  Spring Semester Year \_\_\_\_

Field Dates \_\_\_\_\_

Amended Contract, please check

**Foundation Year Program**  
(please check courses in which student is enrolled)

Fall Semester		Spring Semester	
<input type="checkbox"/> 7750: 601	Foundation Field Practicum I	<input type="checkbox"/> 7750: 602	Foundation Field Practicum II
<input type="checkbox"/> 7750: 605	SWK Practice with Small Systems	<input type="checkbox"/> 7750: 606	SWK Practice with Large systems
<input type="checkbox"/> 7750: 622	Fundamentals of Research I	<input type="checkbox"/> 7750: 623	Fundamentals of Research II





## MSW FIELD EDUCATION MANUAL

7750: 631 Human Behavior and Social Environment: Small Systems  
7750: 646 Social Welfare Policy I

7750: 632 Human Behavior and Social Environment: Large Systems  
7750: 647 Social Welfare Policy II

The Student Learning Contract developed for the academic year in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract.

### Program Competencies

#### **Foundation Competencies and Practice Behaviors**

##### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the foundation level, advanced practitioners function as social work professionals who:*

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

##### **Competency 2.1.2 – Apply social work ethical principles to guide professional practice**

*At the foundation level, advanced practitioners engage in ethical decision making via applying NASW Code of Ethics and practice within the laws of the State of Ohio. They:*

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

##### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

*At the foundation level, advanced practitioners can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:*

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based



knowledge, and practice wisdom;

- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **Competency 2.1.4 – Engage diversity and differences in practice**

*At the foundation level, advanced practitioners utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences.*

*They:*

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

### **Competency 2.1.5 – Advance human rights and social and economic justice**

*At the foundation level, advanced practitioners recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:*

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

### **Competency 2.1.6 – Engage in research-informed practice and practice informed research**

*At the foundation level, advanced practitioners understand the value of documentation that leads to evidence-based practice. They:*

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

### **Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

*At the foundation level, advanced practitioners utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:*

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

### **Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the foundation level, advanced practitioners understand how the federal, international, and specifically Ohio Revised Code governs the function of agency-based practice and engage in policy practice. They:*

- analyze, formulate, and advocate for policies that advance social well-being; and



- collaborate with colleagues and clients for effective policy action.

### **Competency 2.1.9 – Respond to contexts that shape practice**

*At the foundation level, advanced practitioners develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:*

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### **2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.*

#### **Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize knowledge, skills, and values to engage clients in an effective manner that creates and maintains clients' participation in the problem solving process. They:*

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

#### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:*

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

#### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:*

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings



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### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners build evidence-based practice through evaluating clients' goal attainment and the outcome of the intervention:*

- Social workers critically analyze, monitor, and evaluate interventions.



## MSW FIELD EDUCATION MANUAL

### STUDENT INTEGRATIVE LEARNING CONTRACT – DIRECT PRACTICE

Academic Year \_\_\_\_\_

*Please identify a minimum of one competency for each Learning Objective:*

<b><u>Learning Objective I:</u></b>	<b><u>Learning Objective II:</u></b>	<b><u>Learning Objective III:</u></b>
<b>Competencies</b> (please refer to pages 2 & 3):	<b>Competencies</b> (please refer to pages 2 & 3):	<b>Competencies</b> (please refer to pages 2 & 3):
<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
<b>REQUIRED</b> Initials                      Date Student: _____                      _____	<b>REQUIRED</b> Initials                      Date Field Instructor _____                      _____	<b>REQUIRED</b> Initials                      Date Faculty Liaison: _____                      _____



# MSW FIELD EDUCATION MANUAL

## STUDENT INTEGRATIVE LEARNING CONTRACT – SERVICE IMPACT

Academic Year \_\_\_\_\_

*Please identify a minimum of one competency for each Learning Objective:*

<b><u>Learning Objective I:</u></b>	<b><u>Learning Objective II:</u></b>	<b><u>Learning Objective III:</u></b>
<b>Competencies:</b>	<b>Competencies:</b>	<b>Competencies:</b>
<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
<b>REQUIRED</b> Initials                      Date Student: _____	<b>REQUIRED</b> Initials                      Date Field Instructor _____	<b>REQUIRED</b> Initials                      Date Faculty Liaison: _____



## MSW FIELD EDUCATION MANUAL

### STUDENT INTEGRATIVE LEARNING CONTRACT – PROFESSIONAL LEARNING

Academic Year \_\_\_\_\_

*Please identify a minimum of one competency for each Learning Objective:*

<b><u>Learning Objective I:</u></b>	<b><u>Learning Objective II:</u></b>	<b><u>Learning Objective III:</u></b>
<b>Competencies:</b>	<b>Competencies:</b>	<b>Competencies:</b>
<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
<b>REQUIRED</b> Initials _____ Date _____ Student: _____	Initials _____ Date _____ Field Instructor _____	Initials _____ Date _____ Faculty Liaison: _____



**Additional Learning Objectives**

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I agree with the terms of the learning contract:

**Required Signatures:**

<b>Student</b>	_____	<b>Date</b>	_____
<b>Field Instructor</b>	_____	<b>Date</b>	_____
<b>Faculty Liaison</b>	_____	<b>Date</b>	_____



## STUDENT EVALUATION

### General Guidelines

The **incremental tasks** drive the student evaluation processes. The tasks should have been developed in a manner that produces activities that will achieve the defined outcome measures. It is the quality, quantity, and timeliness of the performance of these task activities, coupled with the student's capacity to establish effective relationships with clients and staff that the field instructor will assess.

Like the task statements, the performance dimensions are clear and written in a specified format that ensures that all relevant information is obtained in a manner that consistently reflects all of the student's activity. The field instructor, after becoming clear about the structure of the dimensions, is expected to gain information about the student's activities, behavior, and relationships. This information may be obtained through direct observation or from indirect sources such as reports, client records, as well as feedback from appropriate individuals.

The agency, field instructor, and the student have congruent roles that are integrated to facilitate the growth and development of the student.

The agency's role includes:

- making agency resources available to the student, appropriately;
- communicating mission, policies, goals, service objectives and information about the client population;
- providing training, mobility opportunities that facilitate the student's functioning;
- reinforcing and supporting the field instructor's role in the agency.

The field instructor's role includes:

- giving clear feedback about what students should reasonably expect;
- providing forums for discussions;
- providing support and growth opportunities consistent with the student's and agency's goals;
- communicating the formal and informal realities of the agency;
- providing exposure for the student;
- linking the student to appropriate resources and people.

The student's role includes:

- managing self-assessment processes;
- setting goals and plans;
- expressing expectations;
- making use of opportunities, education, and training.

As each of these key players enacts these roles, not only does an effective learning climate emerge, it becomes fertile ground for the growth and development of the student. The student's ability and capacity to perform task activities that lead towards achieving the outcome measures will become evident.

### Specific Instructions

The performance dimensions are used to show a correlation between the student's activities in performing the incremental tasks and the standardized performance activities that are drawn from the performance of field students seeking advanced education. In order to objectively assess the student's level of growth and development in achieving a professional education through the field experience process, the student usually has concerns such as:

1. Who am I in this setting?
2. How am I seen?
3. What are my goals?
4. How can I achieve my goals?



In order to respond to these concerns, the field instructor functions as:

1. A coach
2. An appraiser
3. An advisor
4. A referral agent

## KEY ACTOR

## RESPONSIBILITIES

Field instructor	Monitor the student's functioning and ensure that there are opportunities for the student to achieve the outcome measures.
Faculty liaison	Review with the field instructor and student the student's field performance and progress.
Student	Perform tasks competently, applying course work within the guidelines of the agency.
Student	Confer with the field instructor appropriately about his/her learning.
Field instructor	Ensure that the student's functioning is progressively developing according to the performance guidelines.
Student	Seek out learning experiences throughout the agency and external to the agency.
Field instructor	Set up a conference with the student, review performance dimensions, and schedule a time to conduct the evaluation.
Field instructor and student	Bring documentation of student's performance activities and determine the appropriate level.
Field instructor and student	Modify the objectives and tasks for the second semester.
Field instructor and student	Review student's performance and evaluation form.
Faculty liaison	Review student's performance and evaluation, field instructor recommended grade, and assign a final grade.



FOUNDATION YEAR-Student Evaluation

I. Cover Sheet

Student Name \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Email \_\_\_\_\_



(Please Check)

Full-time

Part-time

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

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Agency \_\_\_\_\_

Site Address \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Field Period (please check)  Fall Semester  Spring Semester Academic Year \_\_

Field Dates \_\_\_\_\_

The Evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that are being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student is relative to the student's growth and development in the relevant Program competency.



## II. Program Competencies

### Foundation Competencies and Practice Behaviors

#### Foundation Competencies and Practice Behaviors

##### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the foundation level, advanced practitioners function as social work professionals who:*

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

##### **Competency 2.1.2 – Apply social work ethical principles to guide professional practice**

*At the foundation level, advanced practitioners engage in ethical decision making via applying NASW Code of Ethics and practice within the laws of the State of Ohio. They:*

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

##### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

*At the foundation level, advanced practitioners can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:*

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

##### **Competency 2.1.4 – Engage diversity and differences in practice**

*At the foundation level, advanced practitioners utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:*

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life



experiences; and

- view themselves as learners and engage those with whom they work as informants.

### **Competency 2.1.5 – Advance human rights and social and economic justice**

*At the foundation level, advanced practitioners recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:*

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

### **Competency 2.1.6 – Engage in research-informed practice and practice informed research**

*At the foundation level, advanced practitioners understand the value of documentation that leads to evidence-based practice. They:*

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

### **Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

*At the foundation level, advanced practitioners utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:*

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

### **Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the foundation level, advanced practitioners understand how the federal, international, and specifically Ohio Revised Code governs the function of agency-based practice and engage in policy practice. They:*

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

### **Competency 2.1.9 – Respond to contexts that shape practice**

*At the foundation level, advanced practitioners develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:*

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### **2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.*



### **Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize knowledge, skills, and values to engage clients in an effective manner that creates and maintains clients' participation in the problem solving process.*

*They:*

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:*

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:*

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings

### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the foundation level, advanced practitioners build evidence-based practice through evaluating clients' goal attainment and the outcome of the intervention:*

- Social workers critically analyze, monitor, and evaluate interventions.



## III. Performance Dimension Scale

### Instructions for Rating the Student's Competency Level

Rate the performance of this student's demonstration of practice behaviors that achieved the Program's core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student's performance of the practice behaviors by checking the appropriate number.

*A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.*

The five rating levels are defined as follows:

RATING	LEVEL	GENERAL DEFINITION
5	Substantially Exceeds Expectations	<b>Outstanding</b> performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student.
4	Exceeds Expectations	<b>Superior</b> performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student.
3	Meets Expectations	<b>Solid</b> performance; consistently achieves the results expected of a competent student.
2	Below Expectations	<b>Marginal</b> performance; most work is getting done but not at a level expected of a competent student. Improvement is required.
1	Substantially Below Expectations	<b>Unacceptable</b> performance; work is consistently below standards expected of a competent student. Substantial improvement is required.
NO	No Opportunity	<b>No Opportunity</b> presented to evaluate student on competency.



## IV. Practice Behaviors and Outcome Measures

### *DIRECT PRACTICE*

Rate the student's level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student's demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student's performance of practice behaviors is the level at which you should place the student.

#### Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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#### **Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly**

- Student understood and was able to communicate to client systems his/her professional role in the agency.
- Student appropriately accessed and utilized agency staff to accomplish assignments.
- Student complied with agency protocol in advocating for client systems.

#### **Competency 2.1.2—Apply social work ethical principles to guide professional practice**

- Student integrated social work values, ethics and purpose in direct practice.

#### **Competency 2.1.3—Apply Critical thinking to inform and communicate professional judgments**

- Student utilized effective interpersonal verbal and non-verbal communication skills, such as active and reflective listening, paraphrasing, summarizing, clarifying, questioning; body language, eye contact, awareness of personal space.
- Student utilized appropriate, clear, accurate, and correct written communication in agency documentation of accountability and correspondence.

#### **Competency 2.1.4—Engage diversity and difference in practice**

- Student interacted with client systems in a manner that conveyed appreciation and respect for client diversity, dignity and worth through utilizing client system strengths and resources.
- Student assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources, and social functioning.

#### **Competency 2.1.5—Advance human rights and social and economic justice**

- Student advocated for the elimination of discrimination and oppression impacting his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.



- \_\_\_\_\_ Student engaged in social work practice that advances social and economic justice for individuals, families, groups, and communities.

### **Competency 2.1.6 – Engage in research-informed practice and practice-informed research**

- \_\_\_\_\_ Student documented the student/client activity utilizing case/progress notes, meetings, and summary recordings in compliance with agency guidelines to inform scientific inquiry.
- \_\_\_\_\_ Student utilized evidence-based practice that effectively informed his/her decision-making in assessment, intervention, and evaluation of client activities.

### **Competency 2.1.7 – Apply knowledge of human behavior and the social environment**

- \_\_\_\_\_ Student assessed intrapersonal components of clients over the life span and integrated universal human needs in the client's environment for intervention and evaluation.
- \_\_\_\_\_ Student consciously understood and utilized the context of the client's environment that affected the problem solving process.

### **Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- \_\_\_\_\_ Student effectively interacted with social workers and other disciplines on behalf of client systems.
- \_\_\_\_\_ Student empowered clients to advocate for themselves.

### **Competency 2.1.9—Respond to contexts that shape practice**

- \_\_\_\_\_ Student utilized the changing social, economic, and political trends to inform service delivery systems.
- \_\_\_\_\_ Student interacted with service populations (*i.e. urban, rural and suburban*) utilizing cultural factors and human dynamics to guide intervention, assessment, and evaluation.

### **Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

#### **Competency 2.1.10(a) – Engage**

- \_\_\_\_\_ Student prepared for initial contact with client by ensuring that his/her knowledge, skills, and values were in sync with his/her preliminary understanding of the client's human conditions.
- \_\_\_\_\_ Student recognized ethical dilemmas that may exist in preparation for client interaction.
- \_\_\_\_\_ Student demonstrated use of empathy, respect, and worth and dignity of the client to facilitate the client's sharing his/her human condition.
- \_\_\_\_\_ Student, in collaboration with clients, identified services to individuals, families, small groups, organizations, neighborhoods and/or communities in accordance with agency mission, goals, and quality assurance standards.
- \_\_\_\_\_ Student disseminated pertinent information to clients and staff in compliance with agency protocol.
- \_\_\_\_\_ Student linked client systems to appropriate resources based on client needs.



### Competency 2.1.10(b)—Assessment

- \_\_\_ Student communicated with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and to collaboratively involve the client system in determining intervention strategies and goals.
- \_\_\_ Student conducted interviews that enabled the client to share his/her human condition and participated in identifying his/her support systems that can be utilized to implement the planned change process.
- \_\_\_ Student worked with client to identify a course of action which recognized the achievement and/or barriers to successful outcomes.
- \_\_\_ Student assessed client systems and client change utilizing the person-in-environment perspective.

### Competency 2.1.10(c)—Intervention

- \_\_\_ Student engaged the client in the development of an appropriate and a mutually agreed-on intervention plan.
- \_\_\_ Student implemented collaborative intervention strategies that enhanced client social functioning utilizing referral sources when indicated.
- \_\_\_ Student utilized the client's human condition to facilitate change through negotiation, mediation and advocacy.
- \_\_\_ Student sought supervision, consultation and literature review to work with the client's goal achievement.
- \_\_\_ Student facilitated the client's development and maintenance of adaptive functioning that provided stability within their environment.
- \_\_\_ Student facilitated communication between client systems and agency to mediate misunderstandings/disagreements.
- \_\_\_ Student utilized a collaborative problem solving process with client systems toward their empowerment to meet their needs.

### Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

- \_\_\_ Student monitored and evaluated intervention strategies in collaboration with client systems.
- \_\_\_ Student utilized research skills to ensure best practices of evidence-based intervention.
- \_\_\_ Student facilitated termination and separation of the client-worker relationship by assessing the evaluation results.
- \_\_\_ Student developed strategies for feedback on client's maintaining adaptive functioning.



**Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.**

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**Please comment on student's performance that contributed to the above 'direct practice' ratings.**

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SERVICE IMPACT

Rate the student’s level of performance in Service Impact learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

Table with 6 columns: 5 Outstanding, 4 Superior, 3 Solid, 2 Marginal, 1 Unacceptable, NO No Opportunity

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
— Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Competency 2.1.5—Advance human rights and social and economic justice

- Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

Competency 2.1.6—Engage in research-informed practice and practice-informed research

- Student participated in activities toward program and service delivery development and enhancement.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
— Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
— Student identified the strengths, limitations, gaps and duplications in agency programs and services.
— Student identified agency and community policies and procedures that impact work culture and client services, and positively contributed to policy and procedure change.



- Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

### **Competency 2.1.9—Respond to contexts that shape practice**

- Student identified the strengths, limitations, gaps and duplications in agency programs and services.
- Student participated in activities toward program and service delivery development and enhancement.
- Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.
- Student identified agency and community policies and procedures that impact work culture and client services, and contributed to positive policy and procedure change.
- Student complied with agency protocol in advocating for the agency.

### **Competency 2.1.10(c)—Intervention**

- Student complied with agency protocol in advocating for the agency.

### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

- Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness;
- Student participated on work teams and committees to initiate changes in service delivery.



## MSW FIELD EDUCATION MANUAL

**Please complete this section if your organization required additional practice behaviors/  
outcome measures that are specific to the student and the agency.**

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**Please comment on student's performance that contributed to the above 'service impact'  
ratings.**

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## PROFESSIONAL LEARNING

Rate the student's level of performance in Professional Learning experiences utilizing the five-level Performance Dimension Scale. The student's demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student's performance of practice behaviors is the level at which you should place the student.

### Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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#### Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.
- Student discussed with field instructor assignments and tasks as avenues for professional growth.
- Student made organized, complete, accurate and reflective case presentations.
- Student interacted with other disciplines recognizing their mutual roles and expertise.
- Student accepted and integrated into practice supervisory/consultative feedback.
- Student took increasing responsibility for utilizing field instruction.
- Student accepted accountability for his/her direct practice, service impact and professional learning.
- Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.
- Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability;
- Student adhered to and utilized field setting policies and procedures.
- Student functioned in accordance with professional social work values and ethics.
- Student modified his/her practice and agency activities based on balanced self-evaluation.
- Student applied classroom learning to direct practice, service impact and professional learning.
- Student effectively used personal management skills, such as time, stress, and anger management.
- Student effectively utilized agency experiences, positive or negative, as opportunities for development of professional self and learning.



### **Competency 2.1.2—Apply social work ethical principles to guide professional practice**

- Student distinguished personal values from professional social work values and ethics.
- Student functioned in accordance with professional social work values and ethics.
- Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.

### **Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments**

- Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.
- Student made organized, complete, accurate and reflective case presentations.
- Student accepted accountability for his/her direct practice, service impact and professional learning.
- Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.
- Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.
- Student applied classroom learning to direct practice, service impact and professional learning.

### **Competency 2.1.4 – Engage diversity and differences in practice**

- Student recognized how social structure and cultural values may oppress, marginalize, and alienate some, while creating privilege and power for others.
- Student demonstrated sufficient self-awareness of the influence of personal biases and values in working with diverse groups.
- Student utilized insights to clients and consumers as areas of learning about the dimensions of diversity and themselves as learners.
- Student recognized and communicated the importance of difference in shaping life experiences.

### **Competency 2.1.7—Apply knowledge of human behavior and the social environment**

- Student utilized the conceptual framework of the person in the environment in completing assessments and interventions.
- Student evaluated the interactions with client systems in the planned change process to ensure that the clients understand their role and responsibilities in contributing to their environments.

### **Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- Student adhered to and utilized field setting policies and procedures.



### **Competency 2.1.9—Respond to contexts that shape practice**

- Student utilized technology as presented in the field setting and understood its implications for social work practice.

### **Competency 2.1.10(c)—Intervention**

- Student adhered to and utilized field setting policies and procedures.

### **Competency 2.1.10(d)—Evaluation**

- Student accepted and integrated into practice supervisory/consultative feedback.



## MSW FIELD EDUCATION MANUAL

**Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.**

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**Please comment on student's performance that contributed to the above 'professional learning' ratings.**

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V. Assessment and Signature Page

**OVERALL ASSESSMENT**

**Areas of Strength:**

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**Areas for Development:**

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**Please comment on the student's overall professional practice and specific areas of expertise:**

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**RECOMMENDED GRADE**  Satisfactory  Fail

**Field Instructor Comments:** (Please use additional sheets as needed)

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**Student Comments:** (Please use additional sheets as needed)

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**Required Signatures:**

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

I have participated in and read this evaluation and  **I agree**  **I disagree** with its contents.

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

I have reviewed this evaluation and assign a grade of:  **Satisfactory**  **Fail**

Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX D – MICRO CONCENTRATION FIELD GUIDELINES AND FORMS

### THE UNIVERSITY OF AKRON SCHOOL OF SOCIAL WORK

#### MASTER OF SOCIAL PROGRAM

#### MICRO CONCENTRATION FIELD Student Integrative Learning Contract and Student Evaluation

Field education is the component of the MSW curriculum that provides an opportunity for the student to gain experience in the application of social work theories and constructs, as well as maintain a sense of self-awareness, through the utilization of “self” in working with client systems. The Student Integrative Learning Contract is designed in such a manner that provides an opportunity for each student to develop learning objectives, assignments and incremental tasks in conjunction with the field instructor to reflect the student’s learning needs, learning level, and learning style; the agency’s purpose; client population; as well as the program’s expectations and guidelines. Micro Advanced Field Practicum competencies are delineated under Advanced Concentration Micro Field objectives and Learning Experiences.

The student draws upon the Program’s expectations and guidelines, as well as experiences unique to the agency, to develop the Student Integrative Learning Contract, which reflects the student’s learning needs and learning level. The Contract brings together theory and practice, instructor and student, as well as agency and School, through its direct relationship to the actual course work of the student. The Student Integrative Learning Contract operationalizes and specifies the areas of the student’s learning the first semester and serves as the building block for the second semester. The student and field instructor work together to develop, implement, and evaluate the Contract, which involves:

- assessing the student’s learning needs, level, and styles in order to maximize the student’s learning;
- formulating learning objectives and assignments in order to direct the learning experiences toward the student’s needs and level, as well as the agency’s purpose and function;
- delineating incremental tasks in the practice experience that will insure a progression in the student’s growth and development;
- evaluating the student’s performance and accomplishments with consideration of

- ❖ AFFECTIVE OUTCOME = What has the student learned to value and believe, and developed in new awareness?
- ❖ COGNITIVE OUTCOME = What new knowledge and understanding has the student gained?
- ❖ SKILL OUTCOME = What will the student be able to do?
- ❖ OPERATIONAL OUTCOME = What impact has the student made on the agency?



## STUDENT INTEGRATIVE LEARNING CONTRACT

### General Guidelines

The Program's expectations are that:

1. The learning contract should be viewed by the student and field instructor as a binding agreement between the student, field instructor, and agency which represents the learning needs and level of the student, as well as needs, functions, and policy guidelines of the agency;
2. The learning contract is reflective of the theoretical constructs that the students are expected to have learned in the course work during the foundation year;
3. The learning contract allows for the student to participate in learning opportunities throughout the agency.

The **incremental tasks** that form the basis for the evaluation process should reflect the psychological states that are conducive to the student's growth and development, which are:

1. The task is perceived as being meaningful;
2. The task depicts the student's responsibility for its outcome;
3. The task is developed in a manner that the student and field instructor are able to determine whether or not outcome is satisfactory.

The characteristics inherent in the development of tasks that can achieve these psychological states are:

- **Skill variety** – Will task provide an opportunity for the student to increase the number and variety of skills and talents as it is being carried out?
- **Task completion** – Will the task provide an opportunity for the student to complete it from beginning to end?
- **Task significance** – Will the task be developed to help the student understand the degree of impact that it has on the lives and work of people in the organization?
- **Autonomy** – Will the task assist the student in exploring ways to increase independence and discretion in determining work procedures within the agency's protocol?
- **Feedback** – Does the task provide opportunities for feedback from the task itself, as well as from coworkers and supervisors?
- **Interpersonal relationships** – Does the task provide opportunities to work more closely with clients, or with people in other parts of the agency, or other members in the work unit?
- **Training** – Does the task provide for an opportunity for growth through on-the-job training, especially seminars?

## STUDENT INTEGRATIVE LEARNING CONTRACT

### Specific Instructions

The student in conjunction with the field instructor develops the Student Integrative Learning Contract. The Contract should include learning objectives with incremental tasks designed as the road map to accomplish specific,



measurable and achievable objectives, as well as consider the learning needs and style of the student and all potential learning experiences in the field setting. The learning contract is a joint effort with the field instructor and the student functioning as partners, with the faculty field liaison providing advising and consent functions. The activities of these key actors are:

## KEY ACTOR

## RESPONSIBILITIES

Field instructor	Provide opportunities for student to learn the agency's mission, functions, policies, and appropriate individuals to contact.
Faculty liaison	Contact field instructor and share information regarding responsibilities of the agency and the School.
Student	Gain information about the agency through reading pertinent material and meeting with appropriate staff at all levels to determine congruity with the Program's expectations and opportunities to apply knowledge and skills developed in the course work.
Field instructor	Participate in field instruction training to become familiar with the Program's expectations and curriculum, as well as how to facilitate the student's learning process.
Student	Complete draft of learning objectives, identify learning experiences, and share this with the field instructor.
Field instructor	Ascertain the student's learning needs, level, and style and, mutually finalize learning objectives, as well as determine incremental tasks designed to accomplish the student's learning objectives.
Student	Complete Student Integrative Learning Contract for appropriate signatures.
Faculty liaison	Meet with the field instructor and student to review the contract.
Student	Perform tasks in a competent manner applying knowledge and skills learned in the process of participating in course work.
Field instructor	Monitor and evaluate student's performance in correlation with performance dimensions for the outcome measures as defined in each of the three major learning areas, as well as confer with students weekly.
Faculty Liaison	Review the student's performance and evaluation, the field instructor's recommended grade, and assign a grade.

## MICRO PRACTICE

**Micro concentration** depicts advanced social work practice with small client systems, such as individuals, families and small groups, and collateral persons and organizations relevant to these small systems. The helping process in micro practice emphasizes the strengths and resources of people in their environment. Micro practice involves work with small systems in all phases of practice beginning with assessment through termination and evaluation. The assignments may include:

- developing an experiential awareness of the agency's history, mission, funding sources, organizational structure, theoretical orientation, policies and procedures, services, client population, as well as the agency's fit within the larger community in context with social work roles;
- developing multidimensional assessments with small client systems through maintaining a helping relationship and helping process that engage the client's challenges and resources, as well as maintain the integrity of the agency's service delivery system;



- conceptualizing the practice principles of collaboration, empowerment and evaluation to formulate goals;
- utilizing differential application of intervention modalities and utilizing intervention strategies as the medium through which client system change occurs;
- advocating on behalf of the client to remove the effects of discrimination, oppression, and the barriers to social and economic justice, as well as their obtaining effective services;
- developing, along with clients' natural and formal alliances to create support systems through case management and other practice activities;
- documenting all client activity and student functioning in compliance with the agency's policies and procedures.

The student's learning objectives and tasks are normally based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- **Specific:** The student knows exactly what he or she is trying to accomplish
- **Measurable:** The student is clear about the target she or he is progressing toward
- **Positive:** The student's and the field instructor's attitude affect outcome success
- **Achievable:** The student should believe that objectives are realistic and relative to his or her learning level, learning need, and learning style

### PROFESSIONAL DEVELOPMENT

In the **Professional Development** component of the student's learning, students are expected to take initiative in self-evaluation and enhancement of their practice through assessing their resources and challenges for learning, as well as knowing and engaging in the effective use of supervision. This component provides the opportunity for students to integrate the personal self with the professional self and increase their competencies as professionals. This major learning area draws upon activities in which the student engages to ensure that he or she has acquired a body of knowledge that will be enhanced by skill development and effective understanding. The student's assignments may include:

- obtaining learning opportunities and assignments in collaboration with field instructor to enhance professional growth and development that reflect an accurate assessment of the student's performance;
- reflecting and articulating the student's ability to assess his or her performance in the completion of written documents, such as process recording, reports, progress notes; proposals, memorandums, as well as other activities, such as taped interviews with clients and observations;
- assessing the integration of knowledge, skills, and affectivity in the student's interaction with clients, agency personnel, and community in all work activities, and assimilating changed behaviors into professional practice;
- demonstrating the student's ability to understand and effectively use the helping process and integrate social work values through developing and presenting case material to the field instructor, agency staff, and intra/interagency teams;
- conceptualizing learning needs to enhance one's professional development and, in conjunction with the field instructor, identifying sources to provide growth experiences that will enable the student to eliminate those needs;



- interacting with individuals from other professional disciplines in collaboration around provision of services and in compliance with agency policies, procedures, and protocol;
- maximizing personal management skills, such as maintaining positive self-control, distinguishing activity from accomplishment, and developing realistic expectations.

The student's learning objectives and tasks are based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- **Specific:** The student knows exactly what he or she is trying to accomplish
- **Measurable:** The student is clear about the target she or he is progressing toward
- **Positive:** The student's and the field instructor's attitude affects outcome success
- **Achievable:** The objectives should be realistic and relative to student's learning level and needs



## MICRO CONCENTRATION Student Integrative Learning Contract



Student Name \_\_\_\_\_

Home and Work Phone \_\_\_\_\_

Cell Phone & Email \_\_\_\_\_

Please Check Full-Time  Part-Time

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

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Agency \_\_\_\_\_

Site Address \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Phone # and Email \_\_\_\_\_

Field Period, please check  Fall Semester  Spring Semester Year \_\_\_\_

Field Dates \_\_\_\_\_

Amended Contract, please check

### Micro Concentration Year Program (please check courses in which student is enrolled)

Fall Semester		Spring Semester	
7750: 603	Advanced Field Practicum	7750: 604	Advanced Field Practicum
7750: 607	Advanced Practice with Small Systems	7750: 608	Advanced Practice with Small Systems II
7750: 611	Dynamics of Racism and Discrimination	7750: 675	Program Evaluation
7750: 663	Psychopathology and Social Work	7750: ____	One Elective
7750: ____	One Elective	7750: ____	One Elective

The Student Integrative Learning Contract developed for **the academic year**, in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the field instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of performance activity, and professional development in demonstrating practice behaviors to achieve each micro competency that are being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and the field education practice behaviors for each learning area when developing the learning contract.



## II. Program Competencies

### Micro Competencies and Practice Behaviors

#### **Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly**

*At the micro concentration level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. They understand social work frameworks and theories specific to individuals, families, and small groups. Advanced practitioners in small systems:*

- Demonstrate the professional use of self and critical consciousness in multiple micro practice context;
- Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning;
- Communicate the purpose of social work practice with other professionals, clients and the community.

#### **Competency 2.1.2 - Apply social work ethical principles to guide professional practice**

*At the micro concentration level, advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families and groups in context. Advanced practitioners in small systems:*

- Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families and groups.

#### **Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments**

*At the micro concentration level, advanced practitioners analyze the efficacy of various models of prevention, assessment, intervention and evaluation specific to individuals, families and small groups. Because of the multi-disciplinary nature of the problems clients encounter, practitioners must be able to understand the contribution of multiple perspectives, and communicate effectively with both other disciplines and clients. Advanced practitioners in small systems:*

- Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups;
- Communicate orally and in writing when working with client systems and complete documentation effectively;
- Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry.

#### **Competency 2.1.4 - Engage diversity and difference in practice**

*At the micro concentration level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small*



systems:

- Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

### **Competency 2.1.5 - Advance human rights and social and economic justice**

*At the micro concentration level, advanced practitioners recognize barriers such as stigma, shame, stereotyping and discrimination, that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:*

- Demonstrate abilities to promote strengths and competence in individuals, families and small groups;
- Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;
- Advocate for social and economic justice on behalf of clients and to create social change.

### **Competency 2.1.6 - Engage in research-informed practice and practice-informed research**

*At the micro concentration level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:*

- Review practice research and select models appropriate to various client populations;
- Apply research methods and skills in the critical examination and evaluation of their own practice;
- Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

### **Competency 2.1.7 - Apply knowledge of human behavior and the social environment**

*At the micro concentration level, advanced practitioners have an eclectic knowledge base of human behavior theories and apply theories to formulate assessments and engage clients in the planned changed process. They understand the interdependent relationship among systems of service delivery in relation to individual, family and group development. Advanced practitioners in small systems:*

- Apply a biopsychosocial conceptual framework, to understand human conditions that affect client behavior;
- Review, select and apply developmentally and culturally competent assessment, intervention and evaluation models;
- Integrate knowledge of individual and family life span development in the context of the environment to understand the client's human condition.

### **Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services**



*At the micro concentration level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. Advanced practitioners in small systems:*

- Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;
- Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- Choose appropriate methods for advocating on behalf of individuals, families and small groups.

### **Competency 2.1.9 - Respond to contexts that shape practice**

*At the micro concentration level, advanced practitioners can complete environmental scans to understand the impact of changes in economic stability, deindustrialized communities, and shifting migration/immigration that affects the delivery of relevant services. Advanced practitioners in small systems:*

- Respond effectively to the existing context that impact the nature of services with a continuum of care model that under gird relevant services;
- Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs;
- Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Competency 2.1.10 – (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the micro concentration level, advanced practitioners utilize the planned changed process that engages clients in a professional helping relationship and collaborate with them to gain knowledge and skills in developing assessments and interventions that facilitate the achievement of goals and evaluate the effectiveness of client services.*

#### **Competency 2.1.10(a) Engagement**

*At the micro concentration level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. Advanced practitioners in small systems:*

- Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client's human conditions;
- Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- Identify with the client's anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client's sharing his/her human condition.

#### **Competency 2.1.10(b) – Assessment**

*At the micro concentration level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. Advanced practitioners in small systems:*



- Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;
- Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes.

### **Competency 2.1.10(c) - Intervention**

*At the micro concentration level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. Advanced practitioners in small systems:*

- Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- Utilize the client's human condition to facilitate change through negotiation, mediation and advocacy;
- Seek supervision, consultation and literature review to enhance the client's goal achievement;
- Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

### **Competency 2.1.10(d) - Evaluation**

*At the micro concentration level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small group. Advanced practitioners in small systems:*

- Monitor and evaluate interventions in collaboration with client systems;
- Utilize research skills to ensure best practices of evidence-based intervention;
- Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client's readiness;
- Develop strategies for feedback on client's maintaining adaptive functioning;
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.



## MSW FIELD EDUCATION MANUAL

### STUDENT INTEGRATIVE LEARNING CONTRACT – MICRO PRACTICE

Academic Year \_\_\_\_\_

*Please identify a minimum of one competency for each Learning Objective:*

<b><u>Learning Objective I:</u></b>	<b><u>Learning Objective II:</u></b>	<b><u>Learning Objective III:</u></b>
<b>Competencies</b> (please refer to pages 2 & 3):	<b>Competencies</b> (please refer to pages 2 & 3):	<b>Competencies</b> (please refer to pages 2 & 3):
<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
<b>REQUIRED</b> Initials                      Date Student: _____                      _____	<b>REQUIRED</b> Initials                      Date Field Instructor _____                      _____	<b>REQUIRED</b> Initials                      Date Faculty Liaison: _____                      _____



## MSW FIELD EDUCATION MANUAL

### STUDENT INTEGRATIVE LEARNING CONTRACT – PROFESSIONAL DEVELOPMENT

Academic Year \_\_\_\_\_

*Please identify a minimum of one competency for each Learning Objective:*

<b><u>Learning Objective I:</u></b>	<b><u>Learning Objective II:</u></b>	<b><u>Learning Objective III:</u></b>
<b>Competencies:</b>	<b>Competencies:</b>	<b>Competencies:</b>
<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
<b>REQUIRED</b> Initials                      Date Student: _____	<b>REQUIRED</b> Initials                      Date Field Instructor _____	<b>REQUIRED</b> Initials                      Date Faculty Liaison: _____



**Additional Learning Objectives**

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I agree with the terms of the learning contract:

**Required Signatures:**

<b>Student</b>	_____	<b>Date</b>	_____
<b>Field Instructor</b>	_____	<b>Date</b>	_____
<b>Faculty Liaison</b>	_____	<b>Date</b>	_____



## STUDENT EVALUATION

### General Guidelines

The **incremental tasks** drive the student evaluation processes. The tasks should have been developed in a manner that produces activities, which will achieve the defined outcome measures. It is the quality, quantity, and timeliness of the performance of these task activities, coupled with the student's capacity to establish effective relationships with clients and staff that the field instructor will assess.

Like the task statements, the performance dimensions are clear and written in a specified format, which ensure that all relevant information is obtained in a manner that consistently reflects all of the student's activity. The field instructor, after becoming clear about the structure of the dimensions, is expected to gain information about the student's activities, behavior, and relationships. This information may be obtained through direct observation or from indirect sources such as reports, client records, as well as feedback from appropriate individuals.

The agency, field instructor, and the student have congruent roles that are integrated to facilitate the growth and development of the student.

The agency's role includes:

- making agency resources available to the student, appropriately;
- communicating mission, policies, goals, service objectives and information about the client population;
- providing training, mobility opportunities that facilitate the student's functioning; and
- reinforcing and supporting the field instructor's role in the agency.

The field instructor's role includes:

- giving clear feedback about what students should reasonably expect;
- providing forums for discussions;
- providing support and growth opportunities consistent with the student's and agency's goals;
- communicating the formal and informal realities of the agency;
- providing exposure for the student;
- linking the student to appropriate resources and people.

The student's role includes:

- managing self-assessment processes;
- setting goals and plans;
- expressing expectations;
- making use of opportunities, education, and training.

As each of these key players enacts these roles, not only does an effective learning climate emerge, it becomes fertile ground for the growth and development of the student. The student's ability and capacity to perform task activities that lead towards achieving the outcome measures will become evident.

## STUDENT EVALUATION

### Specific Instructions

The Performance Dimensions are used to show a correlation between the student's activities in performing the incremental tasks and the standardized performance activities that are drawn from the performance field students seeking advanced education. In order to objectively assess the student's level of growth and development in achieving a professional education through the field experience process, the student usually has concerns such as:

1. Who am I in this setting?
2. How am I seen?
3. What are my goals?
4. How can I achieve my goals?



In order to respond to these concerns, the field instructor functions as:

1. A coach
2. An appraiser
3. An advisor
4. A referral agent

## KEY ACTOR

## RESPONSIBILITIES

Field instructor	Monitor the student's functioning and ensures that there are opportunities for the student to achieve the outcome measures.
Faculty liaison	Review with the field instructor and student the student's field performance and progress.
Student	Perform tasks competently, applying course work within the guidelines of the agency.
Student	Confer with the field instructor appropriately about his/her learning.
Field instructor	Ensure that the student's functioning is progressively developing according to the performance guidelines.
Student	Seek out learning experiences throughout the agency and external to the agency.
Field instructor	Set up a conference with the student, review performance dimensions, and schedule a time to conduct the evaluation.
Field instructor and student	Bring documentation of student's performance activities and determine the appropriate level.
Field instructor and student	Modify the objectives and tasks for the second semester.
Field instructor and student	Review student's performance and evaluation form.
Faculty liaison	Review student's performance and evaluation and field instructor recommended grade, and assign a final grade.



MICRO-Student Evaluation

I. Cover Sheet

Student Name \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

(Please Check)

Full-time

Part-time

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

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Agency \_\_\_\_\_

Site Address \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Field Period (please check)    Fall Semester    Spring Semester    Academic Year \_\_\_\_

Field Dates \_\_\_\_\_

The Evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that are being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student is relative to the student's growth and development in the relevant Program competency.



### II. Program Competencies

#### Micro Competencies and Practice Behaviors

##### **Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly**

*At the micro concentration level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. They understand social work frameworks and theories specific to individuals, families, and small groups. Advanced practitioners in small systems:*

- Demonstrate the professional use of self and critical consciousness in multiple micro practice context;
- Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning;
- Communicate the purpose of social work practice with other professionals, clients and the community.

##### **Competency 2.1.2 - Apply social work ethical principles to guide professional practice**

*At the micro concentration level, advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families and groups in context. Advanced practitioners in small systems:*

- Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families, and groups.

##### **Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments**

*At the micro concentration level, advanced practitioners analyze the efficacy of various models of prevention, assessment, intervention and evaluation specific to individuals, families and small groups. Because of the multi-disciplinary nature of the problems clients encounter, practitioners must be able to understand the contribution of multiple perspectives, and communicate effectively with both other disciplines and clients. Advanced practitioners in small systems:*

- Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups;
- Communicate orally and in writing when working with client systems and complete documentation effectively;
- Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry.

##### **Competency 2.1.4 - Engage diversity and difference in practice**

*At the micro concentration level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small*



systems:

- Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

### **Competency 2.1.5 - Advance human rights and social and economic justice**

*At the micro concentration level, advanced practitioners recognize barriers such as stigma, shame, stereotyping and discrimination that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:*

- Demonstrate abilities to promote strengths and competence in individuals, families and small groups;
- Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;
- Advocate for social and economic justice on behalf of clients and to create social change.

### **Competency 2.1.6 - Engage in research-informed practice and practice-informed research**

*At the micro concentration level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:*

- Review practice research and select models appropriate to various client populations;
- Apply research methods and skills in the critical examination and evaluation of their own practice;
- Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

### **Competency 2.1.7 - Apply knowledge of human behavior and the social environment**

*At the micro concentration level, advanced practitioners have an eclectic knowledge base of human behavior theories and apply theories to formulate assessments and engage clients in the planned changed process. They understand the interdependent relationship among systems of service delivery in relation to individual, family and group development. Advanced practitioners in small systems:*

- Apply a biopsychosocial conceptual framework, to understand human conditions that affect client behavior;
- Review, select and apply developmentally and culturally competent assessment, intervention and evaluation models;
- Integrate knowledge of individual and family life span development in the context of the environment to understand the client's human condition.

### **Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services**



*At the micro concentration level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. Advanced practitioners in small systems:*

- Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;
- Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- Choose appropriate methods for advocating on behalf of individuals, families and small groups.

### **Competency 2.1.9 - Respond to contexts that shape practice**

*At the micro concentration level, advanced practitioners can complete environmental scans to understand the impact of changes in economic stability, deindustrialized communities, and shifting migration/immigration that affects the delivery of relevant services. Advanced practitioners in small systems:*

- Respond effectively to the existing context that impact the nature of services with a continuum of care model that under gird relevant services;
- Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs;
- Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Competency 2.1.10 – (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the micro concentration level, advanced practitioners utilize the planned changed process that engages clients in a professional helping relationship and collaborate with them to gain knowledge and skills in developing assessments and interventions that facilitate the achievement of goals and evaluate the effectiveness of client services.*

#### **Competency 2.1.10(a) Engagement**

*At the micro concentration level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. Advanced practitioners in small systems:*

- Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client's human conditions;
- Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- Identify with the client's anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client's sharing his/her human condition.

#### **Competency 2.1.10(b) – Assessment**

*At the micro concentration level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. Advanced practitioners in small systems:*



- Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;
- Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes.

### **Competency 2.1.10(c) - Intervention**

*At the micro concentration level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. Advanced practitioners in small systems:*

- Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- Utilize the client's human condition to facilitate change through negotiation, mediation and advocacy;
- Seek supervision, consultation and literature review to enhance the client's goal achievement;
- Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

### **Competency 2.1.10(d) - Evaluation**

*At the micro concentration level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small groups. Advanced practitioners in small systems:*

- Monitor and evaluate interventions in collaboration with client systems;
- Utilize research skills to ensure best practices of evidence-based intervention;
- Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client's readiness;
- Develop strategies for feedback on client's maintaining adaptive functioning;
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.



## III. Performance Dimension Scale

### Instructions for Rating the Student's Competency Level

Rate the performance of this student's demonstration of practice behaviors that achieved the Program's core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student's performance of the practice behaviors by checking the appropriate number.

*A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.*

The five rating levels are defined as follows:

RATING	LEVEL	GENERAL DEFINITION
5	Substantially Exceeds Expectations	<b>Outstanding</b> performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student.
4	Exceeds Expectations	<b>Superior</b> performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student.
3	Meets Expectations	<b>Solid</b> performance; consistently achieves the results expected of a competent student.
2	Below Expectations	<b>Marginal</b> performance; most work is getting done but not at a level expected of a competent student. Improvement is required.
1	Substantially Below Expectations	<b>Unacceptable</b> performance; work is consistently below standards expected of a competent student. Substantial improvement is required.
NO	No Opportunity	<b>No Opportunity</b> presented to evaluate student on competency.



IV. Practice Behaviors and Outcome Measures

MICRO PRACTICE

Rate the student’s level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

Table with 6 columns: 5 Outstanding, 4 Superior, 3 Solid, 2 Marginal, 1 Unacceptable, NO No Opportunity

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- Student understood and accurately communicated to client systems his/her professional role in the agency.
— Student utilized effective interpersonal skills in interactions with client systems, staff, and other professionals.
— Student appropriately initiated consultation with agency staff to accomplish micro practice assignments.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- Student identified ethical issues and dilemmas and applied an ethical decision making process in accordance with the NASW Code of Ethics.

Competency 2.1.3—Apply Critical thinking to inform and communicate professional judgments

- Student utilized collaborative differential interventions with client systems toward their empowerment to resolve problems.
— Student appropriately initiated consultation with agency staff to accomplish micro practice assignments.
— Student utilized appropriate, clear, accurate, and correct written communication in agency records of accountability and correspondence.

Competency 2.1.4—Engage diversity and difference in practice

- Student engaged client systems with appreciation and respect for differences and applied NASW Code of Ethics in context with the client’s human condition.
— Student assessed the impact of discrimination and oppression on client systems and collaborated with systems to enhance resources and social functioning.



### **Competency 2.1.5—Advance human rights and social and economic justice**

- Student utilized differential assessment skills and collaboration with client systems in identifying client role in self-advocacy toward social and economic justice.
- Student differentially assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.

### **Competency 2.1.6—Engage in research-informed practice and practice-informed research**

- Student analyzed and differentially applied a variety of theories, models and practice approaches with individuals, families, and small groups.

### **Competency 2.1.7—Apply knowledge of human behavior and the social environment**

- Student utilized the person-in-environment perspective in advanced assessment, intervention, termination, and evaluation with client systems.
- Student utilized differential assessment skills and collaboration with client systems in identifying client's role in self-advocacy toward social and economic justice.

### **Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- Student was able to negotiate with institutional systems to advocate for policy changes that will have an effective impact on service delivery to individuals, families and small groups.

### **Competency 2.1.9—Respond to contexts that shape practice**

- Student utilized effective assessments, interventions, knowledge and skills that address the impact of social, economic, political and environmental trends that affect client systems.
- Student effectively advocated for the health and mental health of client systems and promoted resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

#### **A – Engagement**

- Student prepared for interaction with clients by reading client information and utilizing supervision to clarify and understand cultural factors and similar human dynamics.
- Student demonstrated the Code of Ethics, such as empathy, worth and dignity of the person and unconditional positive regard.
- Student demonstrated an ability to develop a mutually agreed-on focus of work and desired outcome.

#### **B – Assessment**

- Student demonstrated the capacity to enable client to share necessary and appropriate data to collaboratively problem solve and determine goals.
- Students respectfully integrated client strengths and limitations to utilize the planned change process.
- Student in collaboration with the client system determined an intervention process in context with the dynamics of the client situation.



### C— Intervention

- Student enlisted the client and collaborated with collateral sources in developing appropriate and mutually agreed-on intervention plan.
- Student implemented collaborative intervention strategies that enhanced client social functioning, integrating referral resources when indicated.
- Student utilized the client's human condition to facilitate change through negotiation, mediation, and advocacy.

### D—Evaluation

- Student monitored and evaluated interventions in collaboration with client systems.
- Student utilized research skills to ensure best practices of evidence-based intervention.
- Student facilitated termination and separation of the client-worker relationship by assessing the goal attainment results and the client's readiness.
- Student developed strategies for feedback on client's maintaining adaptive functioning.



## MSW FIELD EDUCATION MANUAL

**Please complete this section if your organization required additional practice behaviors/  
outcome measures that are specific to the student and the agency.**

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**Please comment on student's performance that contributed to the above 'micro practice'  
ratings.**

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## PROFESSIONAL DEVELOPMENT

Rate the student’s level of performance in Professional Development experiences utilizing the five-level Performance Dimension Scale. The student’s incremental task activity as defined in the Student Integrative Learning Contract should be the basis for your assessment. Your focus will be on the student’s performance of incremental tasks. The rating that most nearly represents the student’s performance in completing incremental tasks that achieve the practice behaviors/outcome measures is the level at which you should place the student.

### Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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#### Micro Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- \_\_\_ Student demonstrated the professional use of self and critical consciousness in multiple micro practice context.
- \_\_\_ Student conferred with supervision and consultation appropriately and stayed abreast of current changes in social work practice through lifelong learning.
- \_\_\_ Student communicated the purpose of social work practice with other professionals, clients and the community.
- \_\_\_ Student discussed with field instructor assignments and tasks as avenues for professional growth
- \_\_\_ Student took increasing responsibility for utilizing field instruction.
- \_\_\_ Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.
- \_\_\_ Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.
- \_\_\_ Student modified his/her practice and agency activities based on balanced self-evaluation.

#### Micro Competency 2.1.2—Apply social work ethical principles to guide professional practice

- \_\_\_ Student applied the NASW *Code of Ethics* when making ethical decisions and resolving ethical dilemmas.
- \_\_\_ Student demonstrated a professional understanding of personal and societal values in ethical decision-making with individuals, families and groups.

#### Micro Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- \_\_\_ Student demonstrated an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups.
- \_\_\_ Student communicated orally and in writing when working with client systems and completed documentation effectively.



- Student sought a variety of sources to obtain knowledge and skills based upon scientific inquiry.
- Student used analytical skills to critique his/her own practice, recognizing both strengths and limitations.
- Student applied theoretical concepts to micro practice and professional development.

### **Micro Competency 2.1.7—Apply knowledge of human behavior and the social environment**

- Student applied a biopsychosocial conceptual framework, to understand human conditions that affect client behavior.
- Student reviewed, selected, and applied developmentally and culturally sensitive assessment, intervention, and evaluation models.
- Student integrated knowledge of individual and family life span development in context with environmental resources to understand the client's human condition.

### **Micro Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- Student stayed abreast of current political, economical, social, and environmental trends that create policies that may have a negative impact on client systems.
- Student collaborated with stakeholders who engage in policy making that affect program designs, program funding, and service delivery.
- Student chose appropriate methods for advocating on behalf of individuals, families, and small groups.

### **Micro Competency 2.1.9—Respond to contexts that shape practice**

- Student responded effectively to the existing context that impact the nature of services with a continuum of care model that under girds relevant services.
- Student functioned as a change agent to provide leadership and promote stability in quality service delivery that address existing human needs.
- Student advocated for quality health and mental health, and promoted resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Micro Competency 2.1.10(c)—Intervention**

- Student enlisted the client in the development of appropriate and mutually agreed-on intervention plan.
- Student implemented collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated.
- Student utilized the client's human condition to facilitate change through negotiation, mediation, and advocacy.
- Student conferred with supervision, consultation, and literature review to enhance the client's goal achievement.
- Student facilitated the client in developing and maintaining adaptive behaviors that provide stability within their environment.



### Competency 2.1.10(d)—Evaluation

- \_\_\_ Student monitored and evaluated interventions in collaboration with client systems.
- \_\_\_ Student utilized research skills to ensure best practices of evidence-based interventions.
- \_\_\_ Student facilitated termination and separation of the client-worker relationship by assessing the goal attainment results and the client's readiness.
- \_\_\_ Student developed strategies for feedback on client's maintaining adaptive functioning.
- \_\_\_ Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.



## MSW FIELD EDUCATION MANUAL

**Please complete this section if your organization required additional practice behaviors/  
outcome measures that are specific to the student and the agency.**

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**Please comment on student's performance that contributed to the above 'professional  
development' ratings.**

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V. Assessment and Signature Page

**OVERALL ASSESSMENT**

**Areas of Strength:**

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**Areas for Development:**

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**Please comment on the student's overall professional practice and specific areas of expertise:**

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**RECOMMENDED GRADE**  Satisfactory  Fail

**Field Instructor Comments:** (Please use additional sheets as needed)

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**Student Comments:** (Please use additional sheets as needed)

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**Required Signatures:**

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

I have participated in and read this evaluation and  **I agree**  **I disagree** with its contents.

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

I have reviewed this evaluation and assign a grade of:  **Satisfactory**  **Fail**

Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_



**APPENDIX E – MACRO CONCENTRATION FIELD GUIDELINES AND FORMS**

**THE UNIVERSITY OF AKRON  
SCHOOL OF SOCIAL WORK**

**MASTER OF SOCIAL WORK PROGRAM**

**MACRO CONCENTRATION FIELD  
Student Integrative Learning Contract and Student Evaluation**

Field education is the component of the MSW curriculum that provides an opportunity for the student to gain experience in the application of social work theories and constructs, as well as maintain a sense of self-awareness, through the utilization of “self” in working with client systems. The Student Integrative Learning Contract is designed in such a manner that provides an opportunity for each student to develop learning objectives, assignments and incremental tasks in conjunction with the field instructor to reflect the student’s learning needs, learning level, and learning style; the agency’s purpose; client population; as well as the Program’s expectations and guidelines. Macro Advanced Practicum competencies are delineated under Advanced Concentration Macro Field Objectives and Learning Experiences.

The student draws upon the program’s expectations and guidelines, as well as experiences unique to the agency, to develop the Student Integrative Learning Contract, which reflects the student’s learning needs and learning level. The Contract brings together theory and practice, instructor and student, as well as agency and School, through its direct relationship to the actual course work of the student. The Learning Contract operationalizes and specifies the areas of the student’s learning the first semester and serves as the building block for the second semester. The student and field instructor work together to develop, implement, and evaluate the Contract, which involves:

- assessing the student’s learning needs, level, and styles in order to maximize the student’s learning;
- formulating learning objectives and assignments in order to direct the learning experiences toward the student’s needs and level, as well as the agency’s purpose and function;
- delineating incremental tasks in the practice experience that will insure a progression in the student’s growth and development;
- evaluating the student’s performance and accomplishments with consideration of
  - ❖ AFFECTIVE OUTCOME = What has the student learned to value and believe, and developed in new awareness?
  - ❖ COGNITIVE OUTCOME = What new knowledge and understanding has the student gained?
  - ❖ SKILL OUTCOME = What will the student be able to do?
  - ❖ OPERATIONAL OUTCOME = What impact has the student made on the agency?

**STUDENT INTEGRATIVE LEARNING CONTRACT**

**General Guidelines**

The Program’s expectations are that:



1. The learning contract should be viewed by the student and field instructor as a binding agreement between the student, field instructor, and agency which represents the learning needs and level of the student, as well as needs, functions, and policy guidelines of the agency;
2. The learning contract is reflective of the theoretical constructs that the students are expected to have learned in the course work during the foundation year;
3. The learning contract allows for the student to participate in learning opportunities throughout the agency.

The **incremental tasks** that form the basis for the evaluation process should reflect the psychological states that are conducive to the student's growth and development, which are:

1. The task is perceived as being meaningful;
2. The task depicts the student's responsibility for its outcome;
3. The task is developed in a manner that the student and field instructor are able to determine whether or not outcome is satisfactory.

The characteristics inherent in the development of tasks that can achieve these psychological states are:

- **Skill variety** – Will task provide an opportunity for the student to increase the number and variety of skills and talents as it is being carried out?
- **Task completion** – Will the task provide an opportunity for the student to complete it from beginning to end?
- **Task significance** – Will the task be developed to help the student understand the degree of impact that it has on the lives and work of people in the organization?
- **Autonomy** – Will the task assist the student in exploring ways to increase independence and discretion in determining work procedures within the agency's protocol?
- **Feedback** – Does the task provide opportunities for feedback from the task itself, as well as from coworkers and supervisors?
- **Interpersonal relationships** – Does the task provide opportunities to work more closely with clients, or with people in other parts of the agency, or other members in the work unit?
- **Training** – Does the task provide for an opportunity for growth through on-the-job training, especially seminars?

### **STUDENT INTEGRATIVE LEARNING CONTRACT**

#### **Specific Instructions**

The Student Integrative Learning Contract is developed by the student in conjunction with the field instructor. It should include learning objectives with incremental tasks designed as the road map to accomplish specific, measurable and achievable objectives, as well as consider the learning needs and style of the student and all potential learning experiences in the field setting. The learning contract is a joint effort with the field instructor and the student functioning as partners, with the faculty field liaison providing advising and consent functions. The activities of these key actors are:



## KEY ACTOR

## RESPONSIBILITIES

Field instructor	Provide opportunities for student to learn the agency's mission, functions, policies, and appropriate individuals to contact.
Faculty liaison	Contact field instructor and share information regarding responsibilities of the agency and the School.
Student	Gain information about the agency through reading pertinent material and meeting with appropriate staff at all levels to determine congruity with the program's expectations and opportunities to apply knowledge and skills developed in the course work.
Field instructor	Participate in field instruction training to become familiar with the program's expectations and curriculum, as well as how to facilitate the student's learning process.
Student	Complete draft of learning objectives, identify learning experiences, and share this with the field instructor.
Field instructor	Ascertain the student's learning needs, level, and style and, mutually finalize learning objectives, as well as determine incremental tasks designed to accomplish the student's learning objectives.
Student	Complete Student Integrative Learning Contract for appropriate signatures.
Faculty liaison	Meet with the field instructor and student to review the contract.
Student	Perform tasks in a competent manner applying knowledge and skills learned in the process of participating in course work.
Field instructor	Monitor and evaluate student's performance in correlation with performance dimensions for the outcome measures as defined in each of the three major learning areas, as well as confer with students weekly.
Faculty liaison	Review the student's performance and evaluation, the field instructor's recommended grade, and assign a final grade.

## MACRO PRACTICE

**Macro concentration** depicts advanced social work practice with large client systems – neighborhoods, organizations, and communities. This practice focuses on management and administration of organizations, social advocacy, as well as political, social, and economic change. The helping process in macro practice emphasizes the strengths and resources of neighborhoods, organizations and communities to provide opportunities for the empowerment and actions of diverse and disenfranchised citizens. Macro practice assignments may include:

- developing and implementing agency needs assessments to determine gaps and duplication in services and to develop program services to meet the needs of at risk populations;
- participating in committee and board meetings and taking an active role in dealing with problematic issues in agency, as well as program, development and becoming involved in interagency task force meetings;



## MSW FIELD EDUCATION MANUAL

- promoting opportunities for citizen action that contribute to citizen growth and empowerment, and seeking to include the elimination of the negative effects of discrimination and oppression on agency client systems and to eliminate the barriers to social and economic justice;
- developing grants; completing community analysis; and working with client groups for the purpose of education, community organizing, and/or social and legislative policy change;
- collaborating with social service agencies in the community, various legislative bodies, and other institutions, identifying activities that impact client services and agency staff;
- excelling in effective coaching and counseling staff, volunteers and community and neighborhood groups in learning new procedures in becoming change agents, the process of neighborhood development, as well as working with governmental bodies.

The student's learning objectives and tasks are normally based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives that are:

- **Specific:** The student knows exactly what he or she is trying to accomplish
- **Measurable:** The student is clear about the target she or he is progressing toward
- **Positive:** The student's and the field instructor's attitude affect outcome success
- **Achievable:** The student should believe that objectives are realistic and relative to his or her learning level, learning need, and learning style

### PROFESSIONAL DEVELOPMENT

In the **Professional Development** component of the student's learning, students are expected to take initiative in self-evaluation and enhancement of their practice through assessing their resources and challenges for learning, as well as knowing and engaging the effective use of supervision. This component provides the opportunity for students to integrate the personal self with the professional self and increase their competencies as professionals. This major learning area draws upon activities in which the student engages to ensure that he or she has acquired a body of knowledge that will be enhanced by skill development and effective understanding. The student's assignments may include:

- obtaining learning opportunities and assignments in collaboration with field instructor to enhance professional growth and development that reflect an accurate assessment of the student's performance;
- reflecting and articulating the student's ability to assess his or her performance in the completion of written documents, such as process recording, reports, progress notes; proposals, memorandums, as well as other activities, such as taped interviews with clients and observations;
- assessing the integration of knowledge, skills, and affectivity in the student's interaction with clients, agency personnel, and community in all work activities, and assimilating changed behaviors into professional practice;
- demonstrating the student's ability to understand and effectively use the helping process and integrate social work values through developing and presenting case material to the field instructor, agency staff, and intra/interagency teams;
- conceptualizing learning needs to enhance one's professional development and, in conjunction with the



## MSW FIELD EDUCATION MANUAL

- field instructor, identifying sources to provide growth experiences that will enable the student to eliminate those needs;
- interacting with individuals from other professional disciplines in collaboration around provision of services and in compliance with agency policies, procedures, and protocol;
  - maximizing personal management skills, such as maintaining positive self-control, distinguishing activity from accomplishment, and developing realistic expectations.

The student's learning objectives and tasks are based on the recommended assignments, which reflect the Program's expectations and guidelines. The student and the field instructor develop learning objectives are:

- **Specific:** The student knows exactly what he or she is trying to accomplish
- **Measurable:** The student is clear about the target she or he is progressing toward
- **Positive:** The student's and the field instructor's attitude affects outcome success
- **Achievable:** The objectives should be realistic and relative to student's learning level and needs



MACRO CONCENTRATION Student Integrative Learning Contract

Student Name, Home Phone, Work Phone, Cell Phone, Email

(Please Check) Full-time, Part-time

Field Instructor, Work Phone, Cell Phone, Email, Agency, Site Address, Faculty Liaison, Phone # and Email

Field Period (please check) Fall Semester, Spring Semester Academic Year

Field Dates

Amended Contract, please check

Macro Concentration Year Program (please check courses in which student is enrolled)

Table with 2 columns: Fall Semester and Spring Semester. Lists course numbers and titles like Dynamics of Racism and Discrimination, Social Work Administration, etc.

The Student Integrative Learning Contract developed for the academic year, in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience.



## Program Competencies

### Macro Competencies and Practice Behaviors

#### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:*

- Facilitate access to services for client systems with human service organizations and communities;
- Engage staff in career learning through staff training and orientation;
- Use staff supervision and consultation in staff development;
- Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student's field placement and professional practice.

#### **Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making**

*At the macro concentration level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:*

- Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
- Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

#### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment.**

*At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:*

- Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;
- Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

#### **Competency 2.1.4 – Engage diversity and differences in administrative practice and community organization**

*At the macro concentration level, advanced practitioners appreciate and understand that a client's/consumer's life experiences may include oppression, poverty, marginalization, and*



*alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:*

- Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
- Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
- Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

### **Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems**

*At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients' and workers' basic human rights are observed. They:*

- Utilize the power and politics as they relate to strategic planning;
- Assess strengths and weaknesses of the service delivery systems for clients/consumers;
- Advocate for staff participation and client inclusion in designing programs in HSOs;
- Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

### **Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision**

*At the macro concentration level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:*

- Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
- Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
- Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

### **Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments**

*At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well being. They:*

- Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
- Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;
- Utilize theories in power and politics in analyzing inter-organizational linkages.



### **Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:*

- Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
- Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
- Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs.

### **Competency 2.1.9 – Respond to contexts that shape practice**

*At the macro concentration level, advanced practitioners continually design and refine ways to effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:*

- Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
- Provide leadership in promoting organizational adaptation to improve the quality of social services.

### **Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners recognize the importance of engaging staff, community members and organizations, and clients in advocating for services or policy changes.*

#### **Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Engage in interventions for change in organizations and communities;
- Facilitate organizational and community change;
- Establish a relationship with organizations and communities;
- Negotiate mutually agreed-on strategies and desired outcomes.

#### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;



- Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.

### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Apply advanced knowledge and skills to achieve organizational and community goals;
- Utilize advocacy and change strategies that empower organizations and communities;
- Engage organizations and communities in integration of new innovations.

### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:*

- Empower organizations and communities in the evaluation of interventions.



# MSW FIELD EDUCATION MANUAL

## STUDENT INTEGRATIVE LEARNING CONTRACT – MACRO PRACTICE

Academic Year \_\_\_\_\_

*Please identify a minimum of one competency for each Learning Objective:*

<b><u>Learning Objective I:</u></b>	<b><u>Learning Objective II:</u></b>	<b><u>Learning Objective III:</u></b>
<b>Competencies</b> (please refer to pages 2 & 3):	<b>Competencies</b> (please refer to pages 2 & 3):	<b>Competencies</b> (please refer to pages 2 & 3):
<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
<b>REQUIRED</b> Initials                      Date Student: _____                      _____	<b>REQUIRED</b> Initials                      Date Field Instructor _____                      _____	<b>REQUIRED</b> Initials                      Date Faculty Liaison: _____                      _____



# MSW FIELD EDUCATION MANUAL

## STUDENT INTEGRATIVE LEARNING CONTRACT – PROFESSIONAL DEVELOPMENT

Academic Year \_\_\_\_\_

*Please identify a minimum of one competency for each Learning Objective:*

<b><u>Learning Objective I:</u></b>	<b><u>Learning Objective II:</u></b>	<b><u>Learning Objective III:</u></b>
<b>Competencies:</b>	<b>Competencies:</b>	<b>Competencies:</b>
<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>	<b>Incremental Task Assignments:</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>	<b>Methods of Evaluation</b>
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
<b>REQUIRED</b> Initials                      Date Student: _____	<b>REQUIRED</b> Initials                      Date Field Instructor _____	<b>REQUIRED</b> Initials                      Date Faculty Liaison: _____



**Additional Learning Objectives**

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I agree with the terms of the learning contract:

**Required Signatures:**

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

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

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

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

**Faculty Liaison** \_\_\_\_\_

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



## STUDENT EVALUATION

### General Guidelines

The **incremental tasks** drive the student evaluation processes. The tasks should have been developed in a manner that produces activities, which will achieve the defined outcome measures. It is the quality, quantity, and timeliness of the performance of these task activities, coupled with the student's capacity to establish effective relationships with clients and staff that the field instructor will assess.

Like the task statements, the performance dimensions are clear and written in a specified format, which ensure that all relevant information is obtained in a manner that consistently reflects all of the student's activity. The field instructor, after becoming clear about the structure of the dimensions, is expected to gain information about the student's activities, behavior, and relationships. This information may be obtained through direct observation or from indirect sources such as reports, client records, as well as feedback from appropriate individuals.

The agency, field instructor, and the student have congruent roles that are integrated to facilitate the growth and development of the student.

The agency's role includes:

- making agency resources available to the student, appropriately;
- communicating mission, policies, goals, service objectives and information about the client population;
- providing training, mobility opportunities that facilitate the student's functioning;
- reinforcing and supporting the field instructor's role in the agency.

The field instructor's role includes:

- giving clear feedback about what students should reasonably expect;
- providing forums for discussions;
- providing support and growth opportunities consistent with the student's and agency's goals;
- communicating the formal and informal realities of the agency;
- providing exposure for the student;
- linking the student to appropriate resources and people.

The student's role includes:

- managing self-assessment processes;
- setting goals and plans;
- expressing expectations;
- making use of opportunities, education, and training.

As each of these key players enacts these roles, not only does an effective learning climate emerge, it becomes fertile ground for the growth and development of the student. The student's ability and capacity to perform task activities that lead towards achieving the outcome measures will become evident.

## STUDENT EVALUATION

### Specific Instructions

The performance dimensions are used to show a correlation between the student's activities in performing the incremental tasks and the standardized performance activities that are drawn from the performance field students seeking advanced education. In order to objectively assess the student's level of growth and development in achieving a professional education through the field experience process, the student usually has concerns such as:

1. Who am I in this setting?
2. How am I seen?



3. What are my goals?
4. How can I achieve my goals?

In order to respond to these concerns, the field instructor functions as:

1. A coach
2. An appraiser
3. An advisor
4. A referral agent

## KEY ACTOR

## RESPONSIBILITIES

Field instructor	Monitor the student's functioning and ensures that there are opportunities for the student to achieve the outcome measures.
Faculty liaison	Review with the field instructor and student the student's field performance and progress.
Student	Perform tasks competently, applying course work within the guidelines of the agency.
Student	Confer with the field instructor appropriately about his/her learning.
Field instructor	Ensure that the student's functioning is progressively developing according to the performance guidelines.
Student	Seek out learning experiences throughout the agency and external to the agency.
Field instructor	Set up a conference with the student, review performance dimensions, and schedule a time to conduct the evaluation.
Field instructor and student	Bring documentation of student's performance activities and determine the appropriate level.
Field instructor and student	Modify the objectives and tasks for the second semester.
Field instructor and student	Review student's performance and evaluation form.
Faculty liaison	Review student's performance and evaluation and field instructor recommended grade, and assign a final grade.



MACRO-Student Evaluation

I. Cover Sheet

St me \_\_\_\_\_

H e \_\_\_\_\_

Work \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ Cell Phone \_\_\_\_\_

\_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_

(Please Check)

Full-time

Part-time

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

Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Agency \_\_\_\_\_

Site Address \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Phone Number \_\_\_\_\_  \_\_\_\_\_

Email \_\_\_\_\_

The Evaluation is designed to measure student outcomes for each semester. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that are being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student is relative to the student's growth and development in the relevant program competency.



## II. Program Competencies

### Macro Competencies and Practice Behaviors

#### **Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

*At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:*

- Facilitate access to services for client systems with human service organizations and communities;
- Engage staff in career learning through staff training and orientation;
- Use staff supervision and consultation in staff development;
- Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student's field placement and professional practice.

#### **Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making**

*At the macro concentration level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:*

- Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
- Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

#### **Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment.**

*At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:*

- Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;
- Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

#### **Competency 2.1.4 – Engage diversity and differences in administrative practice and community organization**

*At the macro concentration level, advanced practitioners appreciate and understand that a client's/consumer's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:*



- Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
- Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
- Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

### **Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems**

*At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients' and workers' basic human rights are observed. They:*

- Utilize the power and politics as they relate to strategic planning;
- Assess strengths and weaknesses of the service delivery systems for clients/consumers;
- Advocate for staff participation and client inclusion in designing programs in HSOs;
- Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

### **Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision**

*At the macro concentration level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:*

- Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
- Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
- Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

### **Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments**

*At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well being. They:*

- Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
- Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;
- Utilize theories in power and politics in analyzing inter-organizational linkages.



### **Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

*At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:*

- Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
- Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
- Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs.

### **Competency 2.1.9 – Respond to contexts that shape practice**

*At the macro concentration level, advanced practitioners continually design and refine ways to effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:*

- Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
- Provide leadership in promoting organizational adaptation to improve the quality of social services.

### **Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners recognize the importance of engaging staff, community members and organizations, and clients in advocating for services or policy changes.*

#### **Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Engage in interventions for change in organizations and communities;
- Facilitate organizational and community change;
- Establish a relationship with organizations and communities;
- Negotiate mutually agreed-on strategies and desired outcomes.

#### **Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
- Develop mutually agreed upon strategies to achieve goals and objectives for organization



and community change.

### **Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- Apply advanced knowledge and skills to achieve organizational and community goals;
- Utilize advocacy and change strategies that empower organizations and communities;
- Engage organizations and communities in integration of new innovations.

### **Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:*

- Empower organizations and communities in the evaluation of interventions.



## III. Performance Dimension Scale

### Instructions for Rating the Student's Competency Level

Rate the performance of this student's demonstration of practice behaviors that achieved the Program's core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student's performance of the practice behaviors by checking the appropriate number.

*A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.*

The five rating levels are defined as follows:

RATING	LEVEL	GENERAL DEFINITION
5	Substantially Exceeds Expectations	<b>Outstanding</b> performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student.
4	Exceeds Expectations	<b>Superior</b> performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student.
3	Meets Expectations	<b>Solid</b> performance; consistently achieves the results expected of a competent student.
2	Below Expectations	<b>Marginal</b> performance; most work is getting done but not at a level expected of a competent student. Improvement is required.
1	Substantially Below Expectations	<b>Unacceptable</b> performance; work is consistently below standards expected of a competent student. Substantial improvement is required.
NO	No Opportunity	<b>No Opportunity</b> presented to evaluate student on competency.



IV. Practice Behaviors and Outcome Measures

MACRO PRACTICE

Rate the student’s level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- Student understood and accurately communicated to client systems his/her professional role in the agency.
- Student utilized effective interpersonal skills in interactions with client systems, staff, and other professionals.
- Student appropriately initiated consultation with agency staff to accomplish macro practice assignments.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- Student identified ethical issues and dilemmas and applied an ethical decision making process in accordance with the NASW Code of Ethics.

Competency 2.1.3—Apply Critical thinking to inform and communicate professional judgments

- Student utilized collaborative differential interventions with client systems toward their empowerment to resolve problems.
- Student appropriately initiated consultation with agency staff to accomplish macro practice assignments.
- Student utilized appropriate, clear, accurate, and correct written communication in agency records of accountability and correspondence.

Competency 2.1.4—Engage diversity and difference in practice

- Student interacted with client systems in a manner that conveyed appreciation and respect for client diversity, dignity and worth through utilizing client system strengths and resources.



### **Competency 2.1.5—Advance human rights and social and economic justice**

- Student utilized differential assessment skills and collaboration with client systems in identifying client role in self-advocacy toward social and economic justice.
- Student differentially assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.

### **Competency 2.1.6—Engage in research-informed practice and practice-informed research**

- Student analyzed and differentially applied a variety of theories, models and practice approaches with neighborhoods, organizations, and communities.

### **Competency 2.1.7—Apply knowledge of human behavior and the social environment**

- Student utilized the person-in-environment perspective in advanced assessment, intervention, termination, and evaluation with client systems.

### **Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- Student analyzed policy in collaboration with client systems to identify client roles and self advocacy that affected social and economic justice.
- Student analyzed political, social, economic, and environmental trends to advocate for policy change.

### **Competency 2.1.9—Respond to contexts that shape practice**

- Student utilized knowledge and skills that address the impact of social, economic, political and environmental trends that affect organizations, communities, and other large client systems.
- Student advocated effectively for the health and mental health of large client systems and promoted resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Macro Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

- Student analyzed and differentially applied a variety of theories, models, and practice approaches with organizations and communities.
- Student provided advanced assessment and intervention services for organizations and communities at risk, in accordance with agency mission, goals, and quality assurance standards.
- Student referred client systems to specialized resources appropriately based on client systems' needs.
- Student utilized collaborative differential interventions with client systems toward their empowerment to resolve problems.
- Student utilized differential assessment skills and collaboration with client systems in identifying client systems' roles in self-advocacy toward social and economic justice.



## MSW FIELD EDUCATION MANUAL

**Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.**

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**Please comment on student's performance that contributed to the above 'macro practice' ratings.**

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## PROFESSIONAL DEVELOPMENT

Rate the student’s level of performance in Professional Development experiences utilizing the five-level Performance Dimension Scale. The student’s incremental task activity as defined in the Student Integrative Learning Contract should be the basis for your assessment. Your focus will be on the student’s performance of incremental tasks. The rating that most nearly represents the student’s performance in completing incremental tasks that achieve the practice behaviors/outcome measures is the level at which you should place the student.

### Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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#### Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- \_\_\_ Student demonstrated the professional use of self and critical consciousness in multiple macro practice context.
- \_\_\_ Student conferred with supervision and consultation appropriately and stayed abreast of current changes in social work practice.
- \_\_\_ Student communicated the purpose of social work practice with other professionals, clients, and the community.
- \_\_\_ Student discussed with field instructor assignments and tasks as avenues for professional growth.
- \_\_\_ Student took increasing responsibility for utilizing field instruction.
- \_\_\_ Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.
- \_\_\_ Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.
- \_\_\_ Student modified his/her practice and agency activities based on balanced self-evaluation.

#### Competency 2.1.2—Apply social work ethical principles to guide professional practice

- \_\_\_ Student applied the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas.
- \_\_\_ Student demonstrated a professional understanding of personal and societal values in ethical decision-making with organizations, communities, and other large systems.

#### Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- \_\_\_ Student demonstrated an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with organizations, communities, and other large systems.



- \_\_\_ Student communicated orally and in writing when working with client systems and completed documentation effectively.
- \_\_\_ Student sought a variety of sources to obtain knowledge and skills based upon scientific inquiry.
- \_\_\_ Student used analytical skills to critique his/her own practice, recognizing both strengths and limitations.
- \_\_\_ Student applied theoretical concepts to macro practice and professional development.

### **Competency 2.1.7—Apply knowledge of human behavior and the social environment**

- \_\_\_ Student applied a biopsychosocial conceptual framework to understand human conditions that affect client systems' behavior.
- \_\_\_ Student reviewed, selected, and applied developmentally and culturally sensitive assessment, intervention, and evaluation models.
- \_\_\_ Student integrated knowledge of community and organizational development in context with environmental resources to understand the condition of a system.

### **Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- \_\_\_ Student stayed abreast of current political, economical, social, and environmental trends that create policies that may have a negative impact on client systems.
- \_\_\_ Student collaborated with stakeholders who engage in policy making that affect program designs, program funding, and service delivery.
- \_\_\_ Student chose appropriate methods for advocating on behalf of organizations, communities, and other large systems.

### **Competency 2.1.9—Respond to contexts that shape practice**

- \_\_\_ Student responded effectively to the existing context that impact the nature of services with a continuum of care model that under gird relevant services.
- \_\_\_ Student functioned as a change agent to provide leadership and promote stability in quality service delivery that addresses existing human needs.
- \_\_\_ Student advocated for quality health and mental health, and promoted resiliency factors that may contribute to the reduction of risk and vulnerability.

### **Competency 2.1.10(c)—Intervention**

- \_\_\_ Student enlisted the client system in the development of appropriate and mutually agreed-on intervention plan.
- \_\_\_ Student implemented collaborative intervention strategies that enhance client systems social functioning utilizing referral sources when indicated.
- \_\_\_ Student utilized the condition of a large system to facilitate change through negotiation, mediation, and advocacy.



- \_\_\_ Student conferred with supervision, consultation, and literature review to enhance the client systems' goal achievement.
- \_\_\_ Student facilitated the client system in developing and maintaining adaptive behaviors that provide stability within their environment.

### **Competency 2.1.10(d)—Evaluation**

- \_\_\_ Student monitored and evaluated interventions in collaboration with client systems.
- \_\_\_ Student utilized research skills to ensure best practices of evidence-based interventions.
- \_\_\_ Student facilitated termination and separation of the client system-worker relationship by assessing the goal attainment results and the client's readiness.
- \_\_\_ Student developed strategies for feedback on client system maintaining adaptive functioning.
- \_\_\_ Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.



## MSW FIELD EDUCATION MANUAL

**Please complete this section if your organization required additional practice behaviors/  
outcome measures that are specific to the student and the agency.**

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**Please comment on student's performance that contributed to the above 'professional  
development' ratings.**

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V. Assessment and Signature Page

**OVERALL ASSESSMENT**

**Areas of Strength:**

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**Areas for Development:**

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**Please comment on the student's overall professional practice and specific areas of expertise:**

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**RECOMMENDED GRADE**  Satisfactory  Fail

**Field Instructor Comments:** (Please use additional sheets as needed)

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**Student Comments:** (Please use additional sheets as needed)

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**Required Signatures:**

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

I have participated in and read this evaluation and  **I agree**  **I disagree** with its contents.

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

I have reviewed this evaluation and assign a grade of:  **Satisfactory**  **Fail**

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APPENDIX F

MSW Field Education Time & Tasks Log



Student Name \_\_\_\_\_

Agency \_\_\_\_\_

Home \_\_\_\_\_ Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

- Please check:
- Advanced Standing
  - Full-Time Day
  - Full-Time Evening
  - Part-time Day
  - Part-time Evening

Semester  Fall  Spring  Summer Year \_\_\_\_\_

Week of: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Weekly Total of hours:</i>						
<i>Tasks/Activities that support the development of Competencies:</i>						

Week of: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Weekly Total of hours:</i>						
<i>Tasks/Activities that support the development of Competencies:</i>						



# MSW FIELD EDUCATION MANUAL

Week of: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Weekly Total of hours:</i>						
<i>Tasks/Activities that support the development of Competencies:</i>						

Week of: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Weekly Total of hours:</i>						
<i>Tasks/Activities that support the development of Competencies:</i>						

*Total Completed Field Hours Achieved:* \_\_\_\_\_

**Required Signatures**

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

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

Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_



APPENDIX G – EVALUATIONS

MSW PROGRAM

STUDENT EVALUATION OF FIELD AGENCY

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

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

I. Circle one number on the five-point scale for each of the following items.

(1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree)

	Strongly Disagree				Strongly Agree
A. Agency provides adequate learning opportunities	1	2	3	4	5
B. Agency provides adequate work conditions – desk space, supplies, clerical support, etc.	1	2	3	4	5
C. Agency promotes a climate for student inquiry and discussion	1	2	3	4	5

Comments:

II. Would you recommend this agency as a field setting to other students?

Yes

No

Comments:



MSW PROGRAM

STUDENT FEEDBACK ON FACULTY LIAISON

Student (optional): \_\_\_\_\_ Date: \_\_\_\_\_

Liaison Name: \_\_\_\_\_ Field I \_\_\_ II \_\_\_ III \_\_\_ IV \_\_\_

(Please rate for current semester only)

1. Did you confer with your liaison through: (check all that apply)

Liaison visit(s) to your placement \_\_\_\_\_

Other face-to-face conference \_\_\_\_\_

Telephone conference \_\_\_\_\_

Email \_\_\_\_\_

Other \_\_\_\_\_

2. Overall, how helpful was your liaison? (circle one)

Not Helpful

Very Helpful

1      2      3      4      5

3. To strengthen the field experience, what would you do differently with your liaison?

4. What would you want the liaison to do differently?



MSW PROGRAM

STUDENT FEEDBACK ON FIELD COORDONATOR

Student (optional): \_\_\_\_\_ Date \_\_\_\_\_

Field Coordinator: \_\_\_\_\_ Field I \_\_\_ II \_\_\_ III \_\_\_ IV \_\_\_

(Please rate for current semester only)

Please circle the number that best describes your rating of the Field Coordinator

Rating Scale: 1 = Unsatisfactory; 2 = Satisfactory; 3 = Excellent

Circle One

The Field Coordinator provides:	<u>Unsatisfactory</u>		<u>Excellent</u>
1. Information on placement agencies	1	2	3
2. A variety of choices for field placement	1	2	3
3. Information orientation session	1	2	3
4. Appointments/availability to answer questions about field	1	2	3
5. Agency information far enough in advance to schedule an interview before field begins	1	2	3
6. Ideas regarding appropriate dress for interviews	1	2	3
7. Information on agency assignment before field begins	1	2	3
8. Information on the necessity of a field Student Integrative Learning Contract	1	2	3
9. Support services to students	1	2	3



MSW PROGRAM

AGENCY/FIELD INSTRUCTOR EVALUATION OF FACULTY LIAISON

Field Instructor: \_\_\_\_\_ Date \_\_\_\_\_

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

Liaison Name: \_\_\_\_\_

Semester: Fall \_\_\_ Spring \_\_\_

(Please rate for current semester only)

1. Did you confer with your liaison through: (check all that apply)

Liaison visit(s) to your placement \_\_\_\_\_

Other face-to-face conference \_\_\_\_\_

Telephone conference \_\_\_\_\_

Email \_\_\_\_\_

Other \_\_\_\_\_

2. Overall, how helpful was your liaison? (circle one)

Not Helpful

1

2

3

4

5

Very Helpful

3. To strengthen the field experience, what would you do differently with your liaison?

4. What would you want the liaison to do differently?



MSW PROGRAM

**FIELD INSTRUCTOR FEEDBACK ON FIELD COORDINATOR**

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

Agency\_\_\_\_\_

Field Coordinator Name\_\_\_\_\_Fall\_ Spring\_\_

(Please rate for **current** semester only)

**Directions: Please circle the number that best describes your rating of the Field Coordinator**

Rating Scale: 1 = Unsatisfactory; 2 = Satisfactory; 3 = Excellent

Circle One

The Field Coordinator provides:	<u>Unsatisfactory</u>		<u>Excellent</u>
1. The Field Manual and other necessary materials	1	2	3
2. Relevant and timely information as it relates to field work	1	2	3
3. Liaison information	1	2	2
4. Relevant and timely information as it relates to in service workshops	1	2	3
5. A courteous and positive attitude towards field instructors	1	2	3
6. Informed and prepared field students	1	2	3
7. Availability for answering questions	1	2	3
8. Supportive field work services	1	2	3
9. Availability for answering questions	1	2	3
10. Orientation/workshops/advisory committee meetings	1	2	3



**MSW PROGRAM**

**LIAISON EVALUATION OF FIELD AGENCY**

**Liaison** \_\_\_\_\_ **Date** \_\_\_\_\_

**Agency** \_\_\_\_\_

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

**I. Agency**

a. Agency provides conditions that support the achievement of the field objectives as specified in the MSW Field Education Manual:

YES

NO

b. Agency recommended for continued use as a field setting:

YES

NO

Comments:

**II. Field Instructor**

A. The field instructor carries out his/her responsibilities as the student's primary field learning resource, as specified in the MSW Field Education Manual

YES

NO

If no, please explain:

B. Field instructor recommended for continued use as a field instructor

YES

NO

If no, please explain:



MSW PROGRAM

FACULTY LIAISON FEEDBACK ON FIELD COORDINATOR

Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_

Field Coordinator Name \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_

(Please rate for current semester only)

Directions: Please circle the number that best describes your rating for the Field Coordinator.

Rating Scale: 1= Unsatisfactory: 2 = Satisfactory: 3 = Excellent

The Field Coordinator provides:	<u>Circle One</u>		
	<u>Unsatisfactory</u>		<u>Satisfactory</u>
1. Field agency assignments	1	2	3
2. Information on new agencies	1	2	3
3. Information on new field instructors	1	2	3
4. Time and availability to answer questions	1	2	3
5. Supportive services	1	2	3
6. Intervention when problems arise	1	2	3
7. Materials to field instructors	1	2	3
8. Relevant in-service workshops for field instructors and liaisons	1	2	3