# BA| BASW Field Education Manual 1

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*The Undergraduate Social Work Program is accredited by the Council on Social Work Education*

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### Section I - Welcome

On behalf of the administration, faculty, and staff of the School of Social Work at the University of Akron, we would like to congratulate you!

When you entered our program, your BA/BASW Student Handbook stated: “The School of Social Work is dedicated to training generalist social work practitioners focused on promoting the dignity and worth of the person, human diversity, cultural competence, and social and economic justice.” Your training now transitions to an additional component- *outside of the classroom in your final two semesters*. This type of training is known as Signature Pedagogy.

Council on Social Work Education | Commission on Accreditation| 2015 Educational Policy and Accreditation Standards Accreditation Standard 2.2—Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field-are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systemically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.”

Your field education experience, as a part of our social work program, continues the foundation building you started upon entering this social work program. Field education deepens and reinforces through actual practice of skills, the contextual context of the classroom with continued emphasis on **strengths-based practice**, **critical thinking**, **diversity** and a **systems perspective**.

When you entered our social work program, we stated that “your time in the program will be challenging and rewarding.” There will be times in your field education experience when these words may seem insurmountable. The integration of the knowledge, skills, and values that are the trademark of our social work profession may seem daunting. We can assure you that this is not unique to you – it is what happens in field education as you fine tune your craft, one field clock hour at a time, one engagement, one assessment, one intervention, one evaluation at time. Field education is a strategic process and upon your completion of your final semester, the professional you will emerge with all the pieces melting together to form the “Professional Helper” and a lifelong learner.

**Timothy McCarragher Michele Thornton**

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### Section II- About the School of Social Work

Council on Social Work Education |Commission on Accreditation | 2008 Educational Policy and Accreditation Standards| Accreditation Standard 1.0 — Program Mission and Goals

#### SOCIAL WORK PROGRAM MISSION STATEMENT

Consistent with the mission of the University of Akron and the College of Health Professions, the mission of the undergraduate social work program is to prepare student learners for competent and effective generalist practice.

The School of Social Work is committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.

**PROGRAM GOALS**

1. Prepare student learners to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.
2. Prepare student learners to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.
3. Prepare student learners to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

#### PROGRAM EXPECTATIONS OF STUDENT LEARNERS

Student learners in the Program are expected to develop a sensitivity to human suffering and injustice; an understanding of the factors that contribute to and are consequences of discrimination, oppression, and vulnerability; and a strong commitment to advocacy, empowerment, social change, and social and economic justice. Strengths-based practice, critical thinking skills, and systems theory application underlie the developing practice of field student learners.

**DEFINITION OF GENERALIST PRACTICE**

Council on Social Work Education| Commission on Accreditation| 2015 Educational Policy and Accreditation Standards| Educational Policy 2.0—Generalist Practice

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

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proactive in responding to the impact of context on professional practice. BSW practice incorporates all of these core competencies.

#### SOCIAL WORK CORE COMPETENCIES & PRACTICE BEHAVIORS

The School of Social Work 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. 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 School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. By the time student learners 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 undergraduate social work program.

The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes. Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

The dimensions are:

• Knowledge

• Values

• Skills

• Cognitive and Affective Processes

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares student learners for the demonstration of competence through the behaviors associated with the competency.

**Understanding Generalist Practice and Areas of Specialized Practice**

Generalist Practice is defined as practice with diverse individuals, families, groups, organizations and communities.

• Grounded in liberal arts and person-in-environment framework

• Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo and macro levels

• Engages diversity in practice and advocates for human rights and social and economic justice

• Recognizes and builds upon the strengths and resiliency of all human beings

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For generalist practice, baccalaureate and master’s programs are required to implement the nine social work competencies and any additional competencies in their curricula relevant to their context. For generalist practice, programs may use some or all of the behaviors listed in the EPAS or develop other behaviors that represent observable components of each competency that integrate the dimensions (CSWE Commission on Accreditation, 2017).

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

\*make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

\* use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

\* demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

\* use technology ethically and appropriately to facilitate practice outcomes; and

\* use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

\* apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

\* present themselves as learners and engage clients and constituencies as experts of their own experiences; and

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\* apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

\* apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

\* engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

\* use practice experience and theory to inform scientific inquiry and research;

\* apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

\* use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

\* Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

\* assess how social welfare and economic policies impact the delivery of and access to social services;

\* apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

\* use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

\* collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

\* develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

\* select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and

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constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

\* critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

\* use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

\* negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

\* facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

\* select and use appropriate methods for evaluation of outcomes;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

\* critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

\* apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

#### NON-DISCRIMINATION POLICY

The School of Social Work operates under The University of Akron’s policies for non-discrimination provisions for admissions, treatment of student learners, and employment practices. Furthermore, it is the policy of The University of Akron and the School of Social Work that there shall be no discrimination against any individual at the University of Akron because of age, color, creed, handicap, national or ethnic origin, race, religion, political ideology, sex, or sexual orientation, or marital status.

The non-discrimination policy applies to all student learners, faculty, staff, and applicants. Complaints of possible discrimination are referred to the University of Akron’s Affirmative Action and Equal Employment Opportunity Officer.

***The University of Akron’s written Affirmative Action Statement includes the following provisions:***

1. It is the policy of this institution that there shall be no unlawful discrimination against any individual at The University of Akron because of race, color, creed, sex, age, national origin, handicap, or status as a veteran.
2. The University of Akron will not tolerate sexual harassment of any form in its programs and activities and prohibits discrimination on the basis of sexual orientation in employment and admissions.

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1. This nondiscrimination policy applies to all student learners, faculty, staff, employees, and applicants. The affirmative action and equal employment opportunity officer will provide assistance with questions or complaints related to this policy. The University of Akron requires all faculty and graduate assistants to take a sexual harassment seminar on a periodic basis.

**PLAGIARISM**

Plagiarism is defined as the submission of work done by another with the intent that it is viewed and evaluated as one’s own. Thus copying an assignment, falsifying hours, submitting learning activities completed by someone else, intentionally using or presenting false data, submitting completed assessments not completed by field instructor, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism. *Please read the University’s policy on plagiarism*. Academic Regulations are available at <http://ul.uakron.edu/depts/tt/plagiarism>. The penalty for plagiarism in the field will be a failing grade.

### Section III- About Field Education

#### THE PLACE OF FIELD IN THE SOCIAL WORK CURRICULUM

#### Field Education & Signature Pedagogy

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.

Professionals have pedagogical norms with which they connect, and integrate theory and practice.

In social work, the signature pedagogy is Field Education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom to the practical world of the practice setting.

It is a basic precept of social work education that the two interrelated components of curriculum- classroom and field are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice.

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which student learners demonstrate the achievement of Program Competencies.

#### Purpose of Field Education

The field experience is an integral part of the social work curriculum and is required of all social work majors. The overall purpose of the field education program is to prepare student learners for entry-level generalist social work practice by providing appropriate and well-supervised learning experiences within an agency setting.

Field education ensures that all student learners who graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying baccalaureate social work. As a necessary

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complement to classroom education, its contribution lies in providing learning experiences in social service agencies for the purpose of helping student learners **1)** apply and test academic content, including content on social work values, ethics, and human diversity; **2)** make the necessary connections between class and field, theory and practice; and **3)** develop their capacities for responsible generalist practice and for continuing professional growth and development.

The general types of social service agencies used as field sites include family service and child welfare, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, recovery and rehabilitation centers, educational and other community settings.

**Curriculum Design for Field Education**

It is the belief of the School of Social Work faculty that the integration of theory and practice in the field takes place most successfully over a long, intermittent period of time rather than compacted into a brief intensive period.

The field experience follows a concurrent pattern over two consecutive semesters. Student learners are required to complete a total of 450 clock hours, or 225 clock hours each semester. Student learners are expected to remain in the same agency for the entire field experience and are granted a total of 3 credit hours for their field placement experience.

Student learners are also required to enroll in two consecutive seminars, Introduction to Field Experience (2 credits) and Field Experience Seminar (2 credits), which are taken concurrently with field.

#### Field Education Areas of Learning/Assignments

The field agency experience should include **areas** of **learning** that allow student learners to develop skills at an entry-level and that allow someone to practice at a generalist level. The learning activities should be connected with specific dimensions drawn from behaviors connected with the specific CSWE competencies. The dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes (includes critical thinking, affective reactions, and exercise of judgment).

Student learners are enabled to practice with an appreciation for the positive value and dimensions of diversity with clients especially as multiple factors intersect to illustrate the human condition. These factors may include: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Student learners are then enabled to practice with an appreciation that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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**What are some examples of learning activities in a field placement?**

* work with individuals, families, groups, organizations, and communities as identified client systems, and with collateral persons and organizations;
* work with client systems, including some experience with all phases of practice from initial assessment to termination;
* work with at-risk and vulnerable client populations;
* collaboration in ongoing and ad hoc work groups, such as agency and interagency teams, committees, staff meetings;
* work in intra-agency groups around service duplication, gaps, or collaboration;
* open discussion of the impact of agency and community policies, procedures and work cultures on clients, agency services, staff relationships and student learners;
* grant-writing;
* development of needs assessment surveys or program outcome measures;
* research around modification of agency policies, procedures, and services;
* development of new services; legislative action; agency board attendance; community education and outreach;
* collaboration with the Field Instructor regarding learning assignments focused on the ongoing examination and assessment of student learner performance;
* documentation of student learner performance through process recording, audio-visual taping, and/or observation showing how student learners actually perform under certain conditions and how student learners describe and assess their own practice;
* content-oriented documentation of student learner performance showing how they use agency records of accountability, e.g., progress notes, proposals, memos, and reports

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**ROLES AND RESPONSIBILITES IN FIELD EDUCATION**

**School of Social Work**

**The School of Social Work’s** basic responsibility is the organization, implementation, and evaluation of the Field Education Program. This responsibility is delegated to a full-time faculty member with a MSW degree who serves as the Field Education Coordinator. The Coordinator implements the program and recommends program policies to the School Curriculum and Field Committee.

**The Field Education Coordinator**

1. Develop, evaluate and revise, in collaboration with the School Curriculum and Field Committee, the educational objectives, policies, procedures, and forms related to the field program.
2. Identify a pool of social services agencies that are willing and able to provide appropriate field learning experiences that meet the requirements of the Program.
3. Develop, implement, and update the affiliation agreements between The University of Akron and those agencies serving as field sites that require an agreement.
4. Establish criteria for the selection and approval of agency staff as Field Instructors.
5. Notify student learners’ academic advisors of performance related problems.
6. Develop and maintain placement processes for student learners.
7. Orient new Field Instructors to the Program’s requirements and expectations for the Field Program.
8. Develop and implement ongoing training programs for Field Instructors in the form of seminars or other educationally oriented meetings.
9. Plan, with the School Director, for liaison coverage to field agencies and notify student learners and faculty of their liaison assignments.
10. Evaluate, in collaboration with faculty field liaisons, the Field Instructors’ and agencies’ ability to meet the School’s expectations for field; approve the continued use of agencies and Field Instructors.
11. Request information from field agencies regarding their desire to provide placements for the next academic year.

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1. Review student learners’ applications for field, determine if student learners meet the criteria for the field experience, and approve or disapprove the application.
2. Review and approve student learners’ 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.
3. Provide an orientation session for student learners planning to start field in the next semester. The orientation includes a review of the policies and expectations for field, information on the agencies available as field sites, discussion of the field interview process, and the placement process.
4. Finalize student learner field placement following the field placement process and notify student learners and agencies of the placement.
5. Provide a Field Education Manual for field student learner/Field Instructor use.
6. Maintain updated information regarding available field agencies.
7. Provide consultation to student learners, liaisons, Field Instructors and others regarding Field Program expectations, policies and procedures.
8. Develop guidelines for formally evaluating student learners’ field performance in accordance with the educational objectives of the Program and CSWE Standards.
9. Attempt to resolve field problems when the liaison is unable to do so. In cases where the Coordinator cannot resolve the problem, the matter is referred to the Field Education Committee.
10. Make placement changes when appropriate and necessary.
11. Maintain Field Program records, including student learner files (i.e. application, pre-placement field forms, student learning activities, baseline assessment, evaluations, and narrative and hour logs).
12. Record grades that are assigned to each student learner by the faculty field liaison.
13. Maintain statistics on the Field Education Program and report on the Program’s status to faculty on a regular basis.

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1. Collaborate with the School of Social Work faculty to ensure the coordination of class and field content; to develop new methods of field education; and to expand the generalist model of practice at the baccalaureate level.
2. Remain current with CSWE requirements for, and best practice in, field education.

### Faculty Field Liaison

**The faculty field liaison** is a faculty member in The School of Social Work who serves as the School’s representative to the student learner and the agency. The overall responsibility of the liaison is quality assurance of the field experience, ensuring that field education objectives are being met and assisting the Field Instructor and student learner in meeting them. Liaison assignments are made during the first two weeks of the semester, after class lists have been received and faculty availability for liaison assignments has been determined.

The **faculty field liaison** is expected to carry out six overarching responsibilities:

1. **Linkage**: The liaison serves as a bridge between the School, the agency, and the community. Responsibilities may include: Interpreting School policies, procedures, and program expectations to agencies. Keeping the Field Office informed of any new programs and developments within the field setting.
2. **Monitor:** The liaison carries out ongoing assessment of agencies, Field Instructors and student learners’ learning experiences in order to ensure that the student learners’ learning activities and objectives along with the School’s expectations are being met.
3. **Consultant:** The liaison may assist Field Instructors in making the transformation from practitioner to teacher.
4. **Mediator:** The liaison may assist in resolving problems in field between student learners and Field Instructors, and/or other agency personnel.
5. **Evaluation:** The liaison evaluates the performance of student learners, Field Instructors, agencies, and the Field Coordinator. Responsibilities include: Assigning the student learner’s grade for the course 7750:493/494 Field Experience in a Social Agency, based on the Achievement Measure of Field Experience (AMFE) tool, the Field Instructor’s evaluation of student and recommended grade, narrative/hours logs, and other sources relating to student performance.
6. **Administration:** The liaison facilitates the completion of field related documents by ensuring that the Achievement Measure of Field Experience (AMFE) tool, and narrative/hours logs are completed and signed by the student learner, Field Instructor and liaison; field document submitted to Field Coordinator by the defined deadlines, and all other web-based feedback forms submitted.

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In carrying out the above roles and functions, the liaison is responsible for initiating contact with the Field Instructor and student learner in order to participate in the preparation of the learning activities. The early contact includes clearly communicating the liaison’s responsibilities, times and days of the week when the liaison is available and contact information.

A site visit should be scheduled and made within the first four-seven (4-7) weeks of the semester. All visits in the first semester must occur no later than the eighth week. A site visit should occur minimally once per semester during the field experience. In the first semester, the visit should occur during submission of or immediately after submission of the Learning Activities and baseline assessment on the AMFE tool. Student Learning Activities are due no later than the fourth week of field.

The site visit should include, at a minimum, a review of the student learner’s learning activities, the student learner’s baseline assessment, progress made implementing the learning activities, and the ability of the Field Instructor and student learner to work together. Additional site visits are made at the request of the field student, instructor or Field Coordinator to provide support or whenever field- related concerns develop.

Other contacts, such as informing Field Instructors of the appropriateness of the student learner Learning Activities or reminders to submit field-related documents, may be made by telephone and/or email.

Every effort will be made to keep the same liaison assignment for both semesters of field, but 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 learner and proceed as usual.

### Field Agency

**The field agency’s** basic responsibility is to provide conditions in the agency that support the achievement of the field program core competencies. These conditions constitute the criteria used by the School in the selection of field sites. Thus, the agency is expected to carry out the following responsibilities:

* 1. Accept student learners without regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
  2. Accept the baccalaureate degree in social work as the entry level of professional practice, as evidenced by the presence of bachelor level staff members or the potential for hiring them.
  3. Provide a Field Instructor qualified to provide educationally directed field instruction and approved by the School.
  4. Provide the Field Instructor with sufficient time and resources to carry out field instruction responsibilities with the student learner and the School.

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* 1. Provide the student learner with resources necessary to carry out learning assignments such as adequate workspace, clerical support, access to relevant agency records and documents, and travel reimbursement for authorized activity.
  2. Provide student learners with opportunities to carry out the social work process with clients from engagement through termination, toward the enhancement of client well-being.
  3. Provide student learners with exposure to group process with clients and/or staff and with opportunities to relate to community groups on behalf of the agency.
  4. Provide student learners with opportunities to employ practice knowledge, values/ethics, and skills toward the amelioration of adverse environmental conditions affecting those served by the agency.
  5. Provide student learners the opportunity to participate in staff meetings, agency studies or research, agency conferences, policy group meetings, and so on, as appropriate.
  6. Provide student learners with interaction with members of diverse client populations, such as racial and ethnic minorities; gay men, lesbians, bisexuals, and transgendered; the aged; the poor; the disabled; and other vulnerable or oppressed groups.
  7. Provide timely information to the Field Coordinator such as written descriptions of the agency’s services and learning opportunities for student learners; acceptance of field students; clear articulation of student learner learning in assigned tasks; and staff/policy/program changes affecting field education.
  8. Delegate a staff member to serve as the contact person to The School of Social Work when more than one student learner is in placement.
  9. Have sufficient staff to maintain and develop the basic program of the agency without reliance on student learners.

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### Field Instructor

**The Field Instructor** is the student learner’s primary field learning resource and is the agency’s representative to the School. Field Instructors must have an MSW degree or a BSW degree.

Exceptions may be made, after review by the Field Coordinator, to include someone with two years of experience in the field of social work with a degree in a related field. This person will be someone meeting the requirements to be called social worker: a Licensed Social Worker (LSW) licensed by the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board. The Field Instructor must have two years of experience beyond the degree in the field of social work, and must have at least one year’s experience with the field agency.

In cases where the Field Instructor does not have a professional degree from an accredited program in social work, one or more of the following must occur to ensure a sound social work focus in the basic planning, teaching, and evaluation of the field experience:

* The Field Instructor, who is not a social worker, is directly supervised by a social worker, who closely monitors and reviews the educational components of the field experience.
* The Field Instructor, who is not a social worker, works in a field setting where a team approach is utilized, and one member of that team is a social worker who helps plan the educational components of the student learner’s professional development.
* The faculty field liaison works more closely with the Field Instructor, who is not a social worker, and makes more frequent site visits than normal. Frequency will be determined by the faculty liaison and the field coordinator at the beginning of each semester of field, with

careful attention given to establishing clear and concise learning goals so that a sound social work focus can be developed and maintained.

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

1. Orient the student learner to the agency, staff and field instruction staff.
2. Assist student learner in developing and implement the Learning Activities in collaboration with the student learner within the first four (4) weeks of field. The Learning Activities specifies learning experiences that will help the student learner to develop in areas of weakness and expand areas of strength. (*See section on the Field Education Student- Achievement Measure of Field Education (AMFE) tool and the Appendices*).
3. Complete the baseline assessment on the AMFE tool with the student learner by week four (4) of the first semester to assist student learners and field instructors to know the strengths and challenges of the student learner.

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1. Schedule and have weekly face-to-face supervisory sessions with the student learner for a minimum of one (1) hour.
2. Review regularly the student learner’s work and time accrual; maintain an ongoing evaluation of the student learner’s progress; and complete written evaluations of the student learner on the AMFE tool at the end of each semester, including recommending a grade.
3. Support the student learner’s initiative, when needed, in gaining access to other learning experiences and resources in the agency and professional community.
4. Hold student learners accountable for completing the required time at the agency and fulfilling required responsibilities.
5. Confer with the faculty field liaison for mutual planning, review and evaluation of the field experience.
6. 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 learner.
7. Participate in School-sponsored field education meetings.
8. 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.

### Field Student

The basic responsibility of the **social work student learner** is to take an active role in his/her learning within the field agency. Student learners are also expected to carry out the following responsibilities:

1. Submit in a timely manner all required field documentation, to include the following forms:
   1. Field Application
   2. Prior to AND After Interview
   3. Agency Acceptance
   4. FERPA
   5. Field Education Manual /Code of Ethics Acknowledgement

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* 1. Academic Advisor Eligibility Form
  2. Field at Place of Employment (FAPE), if applicable
  3. Learning Activities and Baseline Assessment
  4. Narrative Logs
  5. Hours Logs
  6. Student learner Evaluations

1. Attend/Complete all required field orientations.
2. Read and become familiar with all field documents, requirements, policies, and procedures.
3. Sign a Statement of Understanding that the student learner has read and understands the content of the Field Education Manual.
4. Be prepared to assume the cost of the field documentation placement and as needed by an agency, any requirements such as: a background check, physical examination, mileage, or professional liability insurance. It is strongly recommended that student learners obtain professional liability insurance, which is available through the University of Akron or the National Association of Social Workers.
5. Develop Learning Activities on the AMFE tool in collaboration with the Field Instructor.
6. Maintain and submit documentation of field activities and clock hours on a weekly basis via narrative and hours logs as required.
7. Participate with the Field Instructor to complete the evaluation each semester; ensure document is signed and submitted as required so it is received by the Field Education Office.
8. Report regularly to the faculty field liaison both successful learning and challenges related to the field experience.
9. Abide by the NASW Code of Ethics*.*
10. Abide by agency policies and procedures.
11. Prepare for weekly Field Instructor conferences; participate in self-evaluation; and use supervision constructively.
12. Complete field assignments as required.
13. Attend integrative fieldwork seminars (*7750:421 during the first semester of field; 7750:422 during the second semester of field)* to discuss field learning experiences and other topics relevant to social work practice.

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1. Share course syllabi with the Field Instructor and clarify with the Field Instructor course assignments that will impact field.
2. Share Field Education Manual with the Field Instructor.
3. Attend field regularly over the entire semester.
4. Frequently visit social work website to remain current on field postings.
5. Seek assistance when needed.

### CRUCIAL FIELD DOCUMENTATION

#### Achievement Measure of Field Education (AMFE)

Student learners will utilize the Achievement Measure of Field Education (AMFE) tool, commonly referred to as the Learning Activities & Assessment tool, to outline all learning activities, complete a baseline assessment on each of the required behaviors for the nine (9) competencies and also complete an evaluation for each of the two semesters in field. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the Student learner, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. A Dimension is a necessary element for Learning to occur. All social work Behaviors in the AMFE have at least one Dimension. All social work Behaviors in the AMFE must have at least two (2) learning activities. Learning Activities should correspond with the designated Dimensions. If only one Dimension is listed for a Behavior, the second Learning Activity for that Behavior can be chosen with a focus on any Dimension. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. Cognitive/Affective Processes includes critical thinking, affective reactions, and exercise of judgment.

* Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
* Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
* Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

The Learning Activities and Baseline Assessment must be completed with the Field Coordinator and submitted to the proper field contact person no later than the fifth week of the first semester of field. The Learning Activities should indicate what is expected to be done during the first and second semesters. During the first month of placement, Student learner and Field Instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. These can be thought of as "mini assignments" or "building blocks" of the learning process.

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Once written, Learning Activities should be considered organic and can be modified by the Student learner, in consultation with Field Instructor throughout the placement, up until the fourth week of the second semester. Student learner progress on completing Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. Ideally student learner and field instructor should review the AMFE tool during each weekly supervision to ensure ongoing feedback.

#### Principles and Procedures

1. Learning assignments should strike an appropriate balance between participation and observation, between the need of the student learner to be actively involved in translating theory into practice, and the need to be detached and learn from reflective observations.
2. Observational activities should be active, not passive. They should require the student learner to do something with the observation, e.g., *write, report, discuss with the Field Instructor*
3. Field Instructors and student learners should continue to use the AMFE Learning Activities as the ongoing frame of reference for their work, and amend the contract as necessary to reflect changes in assignments and/or learning objectives.
4. Field Instructors and student learners should consult with the faculty liaison, as needed or requested, in regards to the development, use and/or major alteration of the learning activities.

#### Narrative and Hours Logs

Narrative and hours logs are used as tools to document student learner’s weekly activities and hours directly connected with developing competency among the behaviors for each of the nine (9) competencies. The hours log is the place to document the amount of time required to complete those tasks associated with moving from unskilled to competent practice.

The narrative and hours logs are completed by the student learner in the documentation platform, signed and then forwarded on to obtain approval and signatures of the rest of the field team.

Each form is completed every four weeks to reflect the documentation of time. A student learner is required to submit both narrative and hours logs to their Field Instructor every four weeks for a review, approval and signature.

Each student learner will need to sign and have their Field Instructor and the faculty liaison will review and sign each set of narrative and hours logs.

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**Student Learner Evaluation (of Student Learner Performance)**

Evaluation is an integral part of the field education experience, from beginning to end. It is ongoing and periodic in nature, verbal and written, informal and formal. Student learners will receive three formal evaluative assessments: a baseline assessment within the first four weeks of field and two evaluations at the end of each semester.

***Evaluation Process***

Ongoing evaluation occurs in regular supervisory conferences as the Field Instructor offers feedback on the student learner’s performance and keeps the student learner informed of his or her progress. It begins with the development and completion of the Learning Activities. It is sustained by ongoing feedback and periodically summarized at strategic points in time.

Periodic evaluation is more systematic, formal, and comprehensive. It involves setting time aside for assessing progress to date and developing plans for the future. It is scheduled near the end of the first four weeks of field and at the end each semester of field.

***Baseline Assessment***

By the end of the fourth week of the first semester in field, student learners in conjunction with their field instructors are to reflect on each social work behavior (31) distributed among nine (9) Competencies. Student learners and field instructors should jointly assess the student’s current level of capability of each behavior. Student learners and field instructors should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the Field Instructor in better understanding the Student learner's strengths and challenges, and help the Student learner in developing and/or revising Learning Activities.

***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 learning activities, baseline assessment and the ongoing use of the contract to monitor progress.

The report should represent what was addressed in the evaluation conference and not include any new material. It is a summation and should contain no surprises. The Field Instructor documents the results of the conference in the evaluation report and submits a recommended grade.

Both Field Instructor and student learner are expected to complete and sign the evaluation. The student learner’s signature signifies that the student learner has read the evaluation. It does not necessarily indicate approval. In cases of irresolvable differences, the student learner should notify the faculty liaison immediately.



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In cases where a student learner does not agree with the report, the student learner also may be required to prepare his/her own report.

The signed evaluation with any differences noted are submitted to the liaison for review and the assignment of the grade. The liaison will review all relevant information and sign the evaluation and final narrative and hours logs and forward them to the Field Coordinator who will record the grade. The grade will not be recorded until the evaluation and any final narrative and hours logs are completed, signed and received by the Field Coordinator. In such cases where items are not received, the student learner will be given a grade of Incomplete (I) until the evaluation and/or time/task logs are received. The student learner will not be able to start their second semester until all completed items are received. The evaluation is then placed in the student learner’s field file.

***Second and Final 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 formal evaluation. The final evaluation allows for a more comprehensive assessment of the student learner’s performance and should point the way to future learning objectives and experiences. As in the first formal evaluation, the final evaluation is signed by the Field Instructor and student learner. It includes the Field Instructor’s recommended grade. It is submitted to the faculty liaison for assignment of the grade. The liaison will review all relevant information and sign the evaluation and final narrative and hour logs and forward them to the Field Coordinator or assigned Field Contact person who will record the grade. The grade will not be recorded until the evaluation and final completed narrative and hour logs are received. In such cases, the student learner will be given a grade of Incomplete (I) until the evaluation and/or narrative and logs are received. The evaluation is then placed in the student learner’s field file.

**POLICIES AND PROCEDURES**

Council on Social Work Education| Commission on Accreditation| 2015 Education Policy and Accreditation Standards |Accreditation Standard 2.2 |No Academic Credit for Life or Work Experience | No Academic Credit for Field Education from non-CSWE accredited programs

***No Academic Credit for Life Experience or for Field Courses from Programs not Accredited by CSWE***

* The School of Social Work is accredited by the Council on Social Work Education (CSWE) and, as such, adheres to CSWE Council on Accreditation standards for field education. Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of field.
* Field courses are not transferable from a social work program not accredited by the Council on Social Work Education.

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Council on Social Work Education| Commission on Accreditation |2015 Education Policy and Accreditation Standards| Accreditation Standard 2.2.6 |Eligibility for Field Education

#### Field Eligibility Requirements

Student learners who have applied for field and have been accepted at a field setting for the next semester must maintain a 2.75 grade point average in social work courses and an overall grade point average of 2.75; student learners will not be permitted to start their field experience if their grade point average has fallen below the required levels.

Check **ALL** those items currently **COMPLETED**:

☒full social work major ***and*** has signed a full major contract

☒a senior with 90 credit hours completed

☒has a 2.75 grade point average in social work courses

☒has a 2.75 overall grade point average

☒has no unresolved Incompletes on academic record

☒has planned Field for the last two semesters Has completed the following courses:

☒7750:270 Diversity and Social Work Practice

☒7750: 275 Introduction to Social Work Practice

☒7750: 276 Introduction to Social Welfare

☒7750: 427 Human Behavior and the Social Environment I

☒7750: 401 Social Work Practice I

☒7750: 402 Social Work Practice II

☒7750: 405 Social Work Practice I Skills Lab

The student learner must submit a completed Field Eligibility form, signed by both the student learner and their academic advisor, to the Coordinator of Field Education in the semester prior to that in which the field experience is expected to begin. This is the document that starts the field placement process of entering field orientation and completing the field placement process.

**FIELD PLACEMENT PROCEDURES**

* 1. Student learners applying for field are required to attend two orientation sessions either in person or online: one at the time of applying for field (*usually during the sixth week of the semester*) and one after placements have been secured (*usually during the thirteenth week*). Information on those agencies which are available for field placements will be provided in the first orientation and available on the social work website.
  2. Student learners are expected to arrange for their own field placement according to guidelines outlined during the first orientation. The School of Social Work is neither responsible to locate nor can guarantee a placement for any student.

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* 1. Student learners are expected to choose two to three agencies of interest to them and to arrange an interview at each agency.
  2. A student learner’s final choices of agency placements must then be submitted to the Coordinator of Field Education by the appropriate deadline. Placements will be made on the basis of the ability of the agency and Field Instructor to meet the student learner’s learning needs in this program and mutual agreement by the agency and the student learner.
  3. Both the student learner and agency are notified of the student placement.
  4. Information regarding the formulation of learning contracts is provided in the second orientation.

**Change in Field Placement**

Student learners should expect to be assigned one field placement for both semesters. When problems in the field do occur, procedures outlined in the Field Education Manual must be followed.

* + The Field Coordinator may make a placement change if, after careful review by the student, the Field Instructor, the Field Liaison and the Field Coordinator, a legitimate educational reason for change is determined.
  + 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 learning contract; or the Field Instructor’s expectations for student learners do not conform with expectations for student in field as outlined in the Field Education Manual.

Council on Social Work Education | Commission on Accreditation| 2015 Education Policy and Accreditation Standards |Accreditation Standard 2.2.7 |Field at Place of Employment

**Field at Place of Employment (FAPE)**

Under certain circumstances, such as the financial need to maintain full-time employment, an alternative arrangement is possible in which the student learner 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 field placements. Field placement at a student learner’s employment site or a field placement paying a stipend requires the following:

1. The agency meets established Program requirements.
2. Submission to the Field Coordinator of a Field at Place of Employment Proposal, which conforms to the outline provided in the Appendices of the Field Education Manual.
3. The Field Instructor and employment supervisor must be different.

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1. The Field Instructor **must** have an MSW or BSW degree (*exceptions may be made, after review by the Field Coordinator, to include someone with two years of experience in the field of social work with a degree in a related field; this person* ***must*** *be an LSW, a Licensed Social Worker, licensed by the Ohio Counselor, Social Worker, and Marriage &Family Therapist Board as meeting the requirements for being called a social worker*); **must** have two years post degree experience; and **must** have a minimum of one year with the agency.
2. The field assignments must be educationally focused, be considered new learning, and be different from the student learner’s employment activity.
3. If, during field, a student learner is hired by the field agency, he/she will also need to complete a Field at Place of Employment Proposal to assure that the student learner’s learning objectives can be met, given the job responsibilities, and that the appropriate field instruction can be maintained according to the stipulations above.
4. 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.
5. If, once having started field, a student learner takes a job at an agency different from the field agency, the student learner cannot transfer field to that work site. Student learners are expected to honor their field commitment and complete the hours at their field site as agreed upon by the student learner, agency and the School.

### Enrollment and Attendance

1. **Enrollment:** If a student learner is not enrolled in field, the student may not take the corresponding field seminar course. If a student learner is enrolled in a field seminar course, but is not officially placed in a field site and has not submitted a field placement acceptance form by the first day of the semester field is to begin or does not complete and submit the AMFE tool with Learning Activities and Baseline Assessment NO LATER THAN the fifth week of the semester, either the student learner must drop the field seminar course and field experience course or the student will be administratively dropped from both. A student learner must meet all academic requirements to enroll and remain in field.
2. **Patterns of weekly attendance**: Student learners in field placements must attend field 15 hours per week during each of the two semesters. If either of these two semesters occurs during the University’s summer session, the student learner is required to attend field 22.5 hours per week during the 10 weeks Summer Session/17.5 hours per week during 13-weeks of Summer Session. While student learners 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; carrying hours over to the next semester; or taken as vacation days.

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1. **University calendar**: The field calendar follows the University Academic calendar for fall, spring, and summer semester.
   1. Student learners are not expected to attend their field placement when the campus |college they are enrolled is closed (i.e. student learners enrolled at Wayne College and Wayne College closes, those students should not attend their field placement).
   2. If an agency holiday falls on a day when the student learner is normally scheduled to be in the field (the agency is closed) and the university (the campus where you are enrolled) is open, the student learner is not required to make-up the field time. The student learner receives credit for the number of hours originally scheduled to be at their field placement.
   3. Requests for religious holidays not observed by the university or the agency should be made to field instructor.
   4. University calendar changes annually –check often for possible changes.
   5. Undergraduate student learners can also count hours from days the agency or university close AND it is normally scheduled day to be in field.
2. **Inclement weather:** When the university is closed due to inclement weather (i.e. snow, icy conditions) and student learners are scheduled for field, student learners are expected to:

#### Check to determine if the campus | college the student learner is enrolled is closed.

If your enrolled campus |college is closed, student learners should not attend their field placement and are not required to make-up the hours.

#### Check to determine if the campus/college the student learner is enrolled is delayed.

If there is a delayed opening, student learners are expected to attend their field placements on time.

If the university campus/college they are enrolled in closes once arriving to their field placement, the student learner has two options. Student learners receive their full field hours regardless of the options.

* + 1. Meet with field instructor to determine the impact of leaving on scheduled client meetings, etc. and decide to stay.
    2. Meet with field instructor to determine the impact of leaving on scheduled client meetings, etc. and decide to leave.

1. **Illness:** Student learners are allowed a maximum of two (2) sick leave days per semester – no more than 16 hours can be applied as sick with Field Instructor approval. Student learners must make up time for absence due to illness beyond the allowable number of sick leave days.
2. **Field Schedule**:

Student learners should 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 with the field instructor and student learner then shared with the faculty liaison. Under extraordinary circumstances, a deviation may be considered following a written request from the student learner to their field instructor and their assigned field contact person. Student learners are expected to chunk their field time. No less than 3 hours per day, no more than 10 hours per day.

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* 1. Student learners may not accrue more than 225 clock hours in either semester of field to shorten the length of field overall, or in either semester, not take the additional hours as vacation days.
  2. Student learners may also not accrue the 225 clock hours early in either semester to shorten the length of the semester; field is to be experienced over the full length of the semester, 15 hours per week for fall and spring semesters and 22.5 hours per week (10-week)/17.5 hours per week (13-week) for the summer session (depending on number of weeks for summer).

1. **Agency trainings/orientations**: Student learner participation in field agency trainings/orientations, which occur prior to the beginning of the field calendar, may be considered voluntary and may not be accrued as field hours if prior approval by Field Coordinator is not received.
2. **Social work 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 learner. If student attendance at social work conferences and meetings is desired by the Field Instructor and would necessitate absence from classes, the student learner should request permission from the course instructors. The field office does **not** encourage student learners missing classes for field education experiences.
3. **Missed Field Hours:** Student learners can miss no more than 24 hours of time from placement before they must make up hours. No combination of sick hours AND agency/university closures can total more than 24 hours in a semester. Acceptable categories that an undergraduate student can credit as the 24 hours during a semester include: students use up to 16 hours of sick **OR** agency/university closings up to 24 hours **OR** students use 16 hours of sick and there are also 8 hours for agency/university closing **OR** any combination of these for NO more than 24 hours.
4. **Break between Semesters**

The break between the fall and spring semesters may pose a challenge to agencies as it relates to making arrangements for coverage during student absence and for continuity of care with client systems. Therefore, the student learner should address the break early on with their agency, preferably during the interview process, certainly no later than the development of the Learning Activities.

* 1. Each student learner is entitled to the full break between each semester.
  2. If an agency requires a student learner to maintain any client service during these breaks, the student learner must be informed of and agree to this in writing documented on the AMFE tool.
  3. Each student learner 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 and required to take off the entire break between spring and summer and summer and fall semesters.
  4. Student learners may acquire 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.

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* 1. Field Education Departmental coverage during specially approved breaks (faculty liaison field education staff) must be available and established with the Field Coordinator prior to writing the AMFE.
  2. The field instructor must approve and be available during the time the student learner continues in the agency during time different than field calendar.

**Grading**

Grades are recommended by the Field Instructor, assigned by the faculty field liaison, and recorded by the Field Coordinator at the end of each semester of field. A grade of Incomplete (I) may be given when a student learner has made satisfactory progress but has insufficient clock hours of attendance due to extended illness or other factors beyond the student learner’s control. The student learner, Field Instructor and faculty 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 by which those hours are expected to be completed. Student learners who contest a final grade must follow the process outlined in the Undergraduate Bulletin.

**Confidentiality**

Student learners must maintain client confidentiality at all times. Any class assignments involving use of agency records or data should be discussed with the agency’s Field Instructor. All case materials used for class assignments should be effectively disguised to ensure client confidentiality.

**Ethical Behavior**

All student learners and faculty involved in the Field Education Program will abide by the National Association of Social Workers Code of Ethics*.* Violations will be referred to the Field Education Committee and may be cause for immediate dismissal or other disciplinary action. Student learners also receive the Field Education Manual/Code of Ethics Acknowledgement form during their field orientation and are expected to read, sign, and demonstrate ethical standards in student practice.

Council on Social Work Education| Commission on Accreditation| 2015 Educational Policy and Accreditation Standards| Accreditation Standards 2.2.8

**Field Problem Resolution – *Field Placement Disruption***

Field problems rarely occur as single events, but are manifested over a period of time 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, and Marriage & Family Therapist Board.

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* 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, or agency staff reduction.

***The following steps list the sequential process of the field problems resolution process:***

1. As soon as the problem is identified, the student learner will bring it to the attention of the Field Instructor, or the Field Instructor will bring it to the attention of the student learner. Together the Field Instructor and the student learner will attempt to solve the problem.
2. If the student learner and the Field Instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty field liaison for consultation, a three-way meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the faculty liaison should be in direct communication with both the student learner and Field Instructor within three (3) business days and notify the Field Coordinator of the problem.
3. If the problem is still not resolved, the Field Instructor, student learner and faculty field liaison will delineate in writing using the ***Student Improvement Plan***:
   * 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

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 learner’s Academic Advisor.

1. The student learner, Field Instructor and faculty field liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, Field Instructor, Faculty Liaison, Field Coordinator and Academic Advisor.
2. If the problem cannot be resolved satisfactorily for all parties, the faculty field liaison will immediately notify the Field Coordinator and academic advisor in writing. The Field Coordinator will respond to the faculty field liaison within 3 business days.

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1. 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 learner, Field Instructor, liaison and academic advisor.
2. If the problem cannot be resolved by the above means, the Field Coordinator will notify the School Director in writing.
3. When the problem involves dispute over the field grade assigned by the faculty liaison, normal University procedures will be followed as outlined in the School of Social Work Student Handbook.
4. When the problem involves a question of the faculty liaison’s performance, the Field Coordinator will immediately refer the matter to the School Director.
5. When the field problem involves the student learner’s unsatisfactory performance, unethical behavior, or any other situation where the student learner’s continuation in the Field Experience course is in question, the Field Coordinator will refer the matter to the Field Education Committee and inform the School Director.
6. When a problem is referred to the Field Education Committee, the Committee will, within five (5) business days, review the situation and make a written recommendation to the School Director. All parties involved will be given written notification of the Committee’s recommendation. If the student learner disagrees with the Committee’s recommendation, they may appeal the recommendation to the School Director within five (5) business days. The School Director will make a decision within 5 business days following receipt of the Committee’s recommendation. If the student learner disagrees with the School Director’s decision, the student may file an appeal in accordance with University grievance procedures as outlined in the BA/BASW Student Handbook.

Council on Social Work Education| Commission on Accreditation| 2015 Educational Policy and Accreditation Standards| Accreditation Standards 2.2.7|

#### PROCESS FOR DISMISSAL FOR NON-ACADEMIC REASONS

In regard to non-academic performance where the field student’s behavior is not in accordance with University policies, the mission of the BA/BASW Program, or social work purposes, practices, values, or ethics, the student learner will be referred to the Field Education Committee for review. Such students may be terminated from field or the BA/BASW 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.
  + Falsification of agency records of accountability, plagiarism, cheating, trespassing, and other forms of dishonesty or misconduct.

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* + Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, or other students.
  + Behavior that is disruptive to teaching and learning, and/or the day-to-day operations of the field setting.

The BSW Coordinator makes the referral to the Field Education Committee. Within ten (10) business days of receipt of the referral, the Field Education Committee will conduct a review and make a recommendation in writing to the School Director. At its discretion, the Field Education Committee may request an interview with the student learner, faculty liaison, relevant agency personnel, and/or academic advisor. The student learner may also request an interview with the Field Education Committee.

Recommendations regarding continuance or dismissal from field or the BA/BASW Program are made in writing and sent to the BSW Coordinator. The BSW Coordinator informs the School Director within 5 business days. The School Director then makes the final decision and notifies the student learner in writing. The student learner may appeal the decision by following the guidelines and procedures specified in the Student Handbook*.* The University of Akron’s Student Code of Conduct includes policies regarding students’ rights, misconduct, and sanctions on the University level.

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**Section IV- 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.*

#### Narrative Logs

APPENDIX A FAQ NARRATIVE LOGS

APPENDIX B SAMPLE NARRATIVE LOGS

NARRATIVE LOG is located in documentation platform

#### Hours Logs

APPENDIX C FAQ HOURS LOGS

HOURS LOG is located in documentation platform

#### Field at Place of Employment Proposals

APPENDIX D FIELD AT PLACE OF EMPLOYMENT PROPOSAL (FAPE)

APPENDIX E SAMPLE FAPE PROPOSAL

#### Achievement Measure of Field Education (AMFE)/Field Syllabi

APPENDIX F FAQ LEARNING ACTIVTIES

APPENDIX G FIELD SYLLABI

APPENDIX H INSTRUCTIONS TO COMPLETE AMFE

APPENDIX I COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

APPENDIX J BLANK AMFE TOOL

APPENDIX K SAMPLE AMFE TOOL

#### Other Feedback Forms- Web-based only

APPENDIX L OTHER EVALUATION FORMS- *WEB-BASED*

*Go to website:* [*www.uakron.edu/socialwork*](http://www.uakron.edu/socialwork)[*https://www.uakron.edu/socialwork/field-education/basw-info-forms.dot*](https://www.uakron.edu/socialwork/field-education/basw-info-forms.dot)

STUDENT FEEDBACK ON FACULTY LIAISON STUDENT FEEDBACK ON FIELD COORDINATION

AGENCY FIELD INSTRUCTOR FEEDBACK ON FACULTY LIAISON

AGENCY FIELD INSTRUCTOR FEEDBACK ON FIELD COORDINATION FEEDBACK ON FIELD AGENCY AND FIELD INSTRUCTOR

FEEDBACK ON FIELD COORDINATION

#### OTHER

APPENDIX M STUDENT IMPROVEMENT PLAN

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***APPENDIX A NARRATIVE LOG***

**FAQ- Narrative Logs**

**What is a Narrative Log?**

A narrative log is a tool used to document a student learner’s weekly activities directly connected with developing competency in the identified Learning Activities in the AMFE tool. The narrative log is the place to document the specifics activities each week that are related to the learning activities associated with moving from unskilled to competent practice. Narratives for each week should be a minimum of 6-9 sentences.

**Who completes the Narrative Log?**

Narrative logs are completed and signed by then student learner then routed for signatures in order from field instructor then to faculty liaison. If student learner also has a task supervisor, this person should review and sign as well.

**When do I complete the Narrative Logs?**

Each log covers four weeks of documentation of activities completed in field. A student learner is to submit a Narrative log to their field instructor every four weeks for a field instructor’s signature.

**Do the Narrative Logs require signatures?**

Yes. Each student learner’s field instructor, the student learner, and the faculty liaison will need to place their signature on each set of narrative logs.

**When are signatures required?**

Each agency may work differently. However, each student learner should sign their hours logs every four weeks. Field instructors and liaisons will sign after they review and approve the log.

The university requires narrative logs at specific dates/time frames as documented on the field calendar. However, all student learners must submit every four (4) weeks. (*See field calendar for when hours logs are due to the university*)

**What goes into the Narrative Log?**

The specific details of activities you completed each week at your field placement: Including activities completed in field, any trainings/conferences attended and what was learned as well including what was covered and planned during supervision hours each week. A student learner should have no less than 6-9 sentences for one week reflecting the detailed activities so it can be clearly connected with the established learning activities.

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***APPENDIX B SAMPLE NARRATIVE LOGS***

WEEK 1:

[Wednesday 4/3/19:  
I provided a shadowing experience for one of our new hires. She was able to observe a legal appointment and then the filing for an order of access and serving that access order. I also discussed collateral phone calls that I made with her and I reviewed the safety and family assessments with her. She was in her second day of employment with SCCS so she was not familiar with any of these concepts yet. I also showed her some of the tools that I use to track my caseload and stay organized. Once she was done shadowing me for the day, I did some further work on the housing packet. I also sent follow up emails to my unit as well as department directors regarding the scavenger hunt. Finally, I reviewed the content of my professional portfolio and made sure that it was up to date with the projects that I have been working on, in preparation for our mid-semester check-in.  
  
Thursday 4/4/19:  
Today I attended the morning update meeting and heard a few notes about my clients. In regards to falls, and medication requests primarily. I organized my visitation schedule for the day. One client tends to decline visits, but on occasion her husband will be present and want to chat for a while. I will start with them today, and then go to another facility to check-in on a few of my dementia clients. The visits with these clients usually last only 15-30 minutes because they talk in loops and get tired of me in a short time. Another client has been declining and sleeping much more, so I like to sit with her and read out loud softly. Every once in a while I will address her and talk to her as if she were still awake and communicative. She was much more so when i first began visiting her, but of course, she is progressing. It is nice to see her progress through this stage comfortably and peacefully. I have a feeling she will continue to decline over the next month.](javascript:void(null))

WEEK 2:

[Tuesday 4/9/19:  
I worked on formatting my housing resource that I have been working on this semester and submitted for approval. I also created a human trafficking resource to be included in the folders for mandated reporter training along with a slide to discuss the concerns of human trafficking.  
  
Wednesday 4/10/19:  
We had group supervision where we discussed the plans for the scavenger hunt and take your sons and daughters to work day. We also discussed our current progress on projects and the plans for the remaining weeks of the semester. Taylor also had the opportunity to shadow me for a team decision making meeting for a mother who has severe mental health. The decision was made to file for custody of the child and Taylor was able to shadow that process along with the preceding legal appointment. She was able to state her observations and ask questions regarding the case. I explained what this mother was like the first time I had met her and how she had drastically changed. We also had out mid-semester check in with department directors, where we discussed our projects that we have been working on throughout the semester and what our goals and plans for the rest of the semester are. I also worked on making corrections to the housing manual that I submitted for approval.](javascript:void(null))

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***APPENDIX C HOURS LOGS***

**FAQ- Hours Log**

**What is an Hours Log?**

An hours log is a tool used to document a student learner’s weekly activities directly connected with developing competency in the identified Learning Activities in the AMFE tool. The hours log is the place to document the amount of time required to complete those tasks associated with moving from unskilled to competent practice.

**Who completes the Hours Log?**

The Hours logs are completed and signed by the student learner then routed for signatures in order from field instructor then to faculty liaison. If student learner also has a task supervisor, this person should review and sign as well.

**When do I complete the Hours Log?**

Each log covers four weeks of documentation of time. A student learner is to submit an Hours log to their field instructor every four weeks for a field instructor’s signature. Hours logs are completed using the documentation used by the Field Education team.

**Does the Hours Log require signatures?**

Yes. Each student learner’s field instructor, the student learner, and the faculty liaison will need to place their signature on each set of hours logs.

**When are signatures required?**

Each agency may work differently. However, each student learner must sign their hours logs every four weeks. Field instructors and liaisons will sign after they review and approve the log. The university requires hours log at specific dates/time frames as documented on the field calendar. However, all student learners must submit every four (4) weeks. (See field calendar for when hours logs are due to the university)

**What goes into the Hours Log?**

The exact amount of time at your field placement: Including time in field (called time at site) and supervision hours each week.

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***APPENDIX D FIELD AT PLACE OF EMPLOYMENT (FAPE) PROPOSAL***

COVER SHEET – FAPE Proposal

Learner’s Name |

Date: Click here to enter a date.

Semester to begin field education experience | Choose an item.

Year to begin field education experience | Choose an item.

This document requires electronic submission by student learner to field contact person after review of Agency Roster - No interviews are scheduled at the time of form submission. This document is a tool to assist you in the intentional process of thinking & reflecting on who you are, your schedule, type of agency, and client population contributing to mutual growth.

☐Akron campus – All Learners - Becky Thomas

☐Lakewood Campus – All Learners – Janice Steinmetz

☐Stark Cohort – Graduate Learners – Lisa Crites

☐Wayne College Campus –Undergraduate Learners – Lisa Crites

☐Wayne College Campus –Graduate Learners – Robert Terry

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**Directions | Requirements**

This document is for those field students who are interested in securing a field placement at their current employment site referred to as a **Field at Place of Employment** |**FAPE**. The School of Social Work recognizes that many of our student learners have multiple responsibilities including full-time employment. As a result, if an organization adheres to the following requirements, student learners are permitted to experience their field placement at their employment site.



Student learners who plan on requesting a FAPE are still expected to :

1. interview for their field placement at their employment.
2. complete and electronically submit the *Social Work All Program Field Placement Acceptance Form* to appropriate field contact person.
3. complete the FAPE proposal, obtain the necessary signatures and electronically submit completed document to the appropriate field contact person.

*Note: All other field forms should be submitted, along with this completed FAPE, according to the schedule (i.e. Field Agency Prior to & After Interview Choice Forms).*

**FAPE REQUIREMENTS**

**Field Instruction**

Field Instructors are responsible for infusing the values and ethics of the social work profession into the learner as they practice developing skill sets in engagement, assessment, intervention, and evaluation with varied client systems

1. The proposed field instructor **must** be someone other than the student’s immediate employment supervisor (*one person for field instruction and a different person for employment supervision*).
2. If the student learner is in our undergraduate program, the field instructor is required to have a minimal of a Baccalaureate degree in social work from an accredited social work program.
3. If the student learner is in our graduate program, the field instructor is required to have a minimal of a Master’s in Social Work from an accredited social work program (MSSA degrees are accepted).
4. The proposed field instructor must have two years post graduate experience.
5. The proposed field instructor must have a minimum of one year with field placement site.

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**Task Supervision**

Task Supervisors are usually helping professionals who are not academically trained as social workers, yet are knowledgeable in agency processes and skilled in working with client systems. Students may receive a task supervisor for day to day guidance, however, the field instructor is required to meet for supervision with the learner on a weekly basis. The field instructor will assist the student learner connect the daily interactions to social work competencies. The field instructor will also use weekly supervision to connect the values and ethics of the social work profession into the learners’ skill development.)

1. Task supervisors should have a minimum of three years’ experience both at the field placement site and in the social services field.
2. Task supervisors assigned to learners in our undergraduate program should have a minimal of a Baccalaureate degree in their discipline, if different than social work.
3. Task supervisors assigned to learners in our graduate program should have a minimal of a Master’s degree in their discipline, if different than social work.

**Proposal**

1. Specify the social work activities, assignments, and other involvement as part of the field experience. The proposed activities, assignments, and other involvement are required to be different from those that are a part of the student’s employee job description.
2. Describe, from the learner’s perspective, the learning expected to be gained from this experience.
3. Describe how your field education experience will be distinct from normal work in terms of both proposed assignments and time frame. Field time should be planned and specified to maintain learning boundaries as well as opportunities, optimally in blocks of three or more hours and absolutely not less than one hour.
4. Describe specifically how the organization agrees to support the students learning contract and commits to covering student employment activities as needed to facilitate these goals.
5. MANDATORY | Attach a job description outlining your current job responsibilities

**Other**

1. Proposal should be typed, doubled- space and electronically submitted.
2. All sections of the proposal should be completed.
3. Signature page should have signatures and dated prior to submission to field contact person.
4. Field contact person is the field faculty assigned to student’s program location (see 1st page).

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**Field Learner’s Information**

1. Student Learner Name:
2. Student Learner E-mail:      @zips.uakron.edu
3. Student Learner Cell/Home phone #:
4. Student Learner work phone #:

**Field Organization’s Information**

1. Organization’s Legal Name:
2. Address:
3. Website address:
4. Mission Statement:
5. Summary of Type of programs/services provided by the agency:
6. Target population(s) served:

**Student Employee/Employer Status Information**

1. Formal Job Title:
2. Job Description (also submit your organization‘s job description):
3. Length of time employed at the agency:
4. Full Name of immediate employment supervisor:
5. Phone Number of employment supervisor:
6. Email of employment supervisor:

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**Proposal**

*Directions*: Student learner *completes all four sections by typing directly into the gray buttons which will disappear and expand as you type. Click directly on the box and it will turn a darker gray letting you know you are in the box and begin typing.*

1. Specify the social work activities, assignments, and other involvement to be engaged in as part of the field experience. [The proposed activities, assignments, and other involvement are required to be different from those that are a part of the student’s employee job description].

1. Describe, from the learner’s perspective, the learning expected to be gained from this experience.
2. Describe how your field education experience will be distinct from normal work in terms of both proposed assignments and time frame. Field time should be planned and specified to maintain learning boundaries as well as opportunities, optimally in blocks of three or more hours and absolutely not less than one hour. *Attach a job description outlining your current job responsibilities.*
3. Describe how the organization agrees to support the students’ learning contract and commits to covering student employment activities as needed to facilitate these goals.

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**SIGNATURE PAGE**

Proposed Field Instructor name:

Proposed Field Instructor phone number:

Proposed Field Instructor email:

Proposed Field Instructor degree: Choose an item. Choose credentials, if credentials are not listed, select Exception requested and provide an explanation

Proposed Field Instructor title/position­­­­­­­­­­­­­­­­­­­­­­­­:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** Click here to enter a date.

Learner (Student) signature | Mandatory

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date**: Click here to enter a date.

Employment Supervisor signature |Mandatory

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:** Click here to enter a date.

Proposed Field Instructor signature | Mandatory

***Below signature Optional***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:** Click here to enter a date.

**Organization or Social Work Director Signature**

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***APPENDIX E SAMPLE FAPE PROPOSAL***

Students interested in doing their field education experience 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.

An Agency Acceptance Form and an agency generated Job Description is also required in addition to completing the FAPE Proposal.

**Student Information and Date of Submission**

Student’s Name **Thomas Legos**

Student ID # **23476891**

#### Phone: (H) 330-123-2222 (W) 330-555-5555

Email [**Legost@zips.uakron.edu**](mailto:Legost@zips.uakron.edu)

**Agency Description**

Agency Full Name: ***Place Legal name of agency here***

Agency Full Address: ***Place agency’s main address here***

Agency Mission (please provide in the space below) ***Mission Statement goes here***

Type of programs/services provided by the agency: ***List here all the programs associated with the agency***

Target population(s) served: ***List and describe the client system to be addressed by this agency- usually located in the mission statement***

#### Student Employee Status

Job Title ***Place here the title of your current position with this agency***

Job Description: ***Using bullets and/or narrative describe your current responsibilities***

Length of time employed at the agency: ***Place here how long you have been a paid employee with this agency***

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Name of immediate employment supervisor: ***Place here the full name of who you, as an employee report***

Phone Number of employment supervisor: ***Place here the direct line to immediate supervisor***

Email of employment supervisor: ***Place here a legible email address where all correspondence from the university will be directed***

#### Proposed Field Experience- The Proposal

* **Must** be typed and double-spaced, using the below outline
* **Include**, at the bottom, the signatures of the student; his or her immediate employment supervisor; and the proposed Field Instructor, including academic degree.

The actual proposal should incorporate the following components in a narrative:

1. **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.
2. **Describe** what you, the student hope to learn from the above experience.
3. **Describe** how your field education experience will be distinct and separate from normal work in terms of both proposed assignments and time frame. Field time should be planned and specified to maintain learning boundaries as well as
4. **Opportunities,** optimally in blocks of three or more hours and absolutely not less than one hour so the student learning experience is well defined.
5. **Describe** how the agency agrees to support the student’s learning contract and commits to covering student employment activities as needed to facilitate these goals.

#### Signature Page

Proposed Field Instructor name: ***An original Signature of your Field Instructor is needed here***

Proposed Field Instructor phone number: ***Place here the direct line to Field Instructor***

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***APPENDIX F FAQ LEARNING ACTIVITIES***

**FAQ: Student Learning Activities**

**What are Student Learning Activities?**

Student Learning Activities is part of the AMFE tool used to document the learning plan for each student. This plan is divided into specific behaviors under each of the nine (9) competencies. The Learning Activities in the AMPFE tool serve as a written contract approved by the field instructor/agency, faculty liaison/university and the social work student detailing what opportunities need to happen to ensure that the student develop the emerging level competencies required of all graduating social work students.

**Who completes the Learning Activities?**

The student takes the lead and works jointly with the field instructor to create the student’s Learning Activities.

**When do I complete the Learning Activities?**

Students should have a completed, signed (by both the field instructor and the student) plan within the first four weeks of the first semester the student begins their field experience. *See Field Calendar for exact due date.*

**How often do I create the Learning Activities?**

Each AMFE tool covers an entire academic year, two consecutive semesters. However, Learning Activities can be revised any time during the two semesters up until the end of the fourth week of the second semester.

**Why should I care about this document?**

Each student’s AMFE tool reflects the specific developmental opportunities required at their assigned agency/organization essential to develop the competencies needed to become a professional social worker.

Social work competencies are approved by The Council on Social Work Education (CSWE). CSWE is a nonprofit national association representing graduate and undergraduate programs of professional social work education. CSWE‘s intention is to promote and strengthen the quality of social work education through the preparation of competent social work professionals.

**What do you mean by competency and competent?**

The School of Social Work 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. 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 School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. 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 undergraduate social work program.

The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes. Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This

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description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

The dimensions are:

* **Knowledge**
* **Values**
* **Skills**
* **Cognitive and Affective Processes**

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the behaviors associated with the competency.

**Understanding Generalist Practice**

**Generalist Practice is defined as practice with diverse individuals, families, groups, organizations and communities.**

* Grounded in liberal arts and person-in-environment framework
* Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo and macro levels
* Engages diversity in practice and advocates for human rights and social and economic justice
* Recognize and build upon the strengths and resiliency of all human beings

For generalist practice, baccalaureate and master’s programs are required to implement the nine social work competencies and any additional competencies in their curricula relevant to their context. For generalist practice, programs may use some or all of the behaviors listed in the EPAS or develop other behaviors that represent observable components of each competency that integrate the dimensions (CSWE Commission on Accreditation, 2017).

**What are the nine (9) competencies?**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

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

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

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

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

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***APPENDIX G FIELD SYLLABI***

**The University of Akron**

**College of Health Professions**

**School of Social Work**

I. 7750:493 Field Experience Social Agency I

II. Course Rationale and Description

This course is the first of two consecutive courses of supervised internship in a social service setting. No academic credit will be given for previous life experience. This course facilitates the acquisition of practice skills and experience for generalist social work practice and prepares students for entry into the profession. Generalist practice is conducted in various practice settings with and on behalf of individuals, families, groups, organizations, and communities of diverse, at-risk, and vulnerable populations experiencing a broad range of problems, and is conducted in order to restore and enhance their capacity for social functioning, or to create conditions, including the advancement of social and economic justice, toward that end.

Generalist practice requires the application of social work values and ethics, eclectic and empirically-based knowledge, critical-thinking and problem-solving skills, the strengths-based and ecological perspectives, the planned change process from engagement to termination, multiple methods of empirically-based interventions, relevant technological advances, and evaluation of outcomes and practice effectiveness.

The student is expected to integrate classroom learning -- in ethics, human behavior, practice, policy, and research -- and professional skills. Students are expected to be thoughtful and articulate about their practicum experiences. They are to carry out a continuous process of analysis, testing, and transferring of learning from one situation to another. They are expected to draw from their broad base of knowledge in analysis of data about the nature and extent of social problems, and the impact of social policy and services on those problems, and in application of knowledge gained from this analysis to a variety of client situations. Students are to grasp the importance of values in the helping process through exposure to diverse cultures, lifestyles, and other aspects of social diversity, becoming knowledgeable and skilled participants in service delivery in accord with social work values and ethics.

This is a three (3) credit, required course for all social work majors. Only a previous internship from a program accredited by the Council on Social Work Education may be substituted for this course. Each of the two internship courses is comprised of 225 hours in the field setting. This course is offered co-requisite with Introduction to Field Experience Seminar I, a two (2) credit course. The student should be a senior candidate for the baccalaureate degree who has completed Social Work Practice I, Practice I Skills Lab, and Practice II. The student should be a senior candidate for the baccalaureate degree.

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III. Mission of Goals of the Undergraduate Social Work Program

**Mission of BA/BASW Program:**

Consistent with the mission of the UA and the College of Health Professions, the mission of the undergraduate social work program is to prepare students for competent and effective generalist practice. We are committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.

**The goals of the undergraduate social work program are to:**

1. Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.

2. Prepare students to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.

3. Prepare students to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

IV. Values and Ethics

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers’ Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) and The University of Akron Sexual Harassment Policy (<http://wayne.uakron.edu/dotAsset/552835.pdf>) while a student in the school. Some subject matter may be controversial. While students may vary in 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 and understand each other’s perspectives. 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.

V. Diversity

In Educational Policy 3.1, CSWE’s Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University of Akron School of Social Work takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the undergraduate level.

VI. Expectations of Students

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers’ Code of Ethics (available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) and the university Sexual Harassment Policy while a student in the school. Some subject matter may be controversial. While students may vary in 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 and understand each other’s perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their value and opinions on clients.

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Undergraduate students are expected to attend all days of field. However, in the event undergraduate students have to miss any field time, they need to follow these requirements. Undergraduate students are able to miss up to 16 hours of sick time, if needed AND approved by their field instructor. Undergraduate students can also count hours from days the agency or university is closed AND it is normally scheduled day for the student to be in field. No combination of these two category of hours can total more than 24 hours in a semester. If student misses more than 24 hours of field, the student will have to then make up any hours past this amount in order to pass field for the semester: No exceptions. Acceptable categories that an undergraduate student can credit as the 24 hours during a semester include: students use up to 16 hours of sick OR agency/university closings up to 24 hours OR students use 16 hours of sick and there are also 8 hours for agency/university closing OR any combination of these for NO more than 24 hours.

**Students with Disabilities:**

Any student in this course who has a documented disability that prevents the fullest expression of abilities should contact the instructor personally as soon as possible so we can discuss the appropriate accommodations necessary to complete the course requirements. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928.

VII. Course Requirements and Grading Criteria

This course requires 225 clock hours of supervised internship. This course has a required field course platform fee of $203.00 ($195 plus a process fee) per student, unless paid previously in 7750:493.

Assignments include, but are not limited to, submission of required field documentation (hours logs, narrative forms, learning activities, baseline assessment, and evaluations) readings assigned by the field instructor, opportunities for continuing practice with small and large client systems, attendance at staff meetings and other meetings appropriate to agency operation, and research projects. Required assignments, indicated below under the Assignments section (submission of learning activities, field hours, narrative forms and evaluation), must be completed by the field student and submitted at the required four (4) week increments and/or end of the semester. Failure to follow the identified timeframes for submitting required field forms WILL result in a lower field grade at the end of the semester up to and including a failing grade.

Students will utilize the Achievement Measure of Field Education (AMFE) tool, commonly referred to as the Learning Activities & Assessment tool, to outline all learning activities, complete a baseline assessment on each of the required behaviors for the nine (9) competencies and also complete an evaluation for each of the two semesters in field. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the Student, with help from Field instructor and Field Liaison), make up the 51

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content of the AMFE tool. A Dimension is a necessary element for Learning to occur. All social work Behaviors in the AMFE have at least one Dimension. All social work Behaviors in the AMFE must have at least two (2) learning activities. Learning Activities should correspond with the designated Dimensions. If only one Dimension is listed for a Behavior, the second Learning Activity for that Behavior can be chosen with a focus on any Dimension. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. Cognitive/Affective Processes includes critical thinking, affective reactions, and exercise of judgment.

* Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
* Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
* Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

1. **BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks in the semester the field internship begins. If needed, it is completed concurrently with the finalization of the learning activities.** As placement begins, the field student in conjunction with their field instructor are to reflect on each social work Behavior (31) distributed among the nine (9) Competencies. A field student and field instructors should jointly assess the student’s current level of capability of each Behavior using the scale indicated at the top of AMFE tool (rating scale is: 1-4, or X). The student and field instructor should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the field Instructor in better understanding the student's strengths and challenges, and help the field student in finalizing Learning Activities for field.
2. **LEARNING ACTIVITIES -** **Complete within the first four (4) weeks of the semester field begins. If completed at end of first four (4) weeks, then must also be completed concurrently with the Baseline Assessment**. Learning Activities are tasks that the field student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, the field student and field instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. These can be thought of as "mini assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

Modifications and Reviews: Once written, Learning Activities should be considered organic and can be modified by the field student, in consultation with the field instructor throughout the placement, up until the fourth week of the second semester. The student’s progress on completing Learning Activities should always be up to date and readily available for discussion and field instructor feedback. Ideally student and field instructor should review the AMFE tool during each weekly supervision to ensure ongoing feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (during both first and second semesters). All Learning Activities **must** be written by the Student **PRIOR** to the end of the first four (4) weeks of the first semester of field. Failure to complete writing all Learning Activities and have the liaison visit within the required timeframe should be factored into the final grade recommendation made by the Field Instructor and Liaison.

# BA| BASW Field Education Manual

1. **MIDPOINT FORMATIVE ASSESSMENT AND GRADE RECOMMENDATION** - **Completed within the last two weeks of the first semester.** The student and field instructor will independently score the field student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale at the top of the AMFE tool. Scores should be an objective and frank rating that most accurately captures the field student's current level of competence. Candid scores are intended to provide the field student and field instructor with a range of information used to revise Learning Activities, if needed, and shape continued teaching and learning for the next semester. It is useful to discuss disparities between the field instructor ratings and field student self-ratings. This helps the student better understand specific expectations of social worker performance standards. It also informs the field Instructor about student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of any needed Learning Activities for the following semester. The field student should always be apprised of how they are doing through ongoing Field instructor feedback. **To** **obtain a grade of C or higher, students should receive, at a minimum, ratings of emerging or higher on average across all competencies.**
2. Grades are to be recommended (minimum of emerging or higher ratings on all competencies for a grade recommendation of C or higher for undergraduate) considering the 5 Ps: Progress, Professionalism, Preparation, Participation and Performance.
   * 1. The Student's grade should reflect their PROGRESS and effort. Where did they start from the beginning and how much have they grown during the semester?
     2. The Student's PROFESSIONALISM should be a "given" during both semesters. Student demonstration of professionalism should impact their grade significantly. Areas where a Student should focus on to perform professionally are accountability, dress, attitude, ethics, and timeliness.
     3. The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills?
     4. PERFORMANCE should always be an evaluation criterion, especially during the second semester. The Program expectation is that ALL Students achieve competence (defined as no less than emerging on the rating scale) related to ALL thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.

The student’s performance is assessed on a continuous basis through regular, weekly supervisory meetings and in more systematic, comprehensive, and formal evaluations at the end of each semester of field. The field instructor submits an evaluation and recommended grade each semester. These are reviewed by the faculty liaison who assigns the grade, which is then recorded by the Field Coordinator or appointed field contact person. The student is graded according to her/his performance in meeting the objectives of the field program as specified by their Learning Activities in the Achievement Measure of Field Education (AMFE) tool.

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VIII. Assignments

Learning Activities are written in the first field semester within the first four (4) weeks of the semester and continue to be used during the second semester. The learning activities may be modified commensurate with developing student learning needs or changing agency context. Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Learning Activities are tasks that the field student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. They should be specific to the groups the student will work with -- those oppressed, at risk, and vulnerable as related to their age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

All required field forms must be submitted by the required timeframe as indicated below. Failure of the field student to complete, sign and then submit the required field documents to the next individual for required signature will affect final grades each semester. In case of an emergency that could delay any submission, the Field student must communicate to their field instructor, faculty liaison AND field contact person via an email indicating the emergency as well as the date the forms will be submitted. It is contingent to the field office to determine if an emergency will affect final grade. Multiple emergencies resulting in failure to submit field documents as required will result in a decrease in final grade.

**Timeline of Field Forms Completion and Submission:**

*Every week*: Field student will enter hours and complete narrative form for the appropriate week in the field forms platform.

*Every four weeks*: Field student will run an hours log and complete the narrative form for the specific weeks, sign both documents and submit them to the next individual required for signature in the field forms platform.

*Within the First Four (4) Weeks of the First Semester*: Will complete and finalize with their Field Instructor ALL required learning activities and upload the AMFE document to the field forms platform.

*During the Fourth Week of the First Semester*: Will complete with their Field instructor the baseline assessment on the behaviors for each of the nine (9) competencies and upload the AMFE document to the field forms platform.

*Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field*: Will complete with their Field instructor the Midpoint Evaluation and upload the AMFE tool to the field forms platform.

Students must ensure they have a completed liaison visit each semester within the required timeframe. Unless prior approval is received by the field contact person, visits must occur within the indicated timeframes based upon semester: fall and spring semester: within the first eight (8) weeks | 10-week summer semester: within the first five (5) weeks | 13-week summer semester: within the first six (6) weeks.

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X. Social Work Core Competencies & Practice Behaviors

The School of Social Work 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. 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 School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. 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 undergraduate social work program.

The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes. Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

The dimensions are:

* **Knowledge**
* **Values**
* **Skills**
* **Cognitive and Affective Processes**

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the behaviors associated with the competency.

**Understanding Generalist Practice and Areas of Specialized Practice**

**Generalist Practice is defined as practice with diverse individuals, families, groups, organizations and communities.**

* Grounded in liberal arts and person-in-environment framework
* Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo and macro levels
* Engages diversity in practice and advocates for human rights and social and economic justice
* Recognize and build upon the strengths and resiliency of all human beings

For generalist practice, baccalaureate and master’s programs are required to implement the nine social work competencies and any additional competencies in their curricula relevant to their context. For generalist practice, programs may use some or all of the behaviors listed in the EPAS or develop other behaviors that represent observable components of each competency that integrate the dimensions (CSWE Commission on Accreditation, 2017).

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

\*make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

\* use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

\* demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

\* use technology ethically and appropriately to facilitate practice outcomes; and

\* use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

\* apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

\* present themselves as learners and engage clients and constituencies as experts of their own experiences; and

\* apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

\* apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

\* engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

\* use practice experience and theory to inform scientific inquiry and research;

\* apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

\* use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

\* Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

\* assess how social welfare and economic policies impact the delivery of and access to social services;

\* apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

\* use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

\* collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

\* develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

\* select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

\* critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

\* use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

\* negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

\* facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

\* select and use appropriate methods for evaluation of outcomes;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

\* critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

\* apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**The University of Akron**

**College of Health Professions**

**School of Social Work**

I. 7750:494 Field Experience Social Agency II

II. Course Rationale and Description

This course is the second of two consecutive courses of supervised internship in a social service setting. No academic credit will be given for previous life experience. This course facilitates the continued acquisition of practice skills and experience for generalist social work practice and continues to prepare students for entry into the profession. Generalist practice is conducted in various practice settings with and on behalf of individuals, families, groups, organizations, and communities of diverse, at-risk, and vulnerable populations experiencing a broad range of problems, and is conducted in order to restore and enhance their capacity for social functioning, or to create conditions, including the advancement of social and economic justice, toward that end. Generalist practice requires the application of social work values and ethics, eclectic and empirically-based knowledge, critical-thinking and problem-solving skills, the strengths-based and ecological perspectives, the planned change process from engagement to termination, multiple methods of empirically-based interventions, relevant technological advances, and evaluation of outcomes and practice effectiveness.

The student is expected to continue to integrate classroom learning -- in ethics, human behavior, practice, policy, and research -- and professional skills. Students are expected to be thoughtful and articulate about their practicum experiences. They are to continue a continuous process of analysis, testing, and transferring of learning from one situation to another. They are expected to draw from their broad base of knowledge in analysis of data about the nature and extent of social problems, and the impact of social policy and services on those problems, and in application of knowledge gained from this analysis to a variety of client situations. Students are to grasp the importance of values in the helping process through exposure to diverse cultures, lifestyles, and other aspects of social diversity, becoming knowledgeable and skilled participants in service delivery in accord with social work values and ethics.

This is a three (3) credit, required course for all social work majors. Only a previous internship from a program accredited by the Council on Social Work Education may be substituted for this course. Each of the two internship courses is comprised of 225 hours in the field setting. This course is offered co-requisite with Field Experience Seminar II, a two (2) credit course. The student should be a senior candidate for the baccalaureate degree who has completed Field Experience Social Agency I.

III. Mission of Goals of the Undergraduate Social Work Program

**Mission of BA/BASW Program:**

Consistent with the mission of the UA and the College of Health Professions, the mission of the undergraduate social work program is to prepare students for competent and effective generalist practice. We are committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.

**The goals of the undergraduate social work program are to:**

1. Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.

2. Prepare students to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.

3. Prepare students to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

IV. Values and Ethics

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers’ Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) and The University of Akron Sexual Harassment Policy (<http://wayne.uakron.edu/dotAsset/552835.pdf>) while a student in the school. Some subject matter may be controversial. While students may vary in 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 and understand each other’s perspectives. 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.

V. Diversity

In Educational Policy 3.1, CSWE’s Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University of Akron School of Social Work takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the undergraduate level.

VI. Expectations of Students

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers’ Code of Ethics (available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) and the university Sexual Harassment Policy while a student in the school. Some subject matter may be controversial. While students may vary in 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 and understand each other’s perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their value and opinions on clients.

**Students with Disabilities:**

Any student in this course who has a documented disability that prevents the fullest expression of abilities should contact the instructor personally as soon as possible so we can discuss the appropriate accommodations necessary to complete the course requirements. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928.

VII. Course Requirements and Grading Criteria

This course requires 225 clock hours of supervised internship. This course has a required field course platform fee of $203.00 ($195 plus a process fee) per student, unless paid previously in 7750:493.

Assignments include, but are not limited to, timely liaison visit, submission of required field documentation of hours, narrative forms, learning activities, baseline assessment and evaluations, readings assigned by the field instructor, opportunities for continuing practice with small and large client systems, attendance at staff meetings and other meetings appropriate to agency operation, and research projects. Required assignments, indicated below under the Assignments section (submission of learning activities, field hours, narrative forms and evaluation), must be completed by the Field Student and submitted at the required four (4) week increments and/or end of the semester. Failure to follow the identified timeframes for submitting required field forms WILL result in a lower field grade at the end of the semester.

Students will utilize the Achievement Measure of Field Education (AMFE) tool, commonly referred to as the Learning Activities & Assessment tool, to outline all learning activities, complete a baseline assessment on each of the required behaviors for the nine (9) competencies and also complete an evaluation for each of the two semesters in field. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. A Dimension is a necessary element for Learning to occur. All social work Behaviors in the AMFE have at least one Dimension. All social work Behaviors in the AMFE must have at least two (2) learning activities. Learning Activities should correspond with the designated Dimensions. If only one Dimension is listed for a Behavior, the second Learning Activity for that Behavior can be chosen with a focus on any Dimension. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. Cognitive/Affective Processes includes critical thinking, affective reactions, and exercise of judgment.

* Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
* Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
* Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

1. **BASELINE ASSESSMENT – Is completed one time only during the first the end of the first four (4) weeks of the semester field begins.** The Baseline Assessment serves as an ongoing means to assist the Field Instructor in better understanding the Student's strengths and challenges, and help the Student in finalizing Learning Activities for Field.
2. **LEARNING ACTIVITIES -** **Completed within the first four (4) weeks of the semester field begins. Any changes must be submitted no later than the first four (4) weeks of the second semester of field**.

Modifications and Reviews: Once written, Learning Activities should be considered organic and can be modified by the Student, in consultation with Field Instructor throughout the placement, up until the fourth week of the second semester. Student progress on completing Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. Ideally student and field instructor should review the AMFE tool during each weekly supervision to ensure ongoing feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (during both first and second semesters). All Learning Activities **must** be completed by the Student **PRIOR** to the end of the first four (4) weeks of the first semester of field. Failure to complete all Learning Activities and have the liaison visit within the required timeframe should be factored into the final grade recommendation made by the Field Instructor and Liaison.

1. **ENDPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION** – **Completed within the last two weeks of the second/final semester**. Student and Field Instructor independently score the Student's demonstrated level of competence for each social work Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. Important Note: X cannot be used on this ENDPOINT assessment, as the Student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 62 Learning Activities, and the Student's demonstrated attainment of a level of competence in line with an undergraduate social work practitioner. Students should be notified at least four weeks prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between Student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain at least a grade of C or higher, students are expected to receive at minimum on the Endpoint evaluation benchmarks of “3”.**
2. Grades are to be recommend (minimum of emerging or higher ratings on all competencies for a grade recommendation of C or higher for undergraduate) considering the 5 Ps: Progress, Professionalism, Preparation, Participation and Performance.
3. The Student's grade should reflect their PROGRESS and effort. Where did they start from the beginning and how much have they grown during the semester?
4. The Student's PROFESSIONALISM should be a "given" during both semesters. Student demonstration of professionalism should impact their grade significantly. Areas where a Student should focus on to perform professionally are accountability, dress, attitude, ethics, and timeliness.
5. The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills?
6. PERFORMANCE should always be an evaluation criterion, especially during the second semester. The Program expectation is that ALL Students achieve competence (defined as no less than emerging on the rating scale) related to ALL thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.

The student’s performance is assessed on an ongoing basis in regular supervisory conferences and in more systematic, comprehensive, and formal evaluations at the end of each semester of field. The field instructor submits an evaluation and recommended grade each semester. These are reviewed by the faculty liaison who assigns the grade, which is then recorded by the Field Coordinator. The student is graded according to her/his performance in meeting the objectives of the field program as specified by their learning activities in the Achievement Measure of Field Education (AMFE) tool.

VIII. Assignments

The learning activities written in the first field semester continue to be used during the second semester. The learning activities may be modified commensurate with developing student learning needs or changing agency context. Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. These can be thought of as "mini assignments" or "building blocks" of the learning process. They should be specific to the groups the student will work with -- those oppressed, at risk, and vulnerable as related to their age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

All required field forms must be submitted by the required timeframe as indicated below. Failure of the Field Student to complete, sign and then submit the required field documents to the next required signature will affect final grades each semester. In case of emergency that could delay any submission, the Field Student must communicate to their field instructor, faculty liaison AND field contact person via an email indicating the emergency as well as the date the forms will be submitted.

**Timeline of Field Forms Completion and Submission:**

*Every week*: Field Student will enter hours and complete narrative form for the appropriate week in the field forms platform.

*Every four weeks*: Field Student will run an hours log and complete the narrative form for the specific weeks, sign both documents and submit them to the next in line for signature in the field forms platform.

*Within the First Four (4) Weeks of the First Semester*: Will complete and finalize with their Field Instructor ALL required learning activities and uploaded the AMFE document to the field forms platform.

*During the Fourth Week of the First Semester*: Will complete with their Field Instructor the baseline assessment on the behaviors for each of the nine (9) competencies and upload the AMFE document to the field forms platform.

*Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field*: Will complete with their Field Instructor the Midpoint Evaluation and upload the evaluation tool to the field forms platform.

Students must ensure they have a completed liaison visit each semester within the required timeframe. Unless prior approval is received by the field contact person, visits must occur within the first eight (8) weeks of fall or spring semesters OR within the first five (5) weeks of summer 10-week semester OR within the first six (6) weeks of summer 13-week semester field.

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X. Social Work Core Competencies & Practice Behaviors

The School of Social Work 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. 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 School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. 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 undergraduate social work program.

The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes. Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

The dimensions are:

* **Knowledge**
* **Values**
* **Skills**
* **Cognitive and Affective Processes**

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the behaviors associated with the competency.

**Understanding Generalist Practice and Areas of Specialized Practice**

**Generalist Practice is defined as practice with diverse individuals, families, groups, organizations and communities.**

* Grounded in liberal arts and person-in-environment framework
* Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo and macro levels
* Engages diversity in practice and advocates for human rights and social and economic justice
* Recognize and build upon the strengths and resiliency of all human beings

For generalist practice, baccalaureate and master’s programs are required to implement the nine social work competencies and any additional competencies in their curricula relevant to their context. For generalist practice, programs may use some or all of the behaviors listed in the EPAS or develop other behaviors that represent observable components of each competency that integrate the dimensions (CSWE Commission on Accreditation, 2017).

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

\*make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

\* use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

\* demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

\* use technology ethically and appropriately to facilitate practice outcomes; and

\* use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

\* apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

\* present themselves as learners and engage clients and constituencies as experts of their own experiences; and

\* apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

\* apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

\* engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

\* use practice experience and theory to inform scientific inquiry and research;

\* apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

\* use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

\* Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

\* assess how social welfare and economic policies impact the delivery of and access to social services;

\* apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

\* use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

\* collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

\* develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

\* select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

\* critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

\* use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

\* negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

\* facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

\* select and use appropriate methods for evaluation of outcomes;

\* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

\* critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

\* apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

# BA| BASW Field Education Manual

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***APPENDIX H INSTRUCTIONS TO COMPLETE AMFE***

**University of Akron | School of Social Work**

**Instructions for Completing the AMFE Tool (with both evaluations: Midpoint and Endpoint) for Undergraduate Level**

**RATING SCALE:**

|  |  |  |
| --- | --- | --- |
| **X** | **Ongoing** | **Unable to evaluate level of attainment yet.** |
| **1** | **LIMITED** | **< 70% of time BEHAVIORS are demonstrated.** |
| **2** | **EMERGING** | **70-80% of time BEHAVIORS are demonstrated.** |
| **3** | **CAPABLE** | **80-90% of time BEHAVIORS are demonstrated.** |
| **4** | **STRONG** | **near 100% of time BEHAVIORS are demonstrated.** |

**Definition of Terms:**

**AMFE = Achievement Measure of Field Education**

**MIDPOINT = End of the first semester**

**ENDPOINT = End of the second semester**

1. **BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks of the semester field begins and concurrently, if needed, with the finalization of the learning activities.** As placement begins, Students in conjunction with their Field Instructors are invited to reflect on each social work Behavior (31) distributed among nine (9) Competencies. Students and field instructors should jointly assess the student’s current level of capability of each Behavior using the scale above (1-4, or X). The score should be placed in the light green Baseline column, replacing the "0's". Students and field instructors should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the Field Instructor in better understanding the Student's strengths and challenges, and help the Student in developing Learning Activities for Field.
2. **LEARNING ACTIVITIES -** **Complete within the first four (4) weeks of the semester field begins. If complete at end of first four (4) weeks, then must also complete concurrently with the Baseline Assessment**. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities, (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. These can be thought of as "mini assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

Smart Format: Learning Activities should be written in a format that is SMART = Specific, Measurable, Attainable, Relevant, Timely. [Sample Frame - "(Student) will do What, by When, and How will it be Measured." Example: ". 1. (K) Kim will identify and read five (5) academic journal articles on Autism by November 5, 2019; she will summarize and discuss key points in supervision by December 1, 2019." 2. (CA) "Liam will evaluate the quality of an intervention strategy used with 10 client participants by March 10, 2019; he will develop a poster showing results of his research and present this at a Colloquium event on April 25, 2019."

Dimensions: A Dimension is a necessary element for Learning to occur. All social work Behaviors in the AMFE have at least one Dimension assigned by faculty. Learning Activities should correspond with the designated Dimensions. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. (See below for explanation of Cognitive/Affective Processes.) If only one Dimension is listed for a Behavior, the second Learning Activity for that Behavior can be chosen with a focus on any Dimension.

Modifications and Reviews: Once written, Learning Activities should be considered organic and can be modified by the Student, in consultation with Field Instructor throughout the placement, up until the fourth week of the second semester. Student progress on conducting Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (first and second semesters). All Learning Activities **must** be completed by the Student **PRIOR** to the final evaluation. Failure to do so should be factored into the final grade recommendation made by the Field Instructor.

1. **AMFE-M: MIDPOINT FORMATIVE ASSESSMENT AND GRADE RECOMMENDATION** - **Complete within the last two weeks of the first semester.** Student and Field Instructor will independently score the Student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale above. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Scores should be an objective and frank rating that most accurately captures the Student's current level of competence. Candid scores are intended to provide the Student and Instructor with a range of information used to revise Learning Activities and to shape continued teaching and learning for the next semester. It is useful to discuss disparities between Field Instructor ratings and Student self-ratings. This helps the Student better understand specific expectations of social worker performance standards. It also informs the Instructor about Student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of Learning Activities for the following semester. Scores on social work Behaviors at Midpoint are not to be heavily considered by Field Instructor when recommending the Midpoint grade, as the ratings are for summative purposes. Field Instructors are instead encouraged to recommend the Midpoint grade (minimum of emerging or higher ratings on all competencies for a grade recommendation of Satisfactory) considering 5 Ps. Professionalism, Preparation, Participation, Performance, Progress. (See details below.) The Student should always be apprised of how they are doing through ongoing Field Instructor feedback. The student should upload a copy to the field forms platform and the Field Instructor should forward a copy to the liaison. **To** **obtain a grade of C or higher, students should receive at minimum ratings of emerging or higher on average across all competencies.**
2. **The 5 P's - MIDPOINT GRADING CONSIDERATIONS** **– Complete within the last two weeks of the first semester**. If a Field Instructor has the philosophical belief that no one deserves an "A" during their first semester in Field, the Student should be informed of that from the start of the semester. The Student should know what it would take to make an exception to this philosophy, in order for them to receive an "A" grade recommendation during the first semester. Behaviorally-specific expectations should always be clearly outlined for Students. Be open to the idea that THIS Student may be the exception to your philosophy. False praise slows development as much as harsh praise. **To obtain a grade of C or higher, students should receive at minimum ratings of emerging or higher on average across all competencies.** There are several things for the Field Instructor to consider thoughtfully when recommending a Midpoint grade. These also apply to an Endpoint grade, although demonstrated competence in social work Behaviors is weighted more heavily in assigning the Endpoint grade. Considerations include:

a) This is an educational learning experience, not an employee experience. The Student should be evaluated with that distinction in mind. Students need the encouragement and freedom to risk an occasional "stumble" while a safety net is protecting them, and without penalty of a grade drop. How they bounce back and apply what they learn at those times should be reflected in their grade. This is especially true during the first semester of Field. Of course, sometimes, errors have significant consequences, and a grade drop would be warranted. This is up to the Field Instructor to discern.

b) The Student's grade should reflect their PROGRESS and effort. Where did they start and how much have they grown during the semester? Students may have started their placement with performance in the "1" or "2" achievement ranges on demonstrating social work Behaviors. It would be rare for the first semester Field Student to demonstrate competence ("3" score ) for all of the Behaviors. A Satisfactory grade can reflect effort that will, with time, evolve into demonstrated attainment of competence. "1" and "2" scores, when accurate appraisals, provide direction not only the Student, but to the Field Instructor for development of new teaching strategies.

c) The Student's PROFESSIONALISM should be a "given" during both semesters, and Student demonstration of professionalism should impact their grade significantly. If the Student is NOT performing professionally in terms of accountability, dress, attitude, ethics, and timeliness, we would NOT expect them to receive an emerging or higher rating resulting in a Satisfactory grade recommendation, regardless of other areas of success. Students should have entered the Field with these things already demonstrated at a high level, as this is a criteria for Admission to Field, as well as retention in the placement.

d) The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills? These qualities should be reflected in the grade recommendation.

e) PERFORMANCE should always be an evaluation criterion, and especially during the second semester. The Program expectation is that ALL Students achieve competence related to ALL thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.

1. **AMFE-E: ENDPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION** – **Complete within the last two weeks of the second/last semester.** Student and Field Instructor independently score the Student's demonstrated level of competence for each social work Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. Important Note: X cannot be used on this ENDPOINT assessment, as the Student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 62 Learning Activities, and the Student's demonstrated attainment of a level of competence in line with a BSW social work practitioner. This is not to say that a Student receiving one or two 2s should not get an “A” grade; however, a pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. Students should be notified at least four weeks prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between Student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To** **obtain a grade of C or higher, students should receive at minimum Benchmark ratings of at least “3” on all competencies. While a student may have some “2”s on behaviors, the average for the competence must be no less than a 3.**

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***APPENDIX I ACCREDITATION***

**COUNCIL ON SOCIAL WORK EDUCATION** <http://www.cswe.org/>

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

**EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**:

<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>



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***APPENDIX J Blank AMFE***













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***APPENDIX K SAMPLE COMPLETED AMFE***

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***APPENDIX L OTHER FEEDBACK FORMS FOR FIELD***

See Website for following forms using this link to search for Other Field Feedback Forms:

<https://www.uakron.edu/socialwork/field-education/basw-info-forms.dot>

These are the forms that can be accessed:

* [Field Instructor Feedback on Faculty Liaison](https://akron.qualtrics.com/SE/?SID=SV_00NY7OYOPuAyHBP)
* [Field Instructor Feedback on Field Coordination](https://akron.qualtrics.com/SE/?SID=SV_cwlNEEGNyedTeLj)
* [Field Liaison Feedback on Field Agency](https://akron.qualtrics.com/SE/?SID=SV_8A1SWxtVvktR8sR)
* [Student Feedback on Faculty Liaison](https://akron.qualtrics.com/SE/?SID=SV_6fcMnOOQ2oZ6VZX)
* [Student Feedback on Field Agency](https://akron.qualtrics.com/SE/?SID=SV_emtCCl6ATiEaXqt)
* [Student Feedback on Field Coordination](https://akron.qualtrics.com/SE/?SID=SV_9WTBNdKpOev0PgF)
* [Student Description of Agency](https://akron.qualtrics.com/SE/?SID=SV_3f3yPCXFLFqibM9)

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***APPENDIX M Student Improvement Plan***

**This document should be used whenever it is determined a student needs additional assistance to be successful in field. This plan can be initiated by either student or agency personnel.**

**Student Improvement Plan**

This plan should be developed and implemented to resolve an identified problem(s) in field. This document should be developed and reviewed with the student. All persons should sign the document and then it should be scanned and emailed to all parties (student and liaison) for ongoing monitoring and assessment of change.

**Student Name:**

**Field Instructor Name:**

**Agency Name:**

**Faculty Liaison Name:**

1. Provide a clear definition of the problem:
2. Identify the specific tasks to be performed to resolve the problem:
3. Identify the behavioral indicators of resolution (how will the student and field instructor know there is improvement):
4. Identify the specific time line for task(s) completion:
5. What is the plan to evaluation the outcome of this SIP to know when it can be indicated as being completed:

Student Signature Date

Field Instructor Signature Date

Liaison Signature Date

Date Plan Implemented:

Date Plan will be Reviewed: