

## **UNDERGRADUATE FIELD EDUCATION**

### **INTRODUCTION**

The Social Work Program at Carlow University began officially in August of 1995. Two years prior to that date, the University offered social work courses and began preparation for the Council on Social Work Education's accreditation process. To date, the Program is in the final phase of the application process.

The Social Work Department is housed within the Division of Social Sciences. The Program's focus is on developing generalist skills and utilizing those skills with individuals, families, groups, and in the community. Areas of special interest are health/mental health issues, poverty and oppression, community service and women's & children's issues.

The curriculum includes opportunities to learn about and experience social work in a variety of agency settings, as there are experiential components to several courses. Field Placement is the final experiential component to this program.

### **MISSION OF CARLOW UNIVERSITY**

The primary mission of Carlow University is: to involve persons, primarily women, in a process of self-directed, lifelong learning which will free them to think clearly and creatively, to discover and challenge or affirm cultural and aesthetic values, to respond reverently and sensitively to God and others and to render competent and compassionate service in personal and professional life.

The mission statement of the University complements the Social Work Program Mission Statement. The Program mission statement is as follows:

### **MISSION OF CARLOW UNIVERSITY SOCIAL WORK PROGRAM**

The Mission of the baccalaureate social work program at Carlow University is to educate and prepare students for entry-level, generalist social work practice with individuals, families, groups, organizations, and communities. Generalist social work education is based on a liberal arts background and social work foundation, which includes ethics, values, skills, and knowledge. This program is committed to the promotion of leadership, especially for women, and to the belief that compassionate service for the empowerment of populations we serve as social workers. This practice is governed by a code of ethics, which reflects and advocates for social justice and change and for alleviation of human suffering in personal and professional life.

### **NONDISCRIMINATION**

Carlow University has a commitment to diversity, which is reflected in the University Student Handbook. The Statement to which the University adheres is:

Believing that we are members of a global community and that education must contribute to the creation of a just and peaceful world; Carlow accepts the challenge to be a multicultural community of learners. Multicultural, for us, means of many not only cultures but nationalities, dialects, sexual orientations, and perceived socio-economic status. According to these broader definitions, we believe that every facet of Carlow should be multicultural: curriculum, student life, and composition of students, faculty and staff. Most importantly, we believe that our attitudes and behavior must reflect a deep and active appreciation of multicultural diversity.

## **PROGRAM GOALS**

The goals of the Social Work Program are as follows:

1. To prepare students for generalist social work practice with skills, values, ethics and knowledge to work with diverse populations of various system sizes including individuals, families, groups, organizations and communities.
2. To provide students with a foundation of liberal arts and scientific inquiry that link to the professional foundation of social work and prepare students for admission into a MSW program, as well as entry-level professional practice.
3. To offer students (primarily women) personal, academic, and professional development which will encourage lifelong, self-evaluation, and empower them to apply these skills to the profession and the community.
4. To prepare and promote students' ability to gain knowledge of and experience with contemporary social work issues, to respond to issues with practice that is driven by policy, to acquire the necessary skills required to evaluate practice and institute change and to seek social and economic justice for those in need.

The goals are interrelated with the mission of the Social Work Program and with the mission of Carlow University.

## **PURPOSE AND OBJECTIVES OF FIELD INSTRUCTION**

Field instruction is an integral part of the curriculum in social work education. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker (CSWE, 1991, p. 127).

Field education has the benefit of allowing students to gain skills and test those skills in a practical setting. The student in field placement is fortunate to have neither the confinement of the classroom nor the pressures of working in the field full time. The student engages in field education by contracting with a social service agency. A field instructor, who is a MSW prepared social worker, in cooperation with the Director of Field Education or faculty liaison, supervises the student.

The typical time spent in field placement for each student will be three eight-hour days per week, for ten to eleven weeks (250 hours per semester for a total of 500 hours). The agency hours of service may vary, as may the type of services delivered.

Field education objectives are part of the total undergraduate Social Work Program. As the field experience complements classroom learning, it is viewed as a partnership. The general educational objectives of field education are designed to assist the student in:

1. Exercising self-directed learning, initiative and responsibility for oneself, one's work, and continuing education.
2. Gaining an understanding of the role of the generalist social worker and forming an identity with the profession of social work.
3. Defining his/her role and responsibilities towards clients, agency, and co-workers.
4. Acceptably performing the following social work functions:
  - engagement
  - data collection
  - interviewing and establishing appropriate relationships
  - assessment
  - contracting
  - intervention
  - recording
  - evaluation
  - termination
  - effective utilization of supervision
5. Identifying and discussing professional, ethical, and value related issues that arise from experiences in the agency.
6. Articulating the meaning of confidentiality and its implications for social work practice.
7. Conducting his/her professional behavior according to the social work code of ethics.
8. Verbally presenting, analyzing and discussing case material in contextually appropriate ways, with peers, supervisor(s), and co-workers.
9. Acquiring a better understanding of current social issues, problems and programs, and questioning current public and private policies and practices in social welfare.
10. Demonstrating an awareness of personal prejudices, biases, and stereotypes, as well as, acquiring the ability to overcome these biases in order to work with people from life situations that differ from one's own.
11. Developing linkages within systems and between systems.
12. Becoming familiar with community resources and linking clients to the appropriate resources.
13. Developing the ability to prepare and implement a plan of intervention, this takes into consideration possible gains and losses, the acceptable range of outcomes and the possible unintended consequences.

14. Demonstrating the ability to meet professional standards and to be progressively accepted as a beginning level generalist social worker.

### **CRITERIA FOR SELECTION OF FIELD PLACEMENT SITE AGENCIES**

In selecting an agency to be utilized as a place of field education, we are guided by the objectives of the Social Work Program. The field placement site contributes a vital component to the student's overall education; therefore, it is imperative that the agency or organization observe and practice methods of social work. The following types of agencies, groups, programs, and organizations are desired for field placement:

1. Agencies and organizations that are directly involved in social work services, both public and private.
2. Agencies and organizations created through federal, state, and local legislation, which serve the public in some manner.
3. Programs functioning within traditional social institutions as Departments of Social Work under public or private auspices.
4. Other agencies, organizations and programs which have a commitment to the social welfare of society and speak to social welfare goals.
5. The Carlow University Social Work Program must evaluate and approve all agencies before being used.

It is imperative that students have adequate work space, an accessible telephone, dictating facilities (if applicable) and clerical assistance. Students should be able to participate in the routine operations of the agency (i.e. case conferences, consultations, staff meetings, and when appropriate, continuing education offered by the agency). It is also hoped that the agency is willing to reimburse the student for travel and other expenses incurred as a result of his/her assignments in the agency.

Students are expected to seek field placement in settings other than the ones in which they are employed. In exceptional cases, students may be placed with their employing agency, however, the field education must be distinct from their regular employment duties, and it must meet the requirements of the program. Field supervision must be distinct from that of regular employment. A list of field sites can be found in appendix G.

### **CRITERIA FOR SELECTION OF FIELD INSTRUCTORS**

The Field Instructor is a BSW or MSW prepared social worker who has received her/his degree from a program accredited by the Council on Social Work Education. However, in rare situations, where there is no MSW available (as in a non-traditional agency, or an agency that is highly desirable) special arrangements could include a volunteer MSW trained and approved as a Field Instructor. A faculty member from the Department of Social Work Program may also assume the MSW Field Instructor role. The Field Instructor will coordinate the student's learning

experience and design the educational plan with the Director of Field Education and task supervisor at the field site. The success of the social work field placement depends on the supervision provided, thus, the role of the field instructor is vital.

The Field Instructor must be a person who can teach, interpret, and represent the profession of social work. He/She must be resourceful, knowledgeable in all aspects of the organization's functions, creative, competent and comfortable with the assigned roles within the organization. It is required that they have a genuine commitment to social work education and adhere to the NASW Code of Ethics.

### **RESPONSIBILITIES OF THE FIELD INSTRUCTOR**

1. The agency Field Instructor should inform the Director of Field Education or faculty liaison, as soon as possible if a prospective field placement student fails to appear for a screening interview or fails to appear at the field placement site. Poor attendance as well as tardiness should also be reported before they become patterns.
2. The Field Instructor is required to engage the student in the formulation of a mutually agreeable educational experience. An educational plan specifying objectives and tasks, methods of instruction and measurement of goal attainment and evaluation must be designed and completed by the end of the second week of the Fall semester. (This plan may be amended as directed by the Director of Field Education).
3. The Field Instructor will require the student to keep record of field hours, (customarily included in a daily journal) as part of the experience.
4. Field Instructors should have students engage in direct client contact.
5. Field Instructors are required to spend at least one hour per week with the student in a supervisory session. During this time student progress should be evaluated, student case load reviewed and current and future goals examined. The student should feel comfortable to provide input during this time. The student is required to have a specified time to meet with his/her MSW Field Instructor on a weekly basis for ongoing supervision.
6. The Field Instructor is responsible for guiding the student towards effective, professional communication (verbal and written) as well as listening and acting in carrying out the process of :
  - a. Collecting facts
  - b. Organizing facts
  - c. Evaluating facts
  - d. Acting on facts
7. Field Instructors are expected to initiate contact with the Director of Field Education or faculty liaison when concerns arise about the student's performance.

8. Field instructors will receive individual orientation to the program by the Director of Field Education, and they will be encouraged to attend the annual Carlow University Social Work Conference.

The Field Instructor is required to complete an evaluation of the student's over-all performance at the mid-term and at the end of each semester, taking into consideration the goals set forth in the educational plan. The student is expected to take part in the evaluation process. In addition, the Field Instructor is asked to complete a brief narrative evaluation of the student, each semester. Final evaluations and mid-term reports, to be delivered by the specified due dates, are sent by mail to:

Dr. James M. Kelly, Director of Field Education  
Department of Social Work  
Carlow University  
Room 503 Antonian Hall  
3333 Fifth Avenue  
Pittsburgh, PA 15213.

### **RESPONSIBILITIES OF THE PROGRAM TO THE AGENCY**

The Social Work Program Director of Field Education is a full time faculty member of Carlow University. This Director will meet with each Field Instructor or agency supervisor initially to help plan and coordinate student assignment and review the Educational Plan. The Director will supply the Field Instructor with the appropriate course syllabi, program field manual, and pertinent information about students placed at the agency. The responsibilities of the faculty liaison include:

1. The Director of Field Education is expected to make one or two agency visits per semester. The initial visit will be to review the educational plan if necessary and to complete the student's field placement record. The second visit will be made to review each student's progress with the agency supervisor. Additional visits will be made upon request by the Field Instructor or student.
2. Faculty members will be available to Field Instructors throughout the semester upon request from the agency via the Director of Field Education.
3. It is the responsibility of the Director of Field Education to communicate and discuss basic curriculum with agency supervisors and to assist them and their assigned students regarding placement responsibilities.
4. The Director of Field Education is expected to seek comments from Field Instructors for upgrading the field component of the curriculum. Such comments shall be made available to the Department faculty for consideration in planning.
5. The Director of Field Education receives the Field Instructors' evaluations of the student's performance, and the student's journal, and uses them in establishing the student's final grade.

## **RESPONSIBILITIES OF THE STUDENT IN FIELD PLACEMENT**

The supervised field experience is intended to help the student translate theory into practice. The skills and techniques of the profession are transferred from Field Instructor to student creating a practical environment in which to learn. The student must look toward the field experience with a sense of responsibility. During the field placement experience, the student is expected to:

1. Be open to learning and constructive criticism.
2. Arrive at the field placement site on time and prepared to work.
3. Notify the Field Instructor of any unavoidable absence before the expected arrival time at the agency. The Field Instructor should be briefed on any client commitments that may need immediate attention.
4. Attend all sessions of the bi-weekly field seminar.
5. Adhere to the NASW Code of Ethics and to the professional expectations of the agency regarding behavior in the agency (i.e. dress code, administrative protocol, confidentiality, record keeping, etc.)
6. Participate in the design and completion of the educational plan under his/her Field Instructor's direction.
7. Keep records of his/her work with clients and community systems in whatever format the agency designates. Any recording of agency involvement with clientele shall remain at the agency. All agency records and information of any kind will remain confidential.
8. Attend supervisory meetings prepared to discuss his/her work/progress. Written materials should be kept current and the student should be prepared to discuss any questions that pertains to their involvement with agency clientele as well as broader community contacts.
9. Review his/her educational plan as a way of self-evaluation and be prepared to discuss the final evaluation with the Field Instructor.
10. Discuss any questions or concerns with the Field Instructor. If a breach in communication should occur between the student and the Field Instructor, the Director of Field Education should be notified. It is strongly advised that problems of any kind be addressed as they arise and not postponed until the end of the semester.

## **ADMISSION TO FIELD PLACEMENT**

During the semester immediately preceding Field Placement I, students who wish to enter field placement will attend three mandatory seminars and complete the application for field placement. Attendance at all field orientation seminars is mandatory. Students failing to attend **will not** be

permitted to enter field placement the following Fall and Spring semesters. These orientation sessions are primarily designed to provide students with the information necessary to begin the process of identifying an agency for the field placement. (See, seminar announcements and agenda, and checklist in appendix).

During the pre-placement seminar series, students will present background information that will help to determine an appropriate placement. The student will learn about placement responsibilities, possible sites (a list of approved placement sites see appendix will be distributed) and obtain permission to interview with prospective Field Instructors. A tentative course syllabus for Field Seminar I will also be distributed at this time.

Following interviews at potential placement sites, the student will meet individually with the Director of Field Education to finalize the placement selection. The Director of Field Education makes the final decision and must be certain that the student's learning needs can be met. Considered will be factors such as, the structure of agency, individual teaching/instruction styles, the students' abilities, and the environment most conducive to the students' learning style.

To qualify for admission to field placement, the student must meet the following criteria:

- Have advanced junior standing and be fully admitted to the Social Work Program.
- Have completed all required major coursework and prerequisites.
- Have satisfactory academic standing in the Social Work Program, including no less than a GPA of 2.5 both overall and in the major.
- Have written permission of their faculty advisor.
- Have attended all mandatory sessions of the Field Orientation Seminar Series
- Have completed an application for field placement (see appendix).

The Program is committed to providing an educational experience that builds on the student's previous experience allowing for diverse practice exposure. For that reason, field placement with current or former employers is permitted **ONLY** when it is clear that 1) the proposed site provides supervision by a MSW according to the Program guidelines for approved Field Instructors; 2) the site can meet all the educational goals of field placement (as designated on the educational plan); and 3) the site can provide an opportunity for both growth and diverse experiences. To this end, the site **must assign duties different from the usual daily work responsibilities of the student/employee**. Finally, the field site is subject to approval at the discretion of the Director of Field Education.

During the orientation seminars the students will be provided a Field Manual, a Field Placement I syllabus, and all of the deadline dates for the placement seminars, conferences, and reports.\* Students will register for a one credit, field seminar course Field Seminar I and II **simultaneously** with Field Placement I and II. This field seminar course will also serve as a support and debriefing mechanism for students as well as an educational arena.

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\* Reports include journals, record of hours and evaluations.

## **EVALUATION**

Evaluation of the field education experience will be continuous. Every student and Field Instructor should feel free to voice concerns or questions to the Director of Field Education so that issues can be discussed with the Advisory Board, faculty or field education committee.

There are also formal evaluation tools for students and Field Instructors to use for mid-term and final evaluations of the field placement. These forms are found in the appendices of the field manual.

Formal evaluation of the field experience is conducted at the conclusion of the second semester. Students formally evaluate 1) the field site and instructor (appendix G), and 2) the field coordination (appendix H). The field instructor formally evaluates the Program's coordination and the field liaison's performance (appendix I).

## **GRADING**

All grades are decided conjointly between the Field Instructor and the Director of Field Education (refer to syllabus found in appendices for specific grading criteria). The responsibility of assigning the final grade is that of the Director of Field Education. All students have the right to appeal their final grade. If for any reason the student is not satisfied with the final decision after consultation with the Director of Field Education, the student should follow the Grievance Procedure process of Carlow University (see below).

## **GRIEVANCE PROCEDURE**

All efforts will be made to reach resolution of the problem. This can be facilitated through honest, open and assertive communication with all parties involved. However, if a resolution is not reached by informal means, the grievance procedure is available to all students. A grievance is a dispute regarding bias, prejudice, or unfair treatment in relation to a decision made by a faculty member. Generally, grades are exempt from grievance; however, if a grievance is appropriate the following steps should be followed:

1. Meet with the faculty member or individual involved, and attempt to resolve the dispute informally.
2. Discuss concerns with your academic advisor.
3. Meet with the Program Director.
4. If further action is necessary, a meeting may be scheduled with the Division Chairperson. If an agreement is not reached at this point, the student must document the nature of the grievance, recommend a possible solution, and file it with the Program Director within 30 days of the grieved action. This document must be signed and dated with copies forwarded to all parties involved. The

Division Chairperson shall respond to the documented grievance within a 10-day period.

5. If the student continues to be dissatisfied with the findings of the Division Chairperson, a meeting to discuss the grievance may be scheduled with the Vice President for Academic Affairs.

### **DISMISSAL FOR IMPROPER CONDUCT**

A student can be removed from a field placement for improper conduct. If for any reason, the field site agency determines that a student's conduct is inappropriate, or if a student has violated the NASW Code of Ethics, the Field Instructor should notify both the student and the Director of Field Education immediately by telephone and in writing. At this time, the student will be asked to discontinue field placement until a full investigation of the incident can be completed. The outcome may vary based on evaluation of the results of the investigation.

If an incident is considered minor, consultation with the Director of Field Education should be made and a meeting should be held with the student and the Field Instructor to discuss the incident and to remedy the situation.

If an incident is considered to be of serious nature, the Director of Field Education may immediately remove the student from the field placement site. A grade of "W", "F", or "I" will be assigned as appropriate under the terms of the University Catalog. The Director of Field Education should notify the Social Work Department Director of the incident in writing. Students who wish to appeal a decision made under this policy should follow the appeals procedure outlined below.

### **APPEAL PROCESS**

If a student is removed from a field placement for non-academic reasons, he/she will have the right to appeal and due process. The interest of both the student and the profession will be taken into account. The appeal process begins with the Director of the Social Work Department. If there is need for further appeal, the student will continue to follow the steps of the Carlow University appeals process that is found in the Carlow University Catalog and in the Department of Social Work Student Handbook.

### **PROBATION, ACADEMIC DISMISSAL, AND RE-ENTRY**

The Carlow University Catalog contains the standards and policies for academic probation and academic dismissal. Conditions of warning, probation, suspension, and dismissal are explained in the University Catalog and in the written notification to the student. Conditions for re-entry also appear in the Catalog.

According to the Social Work Admissions/Retention Policy (see, Department of Social Work Student Handbook) social work majors whose average falls below 2.5 is automatically considered

as “Conditional” status. Students who re-enter with less than 2.5 must bring their average up to a 2.5 before they can be assisted with securing advisement in another academic discipline.

If a student’s action and/or language are in violation of the NASW Code of Ethics, the incident and the behavior will be documented in the student’s academic file and the student will receive a verbal warning. If the student has a second violation the incident and behavior will be documented in the student’s academic file and a written warning will be given. In the event that the student has a third violation, the student may be expelled from the Social Work Program. If termination occurs, the student will be assisted in securing advisement in another academic discipline.

### **EXPULSION AND TERMINATION FROM THE PROGRAM**

A student, fully accepted into the Social Work Program, is expected to conform to all standards established by the Program and the University. Failure to meet these standards may result in expulsion from the Program. Academic and non-academic performance will be part of the review process when decisions are made whether or not to recommend expulsion and termination. The procedure used during the review process is indicated in the Department of Social Work Student Handbook. A student may initiate a grievance procedure if there is dissatisfaction with Program decisions.

### **SOCIAL WORK CURRICULUM**

The social work curriculum at Carlow University is designed to prepare students, at the undergraduate level, for beginning level generalist practice. The curriculum includes opportunities to learn about and experience social work in a variety of agency settings, as there are experiential components to several of the courses. A field placement is also required and sites are available in a number of practice areas including health, mental health, education, government and community agencies, courts and penal institutions, etc. Diversity is addressed through out the curriculum in areas such as culture, ethnicity, age, gender, and sexual orientation.

The liberal arts perspective at Carlow University is gained through the “Core Curriculum.” Students should refer to Carlow University Academic Catalog or the Social Work Student Handbook for a complete description of the Core Curriculum requirements.

Students are advised and strongly encouraged to complete the majority of the core requirements by the end of the sophomore year. The majority social work courses would be taken during the junior and senior years. It is understood that not all students can meet this time period and exceptions may be made to assist students with completion of the course work as soon as possible.

The curriculum guide that follows delineates the mandatory coursework sequence necessary to complete the BSW degree. Faculty advisors are available for consultation and assistance throughout the student’s educational process.

**CARLOW UNIVERSITY  
BSW FIELD MANUAL**

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## APPENDIX A

**CARLOW UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**STUDENT APPLICATION FOR FIELD PLACEMENT**

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

Field instruction is an integral part of the curriculum in social work education. The objective of the practicum is to produce professionally reflective, self-evaluating, knowledgeable and developing social workers. Please refer to your Field Instruction Manual for goals, objectives, and prerequisites.

All Information Must Be Typed

Part I

Name:

Local Address:

Phone:

E-mail:

Permanent Address:

Phone:

Emergency Contact Person:

Phone:

Overall GPA:

Social Work GPA:

Advisor Initials:

Will you have completed the required prerequisites prior to beginning Field Placement?

Yes                      No



## Part II

**STATEMENT:** *Please address each statement below.*

Write a brief statement about why you chose Social Work as a profession. What may have influenced you, i.e. volunteer/work experiences, family influences, life situation, a role model, etc. Indicate your strengths and limitations; what you can contribute to your field placement; skills you possess and skills you would like to enhance. Indicate the learning opportunities you would like to have during your field placement.

Attach additional sheets (3 max.) entitled STATEMENT.

Indicate below both your short-term and long-term professional career plans.

Include: post-graduate plans, employment and personal plans, what you hope to be doing 2yrs, 5yrs, and 10yrs from now.

Indicate the type(s) of client population(s) with which you wish to work.

What type(s) of agency(ies) would you like to explore as potential field placement sites? Indicate micro, mezzo, or macro practice as primary.

What are reasons for selecting your specific field sites?

Additional comments regarding field placement in general:

I understand that I must meet all departmental requirements, have completed all prerequisite coursework, have the permission of my academic advisor and the Director of Field Education, and must agree to obtain Professional Liability Insurance before beginning Field Placement.

I agree that the statements in this application are true and correct and that the information is used to assess my suitability for field placement. I agree to permit the Department of Social Work to disclose any information contained in this application among the Social Work faculty, with my Field Instructor and/or Field Placement Task Supervisor.

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Student's Signature

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Date

## APPENDIX B

## CARLOW UNIVERSITY FIELD EDUCATION AGREEMENT

I. \_\_\_\_\_ has been  
(Name of student)

placed as a student at \_\_\_\_\_.  
(Name of Agency)

This field placement will begin on \_\_\_\_\_ and end by

\_\_\_\_\_. The assigned field instructor will be

\_\_\_\_\_.  
(Name of Field Instructor)

II. The conditions of this placement are as follows:

A. The student will report to the field placement on the following days and times:

\_\_\_\_\_.

B. Number of credits \_\_\_\_\_.

C. Total number of hours to be completed. \_\_\_\_\_.

III. The student understands that he/she must enroll in the Social Work Field

Seminar course while in field placement and keep a daily field journal.

IV. \_\_\_\_\_ will visit the Field  
(Name of faculty liaison)

Instructor and student a minimum of two times during the semester. The initial visit will be to review the learning contract and the second to review student progress.

V. Any change in this agreement must be made in writing and submitted to the faculty liaison.

\_\_\_\_\_  
(Student) Date

\_\_\_\_\_  
(Field Instructor) Date

\_\_\_\_\_  
(Faculty Liaison) Date

Telephone numbers where the student can be contacted or messages left:

\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX C

**Carlow University  
Department of Social Work  
Field Placement Learning Contract**

**Student's Name**

Telephone Number

Local

Permanent

E-mail Address

**Field Placement Agency Name**

Address

Telephone Number

Fax Number

**MSW Field Instructor Name/Title**

Telephone Number

Task Supervisor Name/title (if different)

Telephone Number

**Carlow Department of Social Work Faculty Liaison**

Name: James M. Kelly, Ph.D., LSW

Telephone Number: (412) 578-8853

**Time frame of the placement:**

Total Hours:

Dates of overall placement (beginning and end dates):

Schedule and location(s) of student assignments:

Agency Resources made available to the student (e.g., Office space, telephone/computer access, accessibility of other staff, clerical support):

Travel requirements and reimbursements available to the student (e.g. parking, mileage, etc.):

**Documented due dates for the mid-term and final evaluations** (include the name of the person responsible for submission).

Documented scheduling plans for the mandatory structured student/MSW Field Instructor supervisory conferences (minimum time is one (1) hour per week).

Anticipated tasks and proposed number of clients and/or cases with which the student will be involved.

Knowledge and skills required by the student to fulfill practicum design in alignment with agency intent.

Actions and tasks that will enable the student to achieve the specified objectives (attach the Education Plan):

Student's expectations of the agency and practicum objectives.

Agency's expectations of the student.

All parties signing this contract agree with the practicum proposal and agree to abide by the National Association of Social Workers' Code of Ethics.

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**Student Signature**

---

**Date**

---

**MSW Field Instructor**

---

**Date**

---

**Agency Director**

---

**Date**

---

**Carlow Field Liaison**

---

**Date**

## APPENDIX D

## CARLOW UNIVERSITY SOCIAL WORK PROGRAM

### MID-TERM PROGRESS REPORT

Student: \_\_\_\_\_

Rating Scale: 1.....Not Achieved  
2.....Minimally Achieved  
3.....Achieved Some of the Time  
4.....Achieved Most of the Time  
5.....Achieved All of the Time

1) Student meets the expectations of the field placement.

Rating: \_\_\_\_\_

**Comments:**

2) Student demonstrates interest, sensitivity and intellect in carrying out assigned tasks.

Rating: \_\_\_\_\_

**Comments:**

3) Student Demonstrated responsible behaviors and reliability.

Rating: \_\_\_\_\_

**Comments:**

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(Agency) \_\_\_\_\_ Date

---

(Field Instructor Signature) \_\_\_\_\_ Date

---

(Student's Signature; Indicates his/her review) \_\_\_\_\_ Date

## APPENDIX E

**CARLOW UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**FIELD PLACEMENT I AND FIELD SEMINAR I**  
**Fall 2010**

- SW 402 & 405
- Credits: 5 per semester (SW402 field); 1 per semester (SW405 seminar)
- Prerequisites: Program Requirements and Permission of Field Director
- Instructor: James M. Kelly, Ph.D., L.S.W.
- Hours: T & Th 2:30-4:30; W 1:00-2:00; and by appointment.
- Phone: (412) 578-8853
- E-mail: [kellyjm@carlow.edu](mailto:kellyjm@carlow.edu)

**CATALOG DESCRIPTION**

SW 402 is a supervised field placement in a selected human service agency that allows the student to theory with micro, mezzo, and macro practice. SW405 is a seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theories.

**COURSE OBJECTIVES**

1. To allow students to gain skills and to test those skills in a practice setting that promotes self-directed learning, initiative and responsibility on the part of the student.
2. To gain an understanding of the role of the generalist social worker.
3. To assist the student in integrating the theoretical foundations of social work with professional practice.
4. To enable students to further develop specific skills, knowledge and values.
5. To gain a heightened understanding of human development and behavior through interaction with client systems.
6. To understand the impact of a) the intervention process and its effect on individuals, groups and community, and b) cultural heritage including beliefs, values, laws, and other social institutions.
7. To experience the internal process, modes of development, and changes in community resources and their relationship to social policy.
8. To develop and enhance the student's communication skills with emphasis on sensitivity to the client's inner feelings, words, gestures and behavior.
9. To assist the student to analyze, think critically, and develop viable solutions to client situations.
10. To prepare students to practice within the values and (NASW) ethical standards of the social work profession with an understanding of human behavior, and to develop respect for the positive value of diversity.

## **DESCRIPTIVE OVERVIEW**

**ORIENTATION:** The student is required to attend the mandatory pre-placement orientation sessions held during the semester prior to placement and also the planning/ orientation for SW 402 & 405 and SW 406 and 407. The student is **not** considered to have begun the practicum until s/he has attended the pre-placement orientation & planning sessions on the specified dates.

**PRACTICUM HOURS:** Placement begins from the first day of classes of the semester and continues until the final day of classes of the same semester or until the completion of 250 hours, whichever comes first. A monthly record of the student's hours, signed by her/his field instructor, is to be given to the Field Director (Dr. Kelly) at the beginning of Field Seminar on the following dates (unless otherwise noted):

### **DUE DATES**

Monthly hours (through Sept. 31) --

Mon Evening Section (MES): 10/1 Beginning of class

Tues Day Section (TDS): 10/2 Beginning of class

Monthly hours (through Oct. 31) --

MES: 11/5 Beginning of class

TDS: 11/6 Beginning of class

Monthly hours (through Dec 7) –

All students: 12/7 by 5:00 p.m.

It is the student's responsibility to complete 250 documented clock hours per semester as a minimum requirement in order to earn a passing grade. Having completed 250 hours per semester (500 hours total for the year) makes students eligible for advanced standing at an accredited Graduate School of Social Work. ***Both the student and the field instructor must sign the monthly record of hours.***

**\*Please note:** two (2%) points per day will be deducted from the final grade for late submission of the monthly record of hours.

**INTEGRATING SEMINARS:** Attendance at the Integrating Seminars is crucial and is worth a maximum of forty (40) points of the final grade. Five (5) points will be subtracted from the student's final grade for each unexcused non-attendance. *Active participation in discussions is required and will be evaluated (0-3 points per Seminar).* Modification of time and dates of this meeting schedule may occur at the discretion of the Field Director, and will be discussed with the participants prior to changes. Seminar dates are on following:

### **Field Placement Seminar Schedule: Fall 07 Semester**

Monday Class Meets 6:00-7:30 p.m.:

Seminar 1 - August 27th

Seminar 2 - September 10th

Seminar 3 - September 24<sup>th</sup>

Seminar 4 - October 8th

Seminar 5 - October 22<sup>nd</sup>

Seminar 6 - November 5th

Seminar 7 - November 19<sup>th</sup>

Seminar 8 - December 3rd

Tuesday Class Meets 12:25-1:55 p.m.:

- Seminar 1 - August 28<sup>th</sup>
- Seminar 2 - September 11<sup>th</sup>
- Seminar 3 - September 25<sup>th</sup>
- Seminar 4 - October 9<sup>th</sup>
- Seminar 5 - October 23<sup>rd</sup>
- Seminar 6 - November 6<sup>th</sup>
- Seminar 7 - November 20<sup>th</sup>
- Seminar 8 - December 4<sup>th</sup>

**MONTHLY JOURNAL:** The monthly journal is comprised of three sections (see below):

- 1) daily recordings
- 2) weekly summary of MSW field instructor's supervisory conference
- 3) monthly summary/assessment

Journals must be submitted to the Field Director (Dr. Kelly) at the beginning of class following dates:

September Journal is due at the Beginning of Seminar 3:

Monday Eve Section (MES) – 9/24

Tuesday Day Section (TDS) – 9/25

October Journal is due at the Beginning of Seminar 6:

MES – 11/5

TDS – 11/6

November Journal is due at the Beginning of Seminar 8:

MES – 12/3

TDS – 12/4

**Late journals will receive lowered grades.**

1) **The Daily Record** is a brief reflection by the student on daily activities at the agency. It should be written in a form to reflect not only daily events but also personal feelings, and integration of academic preparation. Entries (one or two pages maximum) **must** follow this format (**use headings in italics**):

- I. *Assigned duties/tasks*
- II. *Client System:* Individual, family, group, organization, Community (protect anonymity)
- III. *Problem/topic addressed* (state briefly, protect anonymity)
- IV. *Your Role:* Analyst, mediator, facilitator, broker, advocate, negotiator, etc.
- V. *Theory Guiding Your Work:* Student should **select an activity or problem encountered during the day** and **apply the concepts of a theory or perspective** from the student's prior course work.
  - Briefly discuss your understanding of how the theories and concepts apply to your experience. Examples of theories/perspectives include: systems, psychodynamic, cognitive behavioral, stage theories (e.g., Piaget, Erikson), social learning, ecological, conflict, feminist, political economy, organizational, group dynamics, etc.

- Review texts, class notes, and journal articles to refresh your memory and to develop a sophisticated understanding of the relationship of theories to your actual practice.
  - Explain in a paragraph basic concepts of the theory and how they apply to your experience of the day. As the semester proceeds, expand your repertoire of theoretical knowledge. (Note: you must use at least five (5) different theories throughout the semester; grading will depend upon demonstration of depth of understanding of the theory as it is applied to field experience.)
- VI. *Methods You Employed:* Assessment, planning, goal setting, empathic listening, redirecting, community organizing, meeting planning, program development, counseling, resource development, etc. Explain briefly (sentence or two).
- VII. *Ethical Considerations, Personal Reflection, and Problems/Issues for Further Development* (a brief paragraph). Apply an ethical principle (use NASW Code of Ethics, available on-line), discuss your personal views, and describe aspects of your work that you can continue to explore and develop.

THIS SECTION MAY BE HANDWRITTEN.

- 2) **The Weekly Summary** is a narrative indicating the discussions, reflections, positive and negative reactions to supervision, and the progress of skills development. MAY BE HANDWRITTEN.
- 3) **The Monthly Summary/Assessment** should be written as a narrative for the specific monthly period. The summary/assessment will also serve as a self-analysis instrument to describe critical occurrences in the student's learning experience, e.g., application of social work theory and methods, client system issues, intervention strategies, values and ethical issues, practice approaches, diversity issues, administrative and program aspects, social policy issues, personal and professional growth of the student, etc. The summary/assessment should also address whether or not the experiences had value in terms of the student's social work education; which course work had relevance; how one believes these learning experiences could be enhanced, etc. **MUST BE TYPED OR WORD-PROCESSED**, approximately 1-2 typed pages (double spaced) in length.

**EDUCATIONAL PLAN:** It is the student's responsibility to have developed an educational plan with her/his field instructor and Field Director. The educational plan must be signed by the student and the field instructor and submitted to the Field Director for final approval no later than Friday, October 12<sup>th</sup>.

**\*Please note:** two (2) points will be deducted from the final grade for each day that this deadline is not met.

**MID-TERM PROGRESS REPORT:** Mid-Term Progress Report forms will be mailed to field instructors the week of October 1<sup>st</sup>. It is the student's responsibility to ensure that her/his field instructor submits the Mid-Term Progress Report to the Field Director no later than 12:00 noon, Friday, October 26<sup>th</sup>. Both the student and the field instructor must sign the report.

**EVALUATION OF STUDENT FIELD PERFORMANCE:** This is the end of semester final evaluation of the student by the MSW field instructor. Forms will be mailed to the field

instructors the week of November 19<sup>th</sup>. Both the student and the MSW field instructor must sign this document. It is the **student's responsibility** to ensure that the Field Director receives the final evaluation no later than 12:00 noon, Friday, December 7<sup>th</sup>.

**\*Please note:** two (2%) points will be deducted from the final grade for each day that this deadline is not met.

**FIELD SITE VISIT:** The Field Director will make an appointment with the student and the field instructor for a site visit 1-2 times during the semester. The progress of the student will be discussed according to the guidelines set forth in the Educational Plan.

**TEACHING/LEARNING METHODOLOGY:** Actual practice under supervision with client systems, recorded monthly journals (evaluation, reflection & analysis), field seminar discussion, readings and written assignments, student presentations.

**TEXT AND STUDY MATERIALS:** Berg-Weger, M. & Birkenmaier, J. (2000 or 2006). *The practicum companion for social work: Integrating class and field work*. Boston: Allyn & Bacon.

Familiarity with the Program Field Manual, NASW Code of Ethics and specific agency materials is expected. The field instructor and the Field Director may assign individual readings.

**EVALUATION**

<u>EVALUATION for Field Placement SW 402</u>	
September Journal	10%
October Journal	10%
November & December Journal	10%
Evaluation	<u>70%</u>
TOTAL	100%

<u>EVALUATION for Field Seminar SW 405</u>	
Attendance and Participation (Seminars 1-8)	40% (8X5%)
Assignment 1	20%
Assignment 2	20%
Assignment 3	<u>20%</u>
TOTAL	100%

**SCALE**

<b>95-100</b>	<b>A</b>	<b>73-77</b>	<b>C</b>
<b>90-94</b>	<b>A-</b>	<b>70-72</b>	<b>C-</b>
<b>88-89</b>	<b>B+</b>	<b>68-69</b>	<b>D+</b>
<b>83-87</b>	<b>B</b>	<b>63-67</b>	<b>D</b>
<b>80-82</b>	<b>B-</b>	<b>60-62</b>	<b>D-</b>
<b>78-79</b>	<b>C+</b>	<b>below 60</b>	<b>F</b>

**STUDENTS WITH SPECIAL NEEDS**

Carlow College makes every effort to provide reasonable accommodations for students with disabilities. Questions about services and procedures for students with disabilities who are requesting accommodations should be directed to Joan House, Disabilities Services Provider, Room 405 Grace Library, 412-578-6257. Any student with mobility impairments who may require assistance with classroom emergency evacuation should also contact Joan House as soon as possible.

## ACADEMIC INTEGRITY

Students are expected to maintain utmost integrity both in their field setting and in the classroom. Students are expected to maintain mature and orderly behavior in the classroom. Students are also expected to adhere to the NASW Code of Ethics. It will be reflected in the student's final grade should s/he appear to be misrepresenting his/her agency/program or to be fraudulent in regard to assignments. Cheating and plagiarism will be punishable according to the disciplinary guidelines as set forth by the College and by sanctions outlined by the National Association of Social Workers for violation of the NASW Code of Ethics.

## E-MAIL

**You are expected to read email sent to your *Carlow email account*. As instructed by the Carlow University administration, the instructor **WILL NOT** send email to alternate email accounts. If you would like to forward your email from your Carlow account to another email account, please use the following documentation:**  
<http://www.it.carlow.edu/quicktips/forward.html>. Please use e-mail to ask questions and/or express concerns. Assignments should be submitted as hard copies as specified in the syllabus.

## MISCELLANEOUS

- a) Any problems or situations that have the potential for impacting negatively on the student's successful completion of the field placement should immediately be brought to the attention of the Field Director. The student, together with the field instructor and the Field Director will work to resolve the problem in a constructive manner.
- b) ***The student is reminded that the final grade evaluation is the exclusive responsibility of the Field Director.*** The final evaluation is based on *input via the field evaluation* from the MSW field instructor **and** the criteria as designated in this syllabus.
- c) Students must present **written proof** of malpractice insurance and optional NASW membership prior to beginning the field placement.

## SEMINAR ASSIGNMENTS

### Assignment I

At the **Seminar 3**, each student will be scheduled to give an oral presentation describing the agency. Students may use note cards; however, this will essentially be an **oral presentation** and will be evaluated as such. Any handouts that the student wishes to include will be distributed at the end of the presentation. The presentation should be ten (10) minutes long and must include but not be limited to the following:

1. A history of the agency and/or program
2. The purposes, functions, goals and types of services provided by the agency/program
3. A description of the clientele of the agency/program
4. The primary problems presented by the clients that the agency/program serves
5. How the agency/program is funded
6. Your impression and explanation of the clients' understanding of the scope of the services available to them through the specific agency/program setting
7. The clients' knowledge and perception of the role of the social worker within the agency/program
8. The organizational, administrative and/or supervisory structures of the agency/program
9. The relationship that the agency/program has within the Human Services

system in its area and within the broader Social Welfare System

### **Assignment II**

At the Integrating **Seminar 5**, each student will give an **oral presentation** of a case that sh/he has had or is presently carrying. The format for this presentation will be HISTORY, ASSESSMENT, INTERVENTION, TERMINATION, and EVALUATION. (**Note:** the nature of *some field sites may require that this format be modified* to fit the situation. Please discuss in advance with the instructor.) The presentation, including time for comments/questions by colleagues will be ten (10) minutes. It is important that the student's presentation includes a comprehensive description of the client/client system (**absolute confidentiality of the client is to be maintained**). The student is urged to review relevant material from courses such as Introduction to Social Work, Theory and Methods, Practice Methods I (especially readings about confidentiality and social work values and ethics), as well as anything else that may enhance the presentation.

### **Assignment III**

At the **Seminar 8**, each student will give an **oral presentation** explaining some aspect of the NASW Code of Ethics as it pertains to their agency/program. The presentation, including time for comments/questions by colleagues will be ten (10) minutes. Prior to this presentation, it is important for the student to review the NASW Code of Ethics in order to be better able to discuss a particular value or ethical dilemma. Students must submit topics for presentation at Seminar 7.

## **SEMINAR OUTLINE**

- 1 Introductions and Overview**  
Personal introductions; review of field placement sites; overview of Seminars; discussion of organizational mission
- 2 Placement Settings and Socialization to the Profession**  
Group discussion  
*Text: Chapters 1 & 2*
- 3 Student Presentations and Safety Issues in Practice Settings – Assignment I**  
*Text: Chapter 3*
- 4 Planning and Use of Supervision**  
*Text: Chapter 4*
- 5 Student Presentations – Assignment II**
- 6 Organization Dynamics**  
*Text: Chapter 5; submit topic for Assignment III.*
- 7 Micro Level Practice**  
*Text: Chapter 6*
- 8 Student Presentations & Wrap-up – Assignment III**

### **SUPPORTIVE LITERATURE RESOURCES**

*Note: Students should refer to texts and materials from all their social work courses.*

Bierhoff, Helvia. (1997). *From school to productive work*. Cambridge; New York: Cambridge University Press.

Cochrane, Susan and Marla Martin Hanley. (1998). *Learning through field: a developmental approach*. Boston: Allyn and Bacon.

Kurland, Roselle and Robert Salmon, Eds. (1995). *Group work practice in a troubled society: problems and opportunities*. New York: Haworth Press.

Mullan, Bob. (1997). *Modern social work in search of a soul*. San Francisco: International Scholars Publications.

O'Hagan, Kiernan. Ed. (1996). *Competence in social work practice: a practical guide for professionals*. London; Bristol, PA: Jessica Kingsley Publishers.

Reyes, Jesus. (1997). *The 1997-98 guide for selecting and applying to master of social work programs*. Hammond, IN: Your Social Work Advisor, Inc.

Wells, Carolyn Cressy. (1998). *Social work day to day: the experience of generalist social work practice*. New York: Longman.

**CARLOW UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**SW 406: FIELD PLACEMENT II and SW407: FIELD SEMINAR II**  
**Spring 2011**

- Credits: SW 406: Field Placement - 5 credits; SW407: Field Seminar - 1 credit
- Prerequisites: Program Requirements and Permission of the Field Director
- Revised: Spring 2007
- Instructor: James M. Kelly, Ph.D., LSW
- Office: 503B Antonian Hall
- Hours: T & Th 2:30-4:30; W 1:00-2:00; and by appointment.
- Phone: (412) 578-8853
- E-mail: [kellyjm@carlow.edu](mailto:kellyjm@carlow.edu)
- SW407: Field Seminar II meets as scheduled (see below).

CATALOG DESCRIPTION

**SW406 is the second in a two part sequenced field placement designed to develop students' advanced skills and increase competence the application of theories and skills. A minimum of 250 clock hours per semester (eight hours/day, three days/week) is required. SW407 is a seminar designed to integrate theory and methods of practice via the field experience in SW406. Field Placement is the Capstone Experience for Social Work majors.**

COURSE OBJECTIVES

- 1. To allow students to gain skills and to test those skills in a practice setting that promotes self-directed learning, initiative, and responsibility on the part of the student.**
- 2. To deepen students' understanding of the role of the generalist social worker.**
3. To assist the student in integrating the theoretical foundations of social work with professional practice.
4. To enable students to further develop specific skills, knowledge, and values.
5. To gain a heightened understanding of human development and behavior through interaction with client systems.
6. To understand the impact of the intervention process and its affect on individuals, groups and communities, while promoting awareness of cultural heritage including beliefs, values, laws and social institutions.
7. To understand the development and changes in community resources and their relationship to social policy.
8. To develop and enhance the students' communication skills with emphasis on professionalism and competent use of oral and written communication modes.

9. To enhance students' interpersonal skills with emphasis on sensitivity to the client's inner feelings, words, gestures, and behavior.
10. To assist the student to analyze, think critically and develop viable solutions to client situations.
11. To prepare students to practice within the values and (NASW) ethical standards of the social work profession with an understanding of human behavior and to develop respect for the positive value of diversity.

### DESCRIPTIVE OVERVIEW

#### **PRACTICUM HOURS:**

**Placement begins from the first day of classes of the semester and continues until the final day of classes of the same semester or until the completion of 250 hours, whichever comes first. A monthly record of the student's hours, signed by his/her MSW field instructor, is to be given to the Field Director along with monthly Journals (and the Capstone Essay) by the beginning of Field Seminar on the due dates (see section below on Journal).**

It is the student's responsibility to complete 250 documented clock hours per semester as a minimum requirement in order to earn a passing grade. Note: 250 hours per semester (500 hours total) of field placement are required for consideration for advanced standing at an accredited Graduate School of Social Work. Both the student and the field instructor must sign the monthly record of hours. \* **Please note:** two (2%) points per day will be deducted from the final grade for late submission of the monthly record of hours.

**INTEGRATING SEMINARS:** Eight (8) Integrating Seminars worth a maximum of forty (40) points will be held. Five (5) points will be subtracted from the student's final grade for each unexcused absence. *Active participation in discussions is required in order to earn the maximum points.* Modification of time and dates of the meeting schedule may occur at the discretion of the Field Director, and will be discussed with the participants prior to changes.

#### **Field Placement Seminar Schedule: Spring 08 Semester**

##### Monday Class Meets 6:00-7:30 p.m.:

- Seminar 1 – Jan. 7
- Seminar 2 – Feb. 4
- Seminar 3 – Feb. 18
- Seminar 4 – Mar 17
- Seminar 5 – Mar 31
- Seminar 6 – Apr 7 (PACAT Exam)
- Seminar 7 – Apr 14
- Seminar 8 – Apr 21

##### Tuesday Class Meets 12:25-1:55 p.m.:

- Seminar 1 – Jan 8
- Seminar 2 – Feb 5
- Seminar 3 – Feb 19
- Seminar 4 – Mar 18
- Seminar 5 – Apr 1
- Seminar 6 – Apr 8 (PACAT Exam)
- Seminar 7 – Apr 15
- Seminar 8 – Apr 22

**MONTHLY JOURNAL:** The monthly journal is comprised of three (3) sections:

- a) daily recordings
- b) weekly summary of MSW field instructor's supervisory conference
- c) monthly summary/assessment

Journals (or Capstone Essay) and monthly hours must be submitted to the Field Director at the beginning of Field Seminar (except February journal, see below) on the following dates:

January Journal

Monday Evening Class, Feb. 4; Tuesday Day Class, Feb. 5.

February Journal

Both Classes, Feb. 29 by noon (not a seminar day)

March Journal

Monday Evening Class, Mar. 30; Tuesday Day Class, Mar. 31.

April Capstone Essay on the Value of the Liberal Arts (Assignment replaces Journal and will be distributed by the Instructor).

Monday Evening Class, Apr. 21; Tuesday Day Class, April 22.

**Please note:** points (2 per day) will be deducted from the final grade when any section(s) of the journal, or the Capstone Essay, is submitted late.

- 1) **The Daily Record** is a log kept by the student of daily activities at the agency. It should be written in a form to reflect not only daily events but also personal feelings, and integration of academic preparation. Entries (approximately one to two pages) should follow this format:
    - I. General Information: Assigned duties/tasks for the day.
    - II. Client System: Individual, family, group, organization, community
    - III. Problem/topic addressed (choose one for purpose of Journal)
    - IV. Your Role: Analyst, mediator, facilitator, broker, advocate, negotiator, etc.
    - V. Application of Theory (to understand/explain the problem). Examples of theories include: systems, psychodynamic, cognitive behavioral, stage theories (e.g., Piaget, Erikson), social learning, ecological, conflict, feminist, political economy, organizational, group dynamics, feminist, political economy, structuralism, functionalism, etc. Briefly discuss key concepts of the theory you select, and explain how they apply to the problem. The goal is to demonstrate that you understand the theory and are able to apply it.  
(Note: you must use at least five (5) different theories throughout the semester; grading will depend upon demonstration of depth of understanding of the theory as it is applied to field experience.)
    - VI. Methods Your Employed: Assessment, planning, goal setting, empathic listening, redirecting, community organizing, meeting planning, program development, counseling, resource development, etc.
    - VII. Ethical Considerations and Problems/Issues for Further Development
- THIS SECTION MAY BE HANDWRITTEN.

- 2) **The Weekly Summary** should focus on the field instructor's supervisory conference, and/or include a brief narrative of reflections, positive and negative reactions to supervision, and the progress of skills development.  
MAY BE HANDWRITTEN.

- 3) **The Monthly Summary/Assessment** should be written as a narrative for the specific monthly period. The summary/assessment will also serve as a self-analysis instrument to describe critical occurrences in the student's learning experience, e.g., application of social work theory and methods, client system issues, intervention strategies, values and ethical issues, practice approaches, diversity issues, administrative and program aspects, social policy issues, personal and professional growth of the student, etc. The summary/assessment should also address whether or not the experiences had value in terms of the student's social work education; which course work had relevance; how one believes these learning experiences could be enhanced, etc. **THE MONTHLY SECTION OF THE JOURNAL WHICH INCLUDES THE SUMMARY/ASSESSMENT MUST BE TYPED OR WORD-PROCESSED. NO HANDWRITTEN DOCUMENTS WILL BE ACCEPTED.**

### **Capstone Essay**

The Capstone Essay replaces the April Journal for Field Placement. The purpose of the Essay is to reflect on the importance of the Liberal Arts in the study and practice of Social Work. The Essay should be thoughtful, reflective, and carefully composed. It should be typed, 12 point New Roman or similar font, double spaced, and 4-5 pages. Content, grammar, syntax, punctuation, and style will be evaluated. The Essay is **due at the beginning of Field Seminar on April 21 (Evening Class) or April 22 (Day Class).**

- Consider the impact of several subjects from the Liberal Arts curriculum (i.e., English, History, Philosophy, Theology, Sociology, Political Science, Art, and Science).
- How have your studies in these areas freed your thinking, expanded your awareness, and prepared you for lifelong learning?
- How have the Liberal Arts influenced your understanding of the world in which you live?
- How have the Liberal Arts influenced your understanding of yourself?
- And how have the Liberal Arts influenced your understanding of Social Work and your role as a Social Worker?

### **EDUCATIONAL PLAN:**

It is the student's responsibility to have developed an educational plan with his/her MSW field instructor and Field Director. Any second semester revisions to the educational plan must be signed by the student and his/her MSW field instructor and submitted to the Field Director for final approval, no later than the beginning of Field Seminar on January 28(Evening Class) or January 29 (Day Class). Note: Students who are enrolled in SO309 Research Methods concurrently while in field placement, and are conducting their research project required for SO309 as part of field placement, must include the project in the Educational Plan.

**\*Please note:** two (2%) points per day will be deducted from the final grade as well as possible suspension from field placement for late submission of the Educational Plan.

**MID-TERM PROGRESS REPORT:** It is the student's responsibility to assure that his/her MSW field instructor submits the Mid-Term Progress Report to the Field Director no later than 12:00 noon on February 29<sup>th</sup>. Both the student and the MSW field instructor must sign the report. (Mid-term Progress Report forms will be mailed to field instructors the week of February 11<sup>th</sup>.)

**\*Please note:** two (2%) points will be deducted from the final grade for each day that this deadline is not met.

**EVALUATION OF STUDENT FIELD PERFORMANCE:** This is the end-of-semester final evaluation of the student by the MSW field instructor (**to be mailed to field instructors – copy may be found in the Field Manual**). Both the student and his/ her MSW field instructor must sign this document. It is the student's responsibility to assure that the Field Director receives the final evaluation no later than 12:00/ noon, Tuesday, April 22<sup>nd</sup> (final evaluation forms will be mailed to field instructors the week of March 31<sup>st</sup>).

**FIELD SITE VISIT:** The Field Director will make an appointment with the student and the field instructor for a site visit 1-2 times as needed during the semester. The progress of the student will be discussed according to the guidelines set forth in the Educational Plan.

**TEACHING/LEARNING METHODOLOGY**

Actual practice under supervision with client systems, recorded monthly journals (evaluation, reflection & analysis), field seminar discussion, readings, and assignments.

**TEXT AND STUDY MATERIALS**

Berg-Weger, M. & Birkenmaier, J. (2000). *The practicum companion for social work: Integrating class and field work*. Boston:Allyn & Bacon.

Familiarity with the Program Field Manual, NASW Code of Ethics and specific agency materials is expected. The MSW field instructor and the Field Director may assign individual readings.

**EVALUATION for Field Placement SW406**

Journal I	0 – 10%
Journal II	0 – 10%
Journal III	0 – 10%
Capstone Essay	0 – 10%
Evaluation	<u>0 – 60%</u>
<b>TOTAL</b>	<b>0 – 100%</b>

**EVALUATION for Field Seminar SW407**

Attendance and Participation (Seminars 1 - 8)	0 – 40% (8 X 0 – 5%)
Assignment 1	0 – 20%
Assignment 2	0 – 20%
<u>Assignment 3</u>	<u>0 – 20%</u>
<b>TOTAL</b>	<b>0 – 100%</b>

**SCALE**

<b>95-100</b>	<b>A</b>
<b>90-94</b>	<b>A-</b>
<b>87-89</b>	<b>B+</b>
<b>83-86</b>	<b>B</b>
<b>80-82</b>	<b>B-</b>
<b>77-79</b>	<b>C+</b>
<b>73-76</b>	<b>C</b>

70-72	C-
67-69	D+
63-66	D
60-62	D-
below 60	F

### STUDENTS WITH SPECIAL NEEDS

Carlow University makes every effort to provide reasonable accommodations for students with disabilities. Questions about services and procedures for students with disabilities who are requesting accommodations should be directed to Joan House in Grace Library room 405, and at 412-578-6257.

### ACADEMIC INTEGRITY

Students are expected to maintain utmost integrity both in their field setting and classroom. Students are expected to maintain mature and orderly behavior in the classroom. Pagers and Cellular Telephones must be in silent mode or disengaged while seminar is in session. Students are also expected to adhere to the NASW Code of Ethics. It will be reflected in the students' final grade should s/he appear to be misrepresenting his/her agency/program or to be fraudulent in regard to his/her assignments. Cheating and plagiarism will be punishable according to the disciplinary guidelines as set forth by the Social Work Program, the University and by sanctions outlined by the National Association of Social Workers for violation of the NASW Code of Ethics. Students should review the policies articulated in the Field Manual and the Social Work Student Handbook as they apply to disciplinary procedures and dismissal from field placement.

### MISCELLANEOUS

- a) Any problems or situations that have the potential for impacting negatively on the student's successful completion of his/her field placement should immediately be brought to the attention of the Field Director. The student, together with the MSW field instructor and Field Director will work to resolve the problem in a constructive manner.
- b) ***The student is reminded that the final grade evaluation is the exclusive responsibility of the Field Director.*** The final evaluation is based on *input via the field evaluation* from the MSW field instructor **and** the criteria as designated this syllabus.
- c) Students must carry over their malpractice insurance from the previous semester.

**PACAT Exam -- Required: All Field students are required to complete the PACAT Exam for evaluation of Carlow Social Work Program as required by the Council on Social Work Education. Exams are scheduled on Monday, April 7, 6:00-8:30, and Tuesday, April 8, 12:25-1:55. The exam will take approximately 1 and a half hours. The exam is for evaluation of the program only and *not for grade*. Students must complete the exam in order to receive semester grades. Questions or problems with exam schedule should be addressed to Dr. Sheila Roth, 412.578.6025, or [rothsg@carlow.edu](mailto:rothsg@carlow.edu).**

### ASSIGNMENT I

At the Integrating Seminar Feb 18 Eve/ Feb 19 Day students will give an **oral presentation** (7 minute maximum length) about how a case/project is managed. Select an example from your caseload/projects. Items to be covered are:

- Goal setting (describe the process for setting major goal (e.g., improve communications in family, develop program for health education, etc.),

- Setting objectives, (what measurable, tangible, concrete outcomes are developed to determine progress in meeting the goal?),
- Models of Intervention (what methodology is utilized to reach objectives?),
- Tasks (what must be done to reach objectives),
- Evaluation (how are things working, what has to be done, what can be changed?).

### **ASSIGNMENT II**

At the Integrating Seminar on Mar 31 Eve/ Apr 1 Day students will give an **oral presentation** (7 minute maximum length) of an example of the process used to assist a client or client system.

Generally, how do social work knowledge and skill apply to this process?

- Describe at the initial purpose of the social work intervention;
- Describe how you are reaching your goal/objectives with this client system;
- Assess progress (both the client system's and yours). How well have goal/objectives been met?
- Describe how the **process** can be improved. Remember to protect client confidentiality.

### **ASSIGNMENT III**

At the Integrating Seminar on Apr 21 Eve/ Apr 22 Day each student will give an **oral assessment** (7 minute maximum length) of her/his agency's dynamics.

- How does the agency facilitate change?
- How does the provision of services meet, or fail to meet, the needs of the clients?
- What recommendations for change and improvement would you make?
- How would you put forth your recommendations so that they would receive appropriate attention by the agency?

### **OUTLINE**

<b>1 (Jan 7/8)</b>	<b>Introduction to Semester 2</b>
<b>2 (Feb 4/5)</b>	<b>Mezzo Practice Reading: Chapter 7</b>
<b>3 (Feb 18/19)</b>	<b>Assignment 1</b>
<b>4 (Mar 17/18)</b>	<b>Macro Practice – Ethical Advocacy Model Reading: Chapter 8</b>
<b>5 (Mar 31/Apr 1)</b>	<b>Assignment 2</b>
<b>6 Week of Apr 7</b>	<b>PACAT Exam (required) Dates/Times t.b.d.</b>
<b>7 (Apr 14/15)</b>	<b>Legal System &amp; Termination Process Reading: Chapters 9 &amp; 10</b>
<b>8 (Apr 21/22)</b>	<b>Assignment 3 and Wrap-up (meet at Dr. Kelly's house, 605 Hastings St., Point Breeze – arrangements will be discussed in class)</b>

## SUPPORTIVE LITERATURE RESOURCES

Bierhoff, H. (1997). *From school to productive work*. Cambridge; New York: Cambridge University Press.

Cochrane, S. & Hanley, M. (1998). *Learning through field: A developmental approach*. Boston: Allyn and Bacon.

Garthwait, C. (2005). *The social work practicum: A guide and workbook for students*. Boston: Allyn and Bacon.

Gibbs, L. & Gambrill, E. (1996). *Critical thinking for social workers: A workbook*. Thousand Oaks, CA: Pine Forge Press.

Hancock, M. & Millar, K. (1993). *Cases for intervention planning: A source book*. Chicago: Nelson-Hall Publishers.

Kurland, R. & Salmon, R. (Eds.) (1995). *Group work practice in a troubled society: Problems and opportunities*. New York: Haworth Press.

Mullan, B. (1997). *Modern social work in search of a soul*. San Francisco: International Scholars Publications.

O'Hagan, K. (Ed.) (1996). *Competence in social work practice: A practical guide for professionals*. London; Bristol, PA: Jessica Kingsley Publishers.

Reyes, J. (1997). *The 1997-98 guide for selecting and applying to master of social work programs*. Hammond, IN: Your Social Work Advisor, Inc.

Rivas, R. & Grafton, H. (2004). *Case studies in generalist practice*. Belmont, CA: Brooks/Cole.

Wells, C. (1998). *Social work day to day: The experience of generalist social work practice*. New York: Longman.

## APPENDIX F

# CARLOW UNIVERSITY

## DEPARTMENT OF SOCIAL WORK

### Field Practice Learning Agreement and Evaluation Form

**Brief Instructions:** Please see field manual, available at [www.carlow.edu](http://www.carlow.edu) for complete instructions and for additional downloadable copies of this form.

The learning agreement (planned activities) portion of this form is to be completed by the student with guidance and approval from the field instructor within the first four weeks of the field placement. Field instructor shall retain the original and submit a copy to the faculty liaison.

At the end of the semester, the field instructor shall complete and submit the evaluation to the social work office after reviewing the evaluation with the student and obtaining the student's signature. A new learning agreement shall be completed for the spring semester carrying forward relevant objectives. We recommend completing and maintaining electronic versions of this document.

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

Semester \_\_\_ fall \_\_\_ spring \_\_\_\_\_ year                      Junior \_\_\_\_\_      Senior \_\_\_\_\_

Agency: \_\_\_\_\_

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

Telephone \_\_\_\_\_ cell phone \_\_\_\_\_ email \_\_\_\_\_

Additional Agency Supervisor: \_\_\_\_\_

Internship Schedule      days/hours: \_\_\_\_\_

Supervision Schedule: day \_\_\_\_\_      time \_\_\_\_\_

Carlow Faculty Liaison: \_\_\_\_\_

## Description of generalist social work assignments:

**Practice assignments with Individuals, Groups & Families:** (For example, list specific number and type of individual, group, family cases whether the student is assigned to be primary worker, co-facilitator, observer)

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**Community/Policy Practice assignments:** (For example, students might be assigned to research a policy and its impact on clients; track a legislative initiative, interview clients to learn their perspective as service recipients, participate in a committee writing new policies for the agency; participate in a coalition)

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Expected regular attendance/participation at staff meetings, rounds, etc:

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Planned attendance at professional conferences, agency trainings, workshops (minimum of one professional development activity required each semester)

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### Learning Agreement Review Signatures:

\_\_\_\_\_  
**Field instructor**

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

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

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

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

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

## Student Orientation:

**Objective: To develop knowledge of the placement agency and the role of the agency in meeting human needs in the community. To understand agency policies and procedures governing practice experiences.**

### Checklist of orientation activities designed to build student knowledge:

- Field Instructor/Supervisor orientation activities:
  - Schedule supervision sessions to orient the student to agency,
  - Review practice standards, policies, and customs such as dress code, lunch patterns, etc.
  - Send out memo/email to staff introducing the student;
  - Provide tour of agency;
  - Introduce student to clerical staff and provide orientation to making copies, printing, telephone, email/internet systems.
  
- Student review of agency policy manuals; brochures, program materials
  
- Student meeting(s) with administrative and program staff; Please specify:  
\_\_\_\_\_  
\_\_\_\_\_
  
- Student visit(s) to community programs and resources, tour of neighborhood, please specify:  
\_\_\_\_\_  
\_\_\_\_\_
  
- Field instructor/supervisor review of agency protocols; instructions for how students should respond to:
  - Transportation of clients;
  - mandatory reporting, child abuse, elder abuse
  - suicide/homicide threats
  - drugs/alcohol,
  - weapons,
  - safety issues
  
- Other: \_\_\_\_\_

**At the beginning of each semester use the space below to identify student learning activities that will facilitate the assessment of the competencies listed. At the conclusion of the semester use the scale below to assess the student's achievement of each of the competencies and practice behaviors identified in this learning agreement and evaluation.**

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Scale excerpted from: Zastrow, C. (2009). An Interpretation for Incorporating EPAS 2008 into Social Work Baccalaureate and Masters Curriculum In CSWE-Accredited Programs: Recommendations from the Field

**Competence #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.**

**Sample Field Practice Activities to Develop and Demonstrate Competency:**

- Intern prepares and deliver a presentation to clients and/or colleagues
- Intern completes professional writing assignments such as grant applications, assessments, letters, memos, process recordings, reports, etc.
- Intern gains competency in using agency computer systems for managing information, searching for resources, research and communication.
- Intern maintains documentation of practice in accordance with agency expectations.
- Intern participates in social work professional organizations, such as NASW;
- Intern uses supervision and evaluation to plan for ongoing professional learning and growth
- Intern sets career development goals.

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 1**

1.1	advocates for client access to the services of social work	1	2	3	4	5	na
1.2	practices personal reflection and self-correction to assure continual professional development	1	2	3	4	5	na
1.3	attends to professional roles and boundaries	1	2	3	4	5	na
1.4	demonstrates professional demeanor in behavior, appearance, and communication	1	2	3	4	5	na
1.5	engages in career-long learning;	1	2	3	4	5	na
1.6	uses supervision and consultation	1	2	3	4	5	na

**Competence #2: Intern applies social work ethical principles to guide his or her professional practice.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern maintains documentation of practice in accordance with agency expectations.
- Intern participates in social work professional organizations, such as NASW;
- Intern conducts a personal values inventory

- Intern discusses cultural assumptions in supervision
- Intern uses supervision to reflect on communication styles, values and biases
- Intern uses process recordings to reflect on communication styles, values and biases
- Intern uses supervision and process recordings to identify and explore issues in professional ethics

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 2**

2.1	recognizes and manage personal values in a way that allows professional values to guide practice	1	2	3	4	5	na
2.2	makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles	1	2	3	4	5	na
2.3	tolerates ambiguity in resolving ethical conflicts	1	2	3	4	5	na
2.4	applies strategies of ethical reasoning to arrive at principled decisions.	1	2	3	4	5	na

**Competence #3: Intern applies critical thinking to inform and communicate professional judgments.**

**Sample Field Practice Activities to Develop and Demonstrate Competency:**

- Intern critically evaluates relevant practice literature.
- Intern assesses a best practice guideline for goodness of fit with a specific practice situation.
- Intern reviews and critiques agency intake and assessment tools.
- Intern presents a client assessment and intervention plan to instructor or for group consultation at the agency.

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 3**

3.1	distinguishes, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1	2	3	4	5	na
3.2	analyzes models of assessment, prevention, intervention, and evaluation	1	2	3	4	5	na
3.3	demonstrates effective oral and written communication in working with individuals, families, groups, organizations, and communities.	1	2	3	4	5	na

**Competence #4: Intern engages diversity and difference in practice.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern uses supervision to identify and explore issues in cultural competence
- Intern conducts a cultural competence assessment of the placement agency with reference to *NASW Standards and Indicators for Cultural Competence*
- Intern interviews colleagues/community members from diverse cultural backgrounds,
- Intern uses supervision to discuss the effects of oppression on specific client groups

**Planned Assignments/activities:** Practice assignments should reflect a diverse population. Please specify student opportunities to work with and learn about diverse clients and communities: \_\_\_\_\_

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**EVALUATION OF COMPETENCY 4**

4.1	recognizes the extent to which a culture's structures and values may opposes, marginalize, alienate, or create or enhance privilege and power	1	2	3	4	5	na
4.2	gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1	2	3	4	5	na
4.3	recognizes and communicate their understanding of the importance of difference in shaping life experiences	1	2	3	4	5	na
4.4	views themselves as learners and engage those with whom they work as informants.	1	2	3	4	5	na

**Competence #5: Intern advances human rights and social and economic justice.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern Applies these concepts during supervision and in process recordings.
- Intern researches institutional challenges faced by client populations
- Intern identifies strengths in clients, families, and communities
- Intern considers the impact of restrictions on human rights and opportunities

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 5**

5.1	understands (sic: “can identify and articulate”) the forms and mechanisms of oppression and discrimination;	1	2	3	4	5	na
5.2	advocates for human rights and social and economic justice; and engage in practices that advance social and economic justice.	1	2	3	4	5	na

**Competence #6: Intern engages in research-informed practice and practice-informed research.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern locates articles on a client or agency issue, share in supervision
- Intern develops an intervention plan using an evidence-based process
- Intern develops a design to measure practice outcomes
- Intern meets with agency personnel involved in research/outcome measurement

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 6**

6.1	uses practice experiences to inform scientific inquiry	1	2	3	4	5	na
6.2	uses research evidence to inform practice.	1	2	3	4	5	na

**Competence #7: Intern applies knowledge of human behavior and the social environment.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern uses eco maps and similar tools to facilitate assessment and intervention goals.
- Intern reads additional materials provided by the agency to supplement classroom knowledge.
- Intern visits places that will increase understanding of clients' social systems.
- Intern discusses concepts in supervision.

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 7**

7.1	utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1	2	3	4	5	na
7.2	critiques and apply knowledge to understand person and environment.	1	2	3	4	5	na

**Competence #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern uses supervision to identify and assess policy issues affecting clients.
- Intern assesses the differential impact of policies on various populations.
- Intern proposes a policy initiative
- Intern follows the implementation of a policy initiative
- Intern reports on a policy issue to agency staff

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 8**

8.1	analyzes, formulates, and advocates for policies that advance social well-being;	1	2	3	4	5	na
8.2	collaborates with colleagues and clients for effective policy action	1	2	3	4	5	na

**Competence #9: Intern responds to contexts that shape practice.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern participates in an advocacy group
- Intern assists in a political campaign
- Intern writes letters on an issue of concern to client population

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 9**

9.1	continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	1	2	3	4	5	na
9.2	provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	1	2	3	4	5	na

**Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.**

**Sample Field Practice Activities to Develop and Demonstrate Competencies:**

- Intern conducts professional interviews with clients building a collaborative relationship
- Intern prepares a supervision agenda each week to review each case assignment
- Intern compiles a list of information or resources needed to achieve client goals
- Intern prepares assessment of case assignments to discuss in supervision
- Intern prepares ecomaps, genograms and other assessment tools
- Intern develops and implements a practice evaluation that measures goal achievement and or clinical significance.
- Intern submits process recordings that include self reflection on practice.

**Planned Assignments/Activities:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVALUATION OF COMPETENCY 10**

10.1	<b>EP2.1.10(a) – Engagement</b>						
	• substantively & affectively prepares for action with individuals, families, groups, organizations, and communities;	1	2	3	4	5	na
	• uses empathy and other interpersonal skills; and	1	2	3	4	5	na
	• develops mutually agreed-upon focus of work & desired outcomes	1	2	3	4	5	na
10.2	<b>EP2.1.10(b) – Assessment</b>						
	• collects, organizes, and interprets client data;	1	2	3	4	5	na
	• assesses client strengths and limitations;	1	2	3	4	5	na
	• develops mutually agreed-upon intervention goals & objectives; and	1	2	3	4	5	na
	• selects appropriate intervention strategies	1	2	3	4	5	na
	<b>EP2.1.10(c) – Intervention</b>						
	• initiates actions to achieve organizational goals;	1	2	3	4	5	na
10.3	• implements prevention interventions that enhance client capacities;	1	2	3	4	5	na
	• helps clients resolve problems;	1	2	3	4	5	na
	• negotiates, mediates, and advocates for clients; and	1	2	3	4	5	na
	• facilitates transitions and endings.	1	2	3	4	5	na
	<b>EP2.1.10(d) – Evaluation</b>						
	• Critically analyzes, monitors, and evaluates interventions.	1	2	3	4	5	na



- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.
- ❖ Final decisions concerning grades for the field practice class are determined by the faculty liaison and include student performance in the field practice seminar and written assignments.

<b>Evaluation Signatures:</b>
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\_\_\_\_\_  
**Field instructor**

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

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

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

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

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

## APPENDIX G

**CARLOW UNIVERSITY SOCIAL WORK PROGRAM  
STUDENT EVALUATION OF FIELD PLACEMENT**

**RATING SCALE:**

0 – NOT APPLICABLE

1 – POOR

2 – FAIR

3 – GOOD

4 – VERY GOOD

5 – EXCELLENT

To what extent did the:

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Agency provided a variety of learning experiences?  | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Agency provided appropriate space and resources for the student's work.                               | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Social service staff incorporated student into the agency/department?                                 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Field placement site assisted student to fulfill the goals set forth in the learning/evaluation plan? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Student received appropriate supervision?   | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Field Instructor made time available for consultation and supervision, as requested by the student?   | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Field placement site is recommended for future field placements?                                      | 0 | 1 | 2 | 3 | 4 | 5 |

Additional Comments:

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(Student's signature)

Date

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(Faculty Liaison's signature)

Date

## APPENDIX H

**CARLOW UNIVERSITY SOCIAL WORK PROGRAM  
STUDENT EVALUATION OF FIELD COORDINATOR**

Name of field coordinator \_\_\_\_\_

1. Did you ask the Faculty Liaison for assistance with field placement concerns during the semester?

YES \_\_\_\_\_ NO \_\_\_\_\_

2. Did you find your relationship with the field coordinator to be helpful?

YES \_\_\_\_\_ NO \_\_\_\_\_

3. Did the field coordinator make a site visit to your agency?

YES \_\_\_\_\_ NO \_\_\_\_\_

4. If yes, was the visit beneficial?

YES \_\_\_\_\_ NO \_\_\_\_\_

5. Please evaluate your field coordinator by making additional comments below.

## APPENDIX I

**CARLOW UNIVERSITY SOCIAL WORK PROGRAM  
FIELD INSTRUCTOR'S EVALUATION OF PLACEMENT EXPERIENCE**

Name of Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_

To: Field Instructor

Please complete this evaluation after the student has finished field placement. Your input and comments are important to us. Send evaluation forms to:

Dr. James Kelly, Director of Field Education  
Carlow University  
Social Work Program  
Antonian Hall 501  
3333 Fifth Avenue  
Pittsburgh, PA 15213

**RATING SCALE:**

0 – NOT APPLICABLE

1 – POOR

2 – FAIR

3 – GOOD

4 – VERY GOOD

5 – EXCELLENT

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Arrangements with agency were well planned and organized.                      | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Faculty Liaison was responsive to problem solving needs.                       | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Adequate information about the social work program was provided.               | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Consideration and respect for agency routines and procedures was given.        | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Student's interests and abilities were matched with agency's purpose and need. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Faculty Liaison maintained sufficient contact with agency.                     | 0 | 1 | 2 | 3 | 4 | 5 |

Please make additional comments and suggestions below:

## APPENDIX J

## **Concentration in Behavioral Health Service Coordination Concentration** **4/28/10**

### **Purpose**

The Carlow University Bachelor of Social Work Concentration in Behavioral Health Service Coordination prepares students to enter the behavioral health field in Allegheny County and other regions with knowledge, skills, and values appropriate to behavioral health service coordination. Students who complete the requirements for the Concentration have received preparation to be competent in assessing needs, planning services, accessing services, monitoring service delivery, resolving problems, and building/linking networks. The goal of the Concentration Program is to provide competency-based, recovery-focused education in Social Work and related fields to enable students to work effectively with consumers and the mental health community by fostering trust and support for recovery.

### **Curriculum for the Behavioral Health Service Coordination Concentration**

Students must complete the Social Work curriculum including five (5) required elective courses (15 credits) designated as applicable to the Concentration Program in order to qualify.

### **Professional Foundation Areas**

Social Workers must demonstrate proficiency and competence in the following professional areas:

#### **1. Professional Values and Ethics**

The BSW has an integral relationship to social work purposes and to the fundamental values, knowledge, and skills of social work. The Code of Ethics guides all practice for professional social workers. Values include the rights of self-determination, the dignity and worth of all humans, the uniqueness of individuals, and the rights to resource opportunities. These concepts are infused throughout the entire curriculum.

#### **2. Diversity**

The social work profession, by virtue of its system of ethics, its traditional value, commitments, and its long history of work in the whole range of human services, is committed to preparing students to understand and appreciate cultural and social diversity. Differences and similarities in the experiences, needs, and belief of people is infused throughout all courses and experiences.

#### **3. Special Populations**

The social work department provides content related to oppression and to the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression. It also specifically provides content on ethnic minorities of color and women. Content is infused throughout the curriculum.

#### **4. Social and Economic Justice**

Students develop an understanding of the dynamics and consequences of economic justice, including all forms of human oppression and discrimination. Theory and practice content presents strategies for achieving social economic justice and combating cause and effects of oppression.

## **5. Human Behavior and Social Environment**

In keeping with social work's person-in-environment focus, students need knowledge of individuals as they develop over the life span and have membership in families, groups, organizations, and communities; also, students need knowledge of the relationships among human biological, social psychological, and cultural systems as they affect and are affected by human behavior.

## **6. Social Welfare Policy and Services**

The major aims of study in this area are to prepare professionals to function as informed and competent practitioners in providing services and as knowledgeable and committed participants in efforts to achieve change in social policies and programs. Students are expected to develop skills in the use and application of scientific knowledge to the analysis and development of social welfare policy and services. They should know the structure of service programs and the history of the organized profession and other social welfare institutions. Social work means to advance the achievement of social work goals and purposes. Courses in the sequence include: Introduction to Social Work, Introduction to Social Welfare, and Social Welfare Policy Analysis.

## **7. Social Work Practice**

Social Work Practice embraces multiple methods and models, including generalist practice and a variety of concentrations. Social Work Practice occurs with individuals, families, small groups, organizations, and communities. The curriculum content relating to practice must include knowledge base and practice skills. The practice skills taught for use in any practice context and with any size system must reflect an integration of professional purposes, knowledge, and values. Three practice courses are offered including: *Practice I* (Individual), *Practice II*, (Groups and Family), and *Practice III* (Community Organization and Social Change). Theories and Methods of Practice is also required of all social work majors.

## **8. Research**

Informed criticism and a spirit of inquiry are the basis of scientific thinking and of systematic approaches to the acquisition of knowledge and the application of it to practice. The content on research should impart scientific methods of building knowledge for practice and of evaluating service delivery in all areas of practice. *Research Methods for Social Sciences and Research Methods II* are offered in the junior year. Research methods are infused throughout all social work courses.

## **9. Field Practicum**

The field practicum is an integral part of the curriculum in social work education. It engages the student in supervised direct service activities, providing practical experience in the application of the theory and skills acquired in all the foundation areas. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker. The practicum is during both semesters of the senior year. Students begin to prepare for generalist practice by integration of knowledge and skills through agency experiences. Seminars are taken concurrently to promote self-awareness as well as integration of theory and practice.

SOCIAL WORK MAJOR CURRICULUM (March 2009)

Freshman Year

FALL		SPRING	
CC100 College Writing & Research	3cr.	CC102 Quantitative Reasoning	3cr
CC101 Presentation & Argumentation	3cr.	SO152 Intro to Sociology	3cr.
PY101 Intro to Psychology	3cr.	BIO157 Contemp. Biology (N)	4cr.
SW104 Intro to Social Work (S) (SL)	3cr.	LAI (Linked)	3cr.
Soc. Sci. FYE	<u>1cr.</u>	LAI (Linked)	<u>3cr.</u>
	13cr.		16 cr.

Sophomore Year

FALL		SPRING	
SW201 Intro to Social Welfare	3cr.	SW270 Cultural Awareness (G)	3cr.
SW302 SW with Individuals (Micro)	3 cr	SW204 Theories & Methods	3cr
SW301 Writing Lab for SW302	1 cr		
SW214 HBSE I	3cr	SW216 HBSE II	3cr.
*LAI course	3cr.	*LAI course	3cr
Elective Course or Math 110 (M)	<u>3cr.</u>	Required Elective	<u>3cr</u>
	16cr		15cr

Junior Year

FALL		SPRING	
SW304 SW with Families (Mezzo)	3cr.	SW305 SW with Groups (Mezzo)	3cr.
LAI course	3cr.	Required Elective	3cr
*Statistics (MAT 115 M) or Py301, Mat106	3cr	Interdisciplinary course or LAI	3 cr
Required Elective	3cr	SW303 Social Welfare Policy	3cr.
Required Elective	3cr.	*LAI course	<u>3cr.</u>
	15cr		15cr

Senior Year

FALL		SPRING	
SW 401 SL SW with Communities	3cr.	SW 309 Research II	3cr
SW 307 Research	3cr.	Required Elective	3cr
SW 402 Field Placement	5cr.	SW 406 Field Placement II	5cr
SW 405 Field Seminar	1 cr.	SW 407 Field Seminar II	1cr
LAI course	<u>3 cr.</u>	Required Elective	<u>3cr</u>
	15 crs.		15cr

**Total credits in Curriculum Guide-120. Graduation credits needed 120. Major credits needed 52**  
+Required electives must be chosen from the list provided. Exceptions can be made only when approved by the faculty advisor.

\*--200 level or higher

**\*If you choose to take Py301 or MAT106 for your statistics course, you must take MAT110 first.**

**Students must apply to the Program after successful completion of the following courses: CC100, CC101, CC102, SW104, SW201, SW214, SW302, BIO157, PY101, SO152, and 100 documented volunteer hours in a social work related area.**

**Required Electives (15 credits) in Bold (list attached), in addition to completion of Social Work curriculum, count toward the Concentration in Behavioral Health Coordination.**

## **SOCIAL WORK REQUIRED ELECTIVES**

CM 225 POLITICAL COMMUNICATION  
CM 236 GENDER DIFFERENCES IN COMMUNICATION  
CM 242 PUBLIC RELATIONS  
CM 357 COMMUNICATION ETHICS  
CM 370 COMMUNICATION AND HEALTH CARE  
PL 101 INTRODUCTION TO POLITICAL SERVICE  
PL 201 AMERICAN GOVERNMENT: FEDERAL  
PL 202 AMERICAN GOVERNMENT: STATE AND LOCAL  
**PY 203 PERSONALITY THEORY**  
**PY 205 CHILD PSYCHOLOGY**  
**PY 208 ADOLESCENT AND ADULT DEVELOPMENT**  
**PY 209 ABNORMAL PSYCHOLOGY**  
PY 240 PSYCHOLOGY OF BLACK AMERICANS  
PY 265 PSYCHOLOGY OF WOMEN  
**PY 303 INTRODUCTION TO COUNSELING**  
**PY 403 COUNSELING AND THERAPY FOR THE AGED, SICK AND DYING**  
**PY 414 COUNSELING AND THERAPY FOR ALCOHOL AND DRUG ADDICTION**  
SO 151 CULTURE AND SOCIETY  
SO 180 INTRODUCTION TO CRIMINOLOGY  
SO 215 FAMILY AND SOCIETY  
SO 225 MINORITIES AND THE LAW (*w*)  
SO 230 WOMEN IN CULTURE AND SOCIETY  
SO 251 CROSS CULTURAL CHILD REARING (*r, s, w*) (G & W)  
SO 260 URBAN COMMUNITY (*q*)  
SO 314 SOCIAL PROBLEMS  
SO 315 JUVENILE DELINQUENCY  
SO 328 AMERICAN WOMEN AND THE LAW  
SO 365 GLOBAL RELATIONS  
SO 387 PUBLIC POLICY  
SO 405 CONTEMPORARY SOCIOLOGICAL THEORY  
SW 105 SERVICE LEARNING  
SW 218 FORENSIC TREATMENT AND CORRECTIONS (*r, w*)  
**SW 226 \*NETWORKING IN THE COMMUNITY (SL)**  
SW250I \*MEDIA and SOCIAL CHANGE (*r, s, w*)  
SW265 PSYCHOLOGY of WOMEN (W)  
SW 301 SOCIAL WORK WITH WOMEN  
SW 400 INDEPENDENT STUDY  
**SW 404 \*DEATH AND DYING (G)**  
**SW 430 \*CRISIS INTERVENTION (*w, t*)**

*Note: Electives in Bold count toward the Concentration in Behavioral Health Coordination (15 credits are required) .*

## APPENDIX K

CARLOW UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
COURSE DESCRIPTIONS

**SW 104**

**Introduction to Social Work**

Reviews social work as a profession, its historical development and current practice settings. Emphasis is placed on professional values and ethics. This course is required for Social Work majors, but is also applicable for students from related fields who want to explore social work. Students are required to complete a 40-hour observational experience. (Also PY 144 and SO 104). No Prerequisites. 3 credits.

**SW 105**

**Service Learning**

Students engage in various supervised service learning activities that provide opportunities to make meaningful contributions to the community. (Also SO 105). (Elective). 3 credits.

**SW 110**

**Literacy, Service, and Social Justice**

Incorporates a theoretical and philosophical basis along with a programmatic structure. Allows students to engage in supervised community service activities that provide opportunities to make meaningful contributions to the community. Students will become members of the Pennsylvania Literacy Corps and will be placed with the Carlow University Adult Basic Literacy Program. (Also SO 110). (Elective). 3 credits.

**SW 201**

**Introduction to Social Welfare**

This course is designed to provide an overview of the historical development of Social Welfare policies, the relationship of policy to Social Welfare programs and services, and Social Work values. No prerequisites. 3 credits.

**SW 214**

**Human Behavior and the Social Environment**

Designed to examine how personality, environment, and culture interact with one another to shape the individual. Emphasis is placed on the impact this development has on society and the social worker's role of intervention. (Also PY 214). Prerequisites SW 104, PY 109, BI 157 or Permission of Instructor. 3 credits.

**SW 270**

**Cultural Awareness and Human Services**

The goal of this course is to help students develop an understanding of a practical social service process-stage approach to ethnic and cultural groups. Given our culturally diverse society, intervention practice approaches have universal application to service-

specific populations. Drawing on cultures as holistic designs for living, insights, and strategies for addressing human needs and concerns from a culturally sensitive perspective will be covered. (Also SO 270). Prerequisite SW 104 or Permission of Instructor. 3 credits.

### **SW 301**

#### **Social Work with Women**

An introduction to the theoretical and practical literature in the field of social work designed to meet the needs of contemporary women in the United States. (Also SO 301). (Elective). No Prerequisites. 3 credits.

### **SW 302**

#### **Social Work Practice I**

Explores the basic knowledge, values and skills of the profession of social work. The student becomes familiar with theoretical knowledge, develops basic interviewing skills, and utilizes values clarification to understand what is involved in effective and ethical social work practice in a diverse society. Prerequisite SW 104, SW 201, BI 157. May be taken simultaneously with SW 214.

### **SW 303**

#### **Social Welfare Policy and Analysis**

This course is a continuation of Introduction to Social Welfare (SW 201). Students develop an understanding of current social welfare policies, and are able to analyze and discuss their implications. Prerequisite SW 201 or Permission of Instructor. 3 credits.

### **SW 304**

#### **Social Work Practice II**

This course enhances the application of knowledge and skill of generalist social work practice and designed to build on SW 302. Discussion and simulation of practice with families and groups of diverse backgrounds is emphasized. Prerequisite SW 302. *SW majors only*. 3 credits.

### **SW 401**

#### **Social Work Practice III**

The final course in the sequence of three practice-oriented courses designed to build on SW 302 and 304. This course focuses on the further development of professional practice skills and knowledge, primarily addressing the macro level of practice. Social work with groups, organizations, and communities will be emphasized including strategies for evaluating outcomes. Skills and values needed to facilitate, enhance, or change community and organizational functioning in a culturally diverse, urban community will be addressed. Prerequisite SW 304. *SW majors only*. 3 credits.

### **SW 402**

#### **Field Placement I**

This is a supervised field placement in a selected human service agency that allows the student to integrate theory with practice (micro, mezzo, and macro). Prerequisites SW

302 and 304. Concurrent enrollment in SW 401, 405, and SO 306 is required. *Only Social Work majors who have been fully admitted to the Social Work Program may register for this course.* 5 credits.

#### **SW 404**

##### **Death and Dying**

A consideration of the current state of clinical and social science knowledge of the death and dying experience of individuals and families. Students explore the individual and family dynamics of death and grief; the American health care systems centered around death; the phenomenon of grief and bereavement, and the ethical issues of death, euthanasia and suicide. (Also PY 404). Prerequisites: SW 104, PY 109 or Permission of Instructor. (Elective). 3 credits.

#### **SW 405**

##### **Field Placement Seminar I**

A seminar designed to bring students together in a group setting to integrate the field experience with practice skills and theory. Concurrent enrollment SW 402 and SO 306 is required. *Only Social Work majors who have been fully admitted to the Social Work Program may register for this course.* 3 credits.

#### **SW 406**

##### **Field Placement II**

This is the second in a two-part sequenced field placement series. The field placement is designed to develop students' advanced skills and increased competence in utilizing skills acquired in SW 405. Prerequisites SW 402 and SW 405. Concurrent enrollment in SW 407 and SO 309 is required. *Only Social Work majors who have been fully admitted to the Social Work Program may register for this course.* 5 credits.

#### **SW 407**

##### **Field Placement Seminar II**

A seminar designed to advance the students' integration of theory with practice via the field experience in SW 406. Prerequisites SW 402, 405, and SO 306. Concurrent enrollment in SW 406. *Only Social Work majors who have been fully admitted to the Social Work Program may register for this course.* 1 credit.

#### **SW 430**

##### **Crisis Intervention**

This course is designed as a general overview of the various types of crisis situations practitioners may encounter when working with individuals, groups, families, and communities. In addition, the course will explore various techniques and provide presentations on a variety of components needed to assist the student in understanding the concepts of crisis intervention and debriefings. Emphasis will be upon a general

understanding of the implications of techniques to modify, manage, and cope with certain crisis situations. Prerequisite SW 104 and PY 109 or Permission of Instructor. 3 credits.

### **PY 144**

#### **Introduction to Social Work**

Reviews social work as a profession, its historical development and current practice settings. Emphasis is placed on professional values and ethics. This course is required for Social Work majors, but is also applicable for students from related fields who want to explore social work. Students are required to complete a 40-hour observational experience. (Also SW 104 and SO 104). No Prerequisites. 3 credits.

### **SO 104**

#### **Introduction to Social Work**

Reviews social work as a profession, its historical development and current practice settings. Emphasis is placed on professional values and ethics. This course is required for Social Work majors, but is also applicable for students from related fields who want to explore social work. Students are required to complete a 40-hour observational experience. (Also SW 104 and PY 144). No Prerequisites. 3 credits.

### **SO 105**

#### **Service Learning**

Students engage in various supervised service learning activities that provide opportunities to make meaningful contributions to the community. (Also SW 105). (Elective). 3 credits.

### **SO 110**

#### **Literacy, Service, and Social Justice**

Incorporates a theoretical and philosophical basis along with a programmatic structure. Allows students to engage in supervised community service activities that provide opportunities to make meaningful contributions to the community. Students will become members of the Pennsylvania Literacy Corps and will be placed with the Carlow University Adult Basic Literacy Program. (Also SW 110). (Elective). 3 credits.

NOTE: Academic credit for life experience or previous work experience cannot be granted for Social Work courses.

## APPENDIX L

## **CARLOW UNIVERSITY SOCIAL WORK PROGRAM OBJECTIVES (CPS)**

### **Graduates of a baccalaureate social work program will be able to:**

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice within the values and ethics of the social work profession and with an understanding of, and respect for the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination, and the strategies of change that advance social and economic justice.
5. Understand the history of the social work profession and its current structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
8. Analyze the impact of social policies on client systems, workers, and agencies.
9. Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
11. Use supervision appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

## APPENDIX M

**Carlow University**  
**Department of Social Work**  
*Field Placement Checklist*

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

**Explanations / Discussion / Forms Distributed:**

- *Field Manual* Students must abide by policies set out in the Social Student Handbook and Field Manual (<http://www.carlow.edu/academics/schools/sch-soc-change/soc-work-major.html>). Initial:
- *Personal Risk* All placements involve personal risk; however, the student should remove her/himself from any situation that seems threatening. Initial:
- *Expenses* Carlow does not reimburse students for expenses; transportation, clothing, other items needed for professional participation are generally at the student's expense. Students should seek clarification from the field site as to any reimbursable expenses (e.g., transportation to clients' homes, attendance at conferences) and specify in field contract. Initial:
- *NASW Membership* We recommend, but do not require, that students join (by April 15<sup>th</sup>) at student dues rate. NASW membership provides access to low cost Liability Insurance (see NASW website [www.sociaworkers.org](http://www.sociaworkers.org)). Initial:
- *Liability Insurance (malpractice & personal injury)*  
**to be sent by April 30** (Note: copy of proof of insurance (due to Dr. Kelly by first day of classes for Fall semester) All students are required to carry liability (malpractice and person injury insurance) as a condition for their entering field placement. NASW offers a low cost insurance plan (see above), though students may use any comparable insurance plan. Initial:
- *Code of Ethics* The student agrees to abide by the NASW Code of Ethics (see NASW website) while in field placement. Ethical violations may be subject to discipline as described in the Social Work Field Manual ([www.carlow.edu/academics/schools/sch-soc-change/soc-work-major.html](http://www.carlow.edu/academics/schools/sch-soc-change/soc-work-major.html)). Initial:
- *Class Syllabus and Bibliography (subject to change)* Field Placement and Seminar are described and guided by course syllabi (examples from prior years are available in the Field Manual). Initial:
- *Learning Contract* Field Sites must complete the Learning Contract (Appendix C Field Manual) to be signed by Student, Field Supervisor, Agency Director, and Faculty Liaison before the student can enter Field Placement. Initial:
- *Education Plan* The student, in collaboration with the Field Instructor and Field Director, must complete an Education Plan in the first month of Field Placement. Initial:

**Prospective Placement Sites:**

Student's Area(s) of Interest: 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_

**Interviews:**

Site: \_\_\_\_\_ Contact: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_

## APPENDIX N

**Carlow University**  
**Department of Social Work**  
**APPROVED FIELD PLACEMENTS**  
**Fall 2010**

Achieva  
Stone Point Landing  
500 Market St., Suite 200 A  
West Bridgewater, PA 15009

Older Adult Protective Services

Allegheny County  
Area Agency on Aging  
441 Smithfield Street  
Pittsburgh, PA 15222

Aging  
Advocacy, Policy & Administration

Allegheny County  
Children & Family Services  
400 N. Lexington Ave.  
Pittsburgh, PA 15208

Public Welfare  
Family and Child Assessment,  
Case Mgt., Community Services  
Court Services

Allegheny County Jail  
950 Second Avenue  
Pittsburgh, PA 15219

Forensic  
Mental Health Counseling,  
Case Mgt., Groups, &  
Community Services

Allegheny County Juvenile Probation  
Penn West Building  
907 West St., 4<sup>th</sup> Floor  
Wilkinsburg, PA 15221

Justice  
Juvenile Court Intake  
Case Mgt., Family Counseling

Allegheny General Hospital  
320 E. North Avenue  
Pittsburgh, PA 15212

Medical  
General Medical/Surgical, Renal,  
Emergency Department, Women's  
Health OB/GYN

Alma Illery Medical Center  
7227 Hamilton Avenue  
Pittsburgh, PA 15208

Medical/Public Health  
Outpatient Services, Mental Health,  
Community Health Programs

\*Alzheimer's Association  
1323 Forbes Avenue  
Suite 200  
Pittsburgh, PA 15219

Senior Services, Mental Health  
Intake, Assessment, Family Support  
Services, Family Counseling

American Civil Liberties Union 313 Atwood St. Pittsburgh, PA 15213	Justice/Legal Rights Services Intake Counseling, Referral Services, Volunteer Groups, Community Services, Advocacy
Center for Spirituality in 12 Step Recovery 900 Rebecca St. Pittsburgh, PA 15221	Drug/Alcohol
Cornell Abraxas Center 306 Penn Avenue Pittsburgh, PA 15221	Forensic Services for Adolescent Females, Individual Counseling, Groups,
CSF Adoption Services 933 Penn Avenue Pittsburgh, PA 15222	Administrative/Legal Home Studies, Case Mgmt., Ind. & Couples Counseling
Every Child, Inc. 6401 Penn Avenue Pittsburgh, PA 15206	Adoption, Foster Care Case Mgt., Family support
Family Links 843 Climax Street Pittsburgh, PA 15210	Family Services Addictions, Counseling, Family Support
*Family Services of Western Pennsylvania 333 East Fourth Avenue Tarentum, PA 15084	Family Services Counseling, Prevention, Foster Care, Support and Rehabilitation Services
Garfield Jubilee 5138 Penn Ave Pittsburgh, PA 15224	Job Training, Adolescent Counseling, At-risk Youth
Gateway Health Plan Two Chatham Center, Suite 500 Pittsburgh, PA 15219	Managed Medical Care Case Mgt., Intake Case Referral, Administrative
Hunger Services Urban League of Greater Pittsburgh, Inc. One Smithfield Street, Third Floor Pittsburgh, PA 15222-2222	Hunger
Institute of Politics University of Pittsburgh 4227 Fifth Avenue Pittsburgh, PA 15260	Macro practice Program development, public policy

Irene Stacey  
112 Hillvue Drive  
Butler, PA 16001

Children/Adolescent Partial Hospitalization

Jubilee Association  
2005 Wyandotte St.  
Pittsburgh, PA 15219

Soup Kitchen

Just Harvest  
16 Terminal Way  
Pittsburgh, PA 15219

Hunger

Light of Life  
PO Box 6823  
Pittsburgh, PA 15212

Homeless Women & Children, D/A

Manchester Youth Development Corp.  
1214 Liverpool Street  
Pittsburgh, PA 15216

Family Services  
School Social Work, Counseling  
Youth Programs, Parenting Classes

Mars Home for Youth  
521 Route 228, P.O. Box 867

Adolescent Forensics  
Assessment, Counseling

Mercy Behavioral Health System  
Contact: Peggy Kearney, MSW

Community Mental Health  
Mental Health Counseling  
Residential MH/MR

Mercy Hospital of Pittsburgh  
1400 Locust Street  
Pittsburgh, PA 15219

Medical/Behavioral Social Work  
Case Mgt., Rehabilitation

The Parental Stress Center  
6877 Commerce Street  
Pittsburgh, PA 15206

Family Services  
Intake, Assessment,  
Counseling, Supportive Services

Pittsburgh AIDS Task Force  
905 West Street, 4th Floor  
Wilksburg, PA 15221

Community Organization  
Individual/Group Counseling,  
Case Mgt., Community  
Advocacy

People's Oakland  
3433 Bates St  
Pittsburgh, PA 15221

Mental Health

Ridgeview, Adolescent Behavioral Center 4447 Gibsonia Rd. Gibsonia, PA 15044	Adolescent Drug and Alcohol
Roselia Center – Catholic Charities 624 Clyde Street Pittsburgh, PA 15213	Family Case Mgt., Counseling, Advocacy
SPHS Care Center 351 West Beau St. Washington, PA 15301	Rape Crisis
St. Stephen’s Parish 237 Second Avenue Hazelwood, PA 15207	Church Related Social Services Community Outreach, Individual Counseling, Family and Aged Services, Destitute Low-income
Three Rivers Adoption Council 307 Fourth Avenue Pittsburgh, PA 15222	Adoption, Foster Care Case Mgt., Family
Trinity Hospice 2002 Ardmore Blvd. Suite 210 Pittsburgh, PA 15221	Hospice
University of Pittsburgh Medical Center 230 Lothrop Street Pittsburgh, PA 15213	Medical Social Work Emergency Room
Ward Home Manor Oak 2 1910 Cochran Rd. Suite 100 Pittsburgh, PA 15220	Residential Youth
Western Pennsylvania Hospital 4800 Liberty Avenue Pittsburgh, PA 15224	Medical, Community Resources Case Mgt., Aging, Community
Wilkinsburg Community Ministry 710 Mulberry Street Wilkinsburg, PA 15221	Type: Outreach, Aging Areas: Case Mgt., Advocacy

Wilkins House Nursing and  
Rehabilitation Center  
909 West Street  
Wilkinsburg, PA 15221

Long-term Nursing Care  
Intake Assessment, Family  
Counseling, Recreation Groups,  
Administrative

Women's Center and Shelter of  
Greater Pittsburgh  
P.O. Box 9024  
Pittsburgh, PA 15224

Domestic Violence  
Advocacy, Intake and Assessment

*\* Denotes under development and may not be available at present*