

CARLOW UNIVERSITY
MSW FIELD MANUAL 2019-2020
Working Draft October 2019

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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. Carlow's BSW program is currently accredited by CSWE. In 2017, Carlow University began the process of adding a Master of Social Work (MSW) program. Classes have been offered on a part-time basis while preparation for accreditation of the MSW program has taken place. The program will be offered full time during the Fall of 2020 pending accreditation by CSWE. Students will have the option of selecting either a Generalist Practice or Macro specializations.

The Social Work Department is housed with the College of Leadership and Social Change. 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 behavioral health, crisis and trauma, poverty and oppression 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 STATEMENTS

MISSION OF CARLOW UNIVERSITY

"Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world."

Available at: http://www.carlow.edu/Vision_Mission_Values_Philosophy.aspx

The mission statement of the University complements the Social Work Program Mission Statement.

MISSION OF CARLOW UNIVERSITY SOCIAL WORK PROGRAM

The primary mission of the Carlow University Social work department is to educate and prepare students for generalist social work practice with individuals, groups, communities, and organizations. Generalist social work education is based on a liberal arts background and social work foundation that includes competencies rooted in knowledge, values, skills and cognitive and affective processes. The program is committed to the promotion of leadership, especially for women, and a belief in compassionate service for the empowerment of the populations we serve. This practice is governed by the NASW Code of Ethics that reflects and advocates for social justice, change, and the alleviation of human suffering in personal and professional life.

This Program's mission is guided by that of the University as we educate students in the area of effective communication, critical thinking, lifelong learning, ethical social responsibility and as students become aware of and sensitive to other cultures and values.

NONDISCRIMINATION

CARLOW UNIVERSITY NONDISCRIMINATION POLICY

“Carlow University embraces new students into a diverse campus community where differences are to be respected and celebrated. The Catholic liberal arts education calls each of us to share and learn from our respective culture, religion, race, language, nationality, dialect, sexual orientation, learning challenge, physical challenge, socioeconomic condition, class, ethnicity, physical appearance, educational level, and family structure. When we embrace each member of our community we enhance our potential to discover all that we can, and we create for ourselves a wonderful foundation for life-long learning.” Available at:

http://www.carlow.edu/Diversity_Statement.aspx

DEPARTMENT OF SOCIAL WORK NONDISCRIMINATION POLICY

The Carlow University Social Work Department is committed to the standard of non-discrimination and follows the University Nondiscrimination policy.

In addition, the Carlow University Social Work Department is committed to a policy of non-discrimination on the basis of race and ethnicity, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. This policy applies to all aspects of the program including admission, retention, and discontinuance.

The categories listed above were identified in the National Association of Social Workers (NASW) Standards and Indicators for Cultural Competence. Available at:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

This policy is included in this Field Manual as well as the BSW Social Work Handbook, both of which are posted online and available to all students, faculty and advisory members.

SOCIAL WORK CURRICULUM & FIELD PLACEMENT

The social work curriculum at Carlow University is designed to prepare students, at the undergraduate level, for beginning level generalist practice and at the graduate level, for advanced generalist practice or macro positions. 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. 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 throughout the curriculum in areas such as culture, ethnicity, age, gender, and sexual orientation.

Field Placement and Field Seminar are some of the final courses student take in the MSW Program. An Advanced Practice Colloquium will be offered in the final semester to help prepare students to take the Social Work Licensure exam after graduation. All required foundational pre-requisites from the Social Work curriculum are to be complete BEFORE a student enrolls in Field Placement and Seminar for traditional students. Students entering the program with advanced standing (having a BSW undergraduate degree from an accredited university) will begin Field

Placement and Seminar after they have completed 21 credits at Carlow. Faculty advisors are available for consultation and assistance throughout the student's educational process.

CORE COMPETENCIES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The competencies are based on CSWE Educational Policy and Accreditation Standards.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

More detail is available at: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Field Placement provides an opportunity for students to develop and demonstrate proficiency in each of the competencies.

PROGRAM GOALS

The goals of the Carlow University Social work department are as follows:

1. To prepare students for generalist social work practice with the skills, values, ethics, and knowledge to work with diverse populations of various sizes including individuals, families, groups, communities, and organizations.
2. To provide students with a foundation of liberal arts and scientific inquiry that links to the professional foundation of social work and prepares students for admission into an MSW program as well as entry-level professional practice.
3. To offer students (primarily women) personal, academic, and professional development which will encourage lifelong learning, 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 issues, to respond to issues with practice that is driven by policy, to acquire the necessary skills required to evaluate practice, institute change and understand how those changes impact various constituencies.

5. To ensure students develop the competencies of advanced generalist or Macro social work practice at the MSW level as described by the Council on Social Work Education (CSWE) in their Educational Policy and Accreditation Standards available at: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

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 Education is a signature pedagogy of Social Work. According to the CSWE Educational Policy and Accreditation Standards 2.2:

“Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.”

Available on page 12 at: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

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/supervisor, 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 twenty hours per week, for 15 weeks each placement semester (300 hours per semester for a total of 600 hours for advanced standing; 900 hours for traditional students). The agency hours of service may vary, as may the type of services delivered.

Field education objectives are part of the total graduate 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:

- Exercising self-directed learning, initiative and responsibility for oneself, one's work, and continuing education.
- Gaining an understanding of the role of the generalist social worker and forming an identity with the profession of social work.
- Defining his/her role and responsibilities towards clients, agency, and co-workers.
- 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
- Identifying and discussing professional, ethical, and value-related issues that arise from experiences in the agency.
- Articulating the meaning of confidentiality and its implications for social work practice.
- Conducting professional behavior according to the social work code of ethics.
- Verbally presenting, analyzing and discussing case material in contextually appropriate ways, with peers, supervisor(s), and co-workers.
- Acquiring a better understanding of current social issues, problems and programs, and questioning current public and private policies and practices in social welfare.
- 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.
- Developing linkages within systems and between systems.
- Becoming familiar with community resources and linking clients to the appropriate resources.
- 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.
- Demonstrating the ability to meet professional standards and to be progressively accepted as a beginning level generalist social worker.

While enrolled in Field Placement, students will enroll in a co-current Field Seminar course with learning objectives based in the CSWE Competencies as well.

ADMISSION TO FIELD PLACEMENT

APPLICATION PROCESS

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

- Have completed an application field placement (see appendix for example).
- Have completed all 15 foundational credits to enroll in Field I for Traditional students and 21 credits to enroll in Field II for Advanced Standing.
- Have satisfactory academic standing in the Social Work Program, including no less than a GPA of 3.0.
- Have attended all mandatory meetings with the Director of Field Education.

The Director of MSW Field Education will notify students of the application due date and details via email the beginning of the semester prior to placement. The Field Director reviews the student application to determine potential field placement locations. Students may have the option of conducting a pre-placement visit to multiple sites to help determine best fit for placement. If a student is accepted provisionally, they must meet the criteria for full acceptance and be fully accepted to the program prior to the start of Field Placement.

MANDATORY MEETINGS AND GUIDELINES TO SECURE PLACEMENT

During the semester immediately preceding Field Placement I and II students who wish to enter field placement will read all policies pertaining to Field Placement in the MSW Student Manual and this Field Education Manual. A mandatory orientation meeting with the Director of Field Education or Field Liaison will be scheduled. Follow-up pre-placement meetings will be scheduled as needed. Students failing to attend these meetings **will not** be permitted to enter field placement the following 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 the Pre- Placement checklist in appendices).

Through conversation and collaboration, student and the Director work together to determine potential field placement sites. Students should not begin contacting potential sites until they have met with the Director in order to learn the history of the sites and to ensure sites are receiving streamlined communication from Carlow. Students write a resume and cover letter to submit to potential agencies. The Office of Career Development is an excellent resource in assisting with this as well as in conducting mock interviews. Students are encouraged to utilize this resource during this process. More information is available at:

https://www.carlow.edu/Office_of_Career_Development.aspx.

During the pre-placement meetings with the Director (or Field Liaison), students will present background information that will help to determine an appropriate placement. The student will learn about placement responsibilities, possible sites (see a list of example placement sites in appendices), and obtain permission to interview with prospective Field Instructors.

Once sites have been identified and the student is given approval to move forward, they are responsible for arranging directly with the agency staff to interview for an internship position. Throughout the process, the Director is kept apprised and engages with agency staff as necessary to secure the placement but it is the student's responsibility to communicate professionally and in a timely manner to secure placement.

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.

Generally, students will have secured their placements the semester prior to placement so that they can begin placement at the beginning of the new semester.

During the orientation meetings the students will be reminded to review the MSW Field Manual, an example Field Placement I syllabus, and all of the deadline dates for the placement seminars, conferences, and reports (including assignments, records of hours and evaluations). Students will register for Field Placement I (5 credit) simultaneously with Field Seminar I (1 credit). Students will register for Field Placement II (5 credit) simultaneously with Field Seminar II (1 credit). Students will register for Field Placement III (5 credit) simultaneously with Field Seminar III (1 credit). Field II and Field III need to be taken in consecutive semesters. The field seminar course serves as a support and debriefing mechanism for students as well as an educational arena.

ADMISSIONS TIMELINE

Beginning of Semester Prior to Placement	Field Placement Application Due
Mid Semester prior to Placement	Student notified of status by MSW Program Director Mandatory orientation meeting(s) with Director of Field Education/Field Liaison
Prior to End of Semester prior to Placement	Student interviews with potential field placement site(s) Register for Field Placement I or II (5 credits) and Field Seminar I or II (1 credit) Placement finalized by Field Director Placement Contract completed with Field Site (can occur at beginning of placement)
Semester of Placement	Complete 300 hours of Field Placement and concurrent Seminar.

POLICY ON FIELD PLACEMENT AT EMPLOYER

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 or other qualified professional 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**. Field supervision must be distinct from that of regular employment. Finally, the field site is subject to approval at the discretion of the Director of Field Education.

SELECTION CRITERIA FOR AGENCIES AND SUPERVISORS

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:

- Agencies and organizations that are directly involved in social work services, both public and private.
- Agencies and organizations created through federal, state, and local legislation, which serve the public in some manner.
- Programs functioning within traditional social institutions as Departments of Social Work under public or private auspices.
- Other agencies, organizations and programs which have a commitment to the social welfare of society and speak to social welfare goals.

The Carlow University Social Work Program has established relationships with agencies that they may recommend to students. Students are also welcome to conduct their own research and suggest agencies that meet the criteria above. 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). The agency must have policies and procedures to ensure student safety. 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.

A list of example field sites can be found in the appendices.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

The Field Instructor (who can also be called the Field Supervisor) is an MSW prepared social worker who has received a degree from a program accredited by the Council on Social Work Education and has two years post-Social Work degree practice experience.

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 who is 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. In some cases, the student will have supervision on a daily basis from an identified Task Supervisor who will be advised by the Field Instructor. The Field Instructor will coordinate the student's learning experience and design the Learning Agreement and Evaluation Plan with the Director of Field Education and Task Supervisor (if applicable) 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. This individual 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 this person has a genuine commitment to social work education and adhere to the NASW Code of Ethics. The program requires the Field Instructor to complete an application that lists their credentials as well as submit a resume and reference name.

RESPONSIBILITIES

RESPONSIBILITIES OF THE FIELD INSTRUCTOR

The responsibilities of the Field Instructor include:

1. The Field Instructor is required to complete the following documents:

Document	Semester before placement	Field I Semester	Field II Semester	Field III Semester
An application with contact information, credentials, a resume and a reference name	X			
An initial contract		x	X	
A Learning Agreement and Evaluation form		Beginning and end of each semester	Beginning and end of each semester	Beginning and end of each semester
Monthly verification of student hours in a log		X	X	X
A mid-term progress report for the student		X	X	X
A final evaluation of the Carlow Field Program		X		X

2. Field instructors will receive individual orientation to the program by the Director of Field Education and will be encouraged to attend annual Carlow University Social Work Conferences.
3. Field instructors will complete an initial contract with the student and Director of Field Education that is approved by the agency. Field instructors are responsible for orienting students to the agency.
4. The Field Instructor will require the student to keep a record of field hours as part of the experience. The Field Instructor will sign off on verification of these hours each month.
5. The Field Instructor is required to engage the student in the formulation of a mutually agreeable educational experience. Carlow will provide a Learning Agreement and Evaluation Form for the Field Instructor to complete in collaboration with the student to specify objectives, tasks and evaluation in relation to specific competencies. This document must be submitted to the Director of Field Education early in the Fall semester. (This plan may be amended as directed by the Director of Field Education).
6. The Field Instructor and student will meet with the Director of Field Education during the Fall semester to review the Learning Agreement and Evaluation Form and again during the Spring semester to update the goals.
7. Field Instructors should have students engage in direct client contact. Students should engage, assess, intervene and evaluate individuals, families, groups, organizations and communities as relevant to the agency mission and focus. Field Instructors should encourage students to develop and grow as ethical professionals who are cognizant of diversity, human rights and social justice, practice-informed research and policy issues.
8. 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 Field Instructor on a weekly basis for ongoing supervision.
9. Field Instructors are expected to initiate contact with the Director of Field Education (or Faculty Liaison) when concerns arise about the student's performance. In addition, the Field Instructor should inform the Director of Field Education as soon as possible if a prospective field placement student fails to appear at the field placement site. Performance issues, poor attendance and tardiness should be reported before they become patterns.
10. Field Instructors complete an evaluation of the student's over-all performance via the Learning Agreement and Evaluation Form each semester. This form includes quantitative assessment as well as a narrative section. They also complete a brief mid-term evaluation of each semester as an opportunity to address concerns with the

Director of Field Education so they can be addressed in a timely manner. The student is expected to take part in the evaluation process. Due dates will be provided by the Director of Field Education for these evaluations to be submitted electronically.

RESPONSIBILITIES OF THE PROGRAM TO THE AGENCY

The Director of MSW Field Education is a full-time faculty member of Carlow University. The responsibilities of the Director of Field Education (or Faculty Liaison) include:

1. The Director will meet with each Field Instructor or Task Supervisor initially to orient, help plan and coordinate the student assignment and review the Learning Agreement and Evaluation Form. The Director will supply the Field Instructor with the appropriate course syllabi, MSW field manual and pertinent information about student(s) placed at the agency.
2. The Director of Field Education is expected to make one or two agency visits per semester. The initial visit will be to review the initial contract and review the Learning Agreement and Evaluation Form. The second visit will be made to review each student's progress. Additional visits will be made upon request by the Field Instructor or student.
3. Faculty members will be available as resources to Field Instructors throughout the semester. The point of contact is the Director of Field Education.
4. It is the responsibility of the Director of Field Education to communicate and discuss basic curriculum with Field Instructors and to assist them and their assigned students regarding placement responsibilities. The Director is available by email, phone and if needed, in person, for support throughout the field placement.
5. 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.
6. The Director of Field Education receives and reviews the Field Instructors' evaluations of the student's performance, and the student's journal and other assignments 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. Notify the Field Instructor and Director of Field Education of any unavoidable absence or tardiness before the expected arrival time at the agency. The Field Instructor should be briefed on any client commitments that may need immediate attention.
3. Attend all sessions of the bi-weekly field seminar and complete requirements of the syllabus.
4. 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.)
5. Participate in the design and completion of the Learning Agreement and Evaluation Form under his/her Field Instructor's direction. Review her/his Learning Agreement and Evaluation Form regularly as a way of self-evaluation and be prepared to discuss the final evaluation with the Field Instructor.
6. Maintain an hours log that is verified by the Field Instructor and submitted to the Director of Field Education at least monthly.
7. Keep records of her/his 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. 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.
10. Complete an evaluation of the Field Placement Site and Supervisor.

LIABILITY INSURANCE

Students will be assessed a fee when they register for Field Seminar which provides liability insurance through Carlow University.

CLEARANCES

Agencies determine if clearances including the following are required for the field placement position: Pennsylvania state police criminal record check, Child abuse history clearances and/or Federal Bureau of Investigation (FBI) fingerprint criminal background check. If required by the agency, the student is responsible for obtaining and paying for clearances.

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 department faculty and/or Advisory Board as needed. Students collaborate with field supervisors to develop the learning plan at the beginning of each term in relation to the CSWE competencies (see appendix for an example of the Learning Agreement and Evaluation Form). Field Instructors submit a mid-term evaluation of the student and final evaluation of the student via the Learning Agreement and Evaluation Form (examples can be found in the appendices).

Additional comprehensive final evaluation conducted at the close of the second semester includes: evaluation of agency, field instructor and director of field education by student; evaluation of Carlow field placement program by the student; and evaluation of the Carlow field placement program by the field instructor. Example questions for these forms can be found in the appendices.

Students also complete a Competency Assessment as part of Field Placement. This assessment is used by the program to determine if students are able to articulate their proficiency in each competency in the context of their field placement experience. The competency results are graded, compiled and analyzed for year-end reporting and accreditation documents.

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. Students who have questions regarding a final grade, should refer to the most current MSW Student Handbook available at http://carlow-qa01.carlow.edu/social_work_documentation.aspx and the Carlow University Catalog available at: https://www.carlow.edu/Course_Catalogs_and_Descriptions.aspx

DISMISSAL FOR IMPROPER CONDUCT IN FIELD PLACEMENT

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 MSW 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 MSW 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 BSW Field Education should notify the MSW Program 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 FOR DISMISSAL FROM FIELD

If a student is removed from a field placement for non-academic reasons such as improper conduct, 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 by the student communicating in writing with the BSW Program Director immediately after dismissal. If there is need for further appeal, the student will continue to follow the steps of the Carlow University grade appeals process found in the most current Carlow University Catalog at:

https://www.carlow.edu/Course_Catalogs_and_Descriptions.aspx

and the MSW Handbook available at:

https://www.carlow.edu/sw_accreditations.aspx

ADDITIONAL POLICIES AND PROCEDURES

The MSW Program follows Carlow University's academic policies including but not limited to Academic Integrity Policy, Student Code of Conduct, Academic Grievance Procedure detailed in the current Carlow University Graduate Catalog available at:

https://www.carlow.edu/Course_Catalogs_and_Descriptions.aspx. The MSW Program also follows the Carlow University policies detailed in the Student Handbook available at: https://www.carlow.edu/Student_Handbooks.aspx.

APPENDIX A:
STUDENT APPLICATION TO FIELD PLACEMENT

**Carlow University MSW Program
Admission and Field Placement Application
Academic Year 2019-2020**

This application is for admission into the upper-level of the Social Work program as well as the Field Education practicum. You must be accepted into the upper-level before your application is reviewed for field. 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.

There are 6 parts to the application plus letters of reference. Please create one electronic submission including all 6 parts and email to the Administrative Assistant for the Social Work Department, Angelica Bondy at albondy@carlow.edu. See below for directions regarding submission of letters of reference.

☐ **PART I: Student Information**

General Information	
Student Name: Click or tap here to enter text.	
Date: Click or tap to enter a date.	
Local or Campus Address: Click or tap here to enter text.	
City/State: Click or tap here to enter text.	Zip Code: Click or tap here to enter text.
Cell Phone: Click or tap here to enter text.	
Home Phone: Click or tap here to enter text.	
E-mail: Click or tap here to enter text.	
Permanent Address: Click or tap here to enter text.	
City/State: Click or tap here to enter text.	Zip Code: Click or tap here to enter text.
Student Status:	
<input type="checkbox"/> Full-time	
<input type="checkbox"/> Part-time	
Date of Birth: Click or tap here to enter text.	
Preferred Gender Pronouns:	
<input type="checkbox"/> She/Her	
<input type="checkbox"/> He/Him	
<input type="checkbox"/> They/Their	
Emergency Contact Person Name: Click or tap here to enter text.	
Emergency Contact Person Phone: Click or tap here to enter text.	
Are you a member of NASW?	
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	
<i>Membership in NASW is not required but if you are interested in it, we encourage you to obtain it now at the reduced rate available to you as a student.</i>	
Total Credits Completed: Click or tap here to enter text.	
In Social Work: Click or tap here to enter text.	
Total at Carlow: Click or tap here to enter text.	
Overall Grade Point Average (GPA) : Click or tap here to enter text.	

Required Coursework
Please check the box to confirm which Field Placement you are applying for:

- ☐ Field Placement I (Traditional student that has completed 15 foundational credits)
- ☐ Field Placement II (Traditional student that has completed Field Placement I)
- ☐ Field Placement II (Advance standing student that has completed 21 credit hours at Carlow)
- ☐ Field Placement III (Any student that has completed Field Placement II)

Current Employment

Are you employed?

- ☐ Yes
- ☐ No

If yes, answer the questions below

Typical hours worked per week:

[Click or tap here to enter text.](#)

Employer:

[Click or tap here to enter text.](#)

Employer Phone:

[Click or tap here to enter text.](#)

Employer Address:

[Click or tap here to enter text.](#)

May we contact you at work if necessary?

- ☐ Yes
- ☐ No

Will your employment interfere with Field Placement hours?

- ☐ Yes
- ☐ No

If yes, how will you manage this?

[Explain here](#)

Will any other extracurricular activities or responsibilities interfere with your Field placement hours?

- ☐ Yes
- ☐ No

If yes, how will you manage this?

[Explain here](#)

Logistics

Will you have a car available to use for Field Placement?

<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes: Driver's License #: Click or tap here to enter text. State: Click or tap here to enter text.
Do you have Medical Insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No

Specialization
Which Specialization are you enrolled in? <input type="checkbox"/> Direct Practice <input type="checkbox"/> Macro
Indicate the type(s) of client population(s) with which you wish to work: Click or tap here to enter text.
What type(s) of agency(ies) would you like to explore as potential field placement sites? Click or tap here to enter text.
If you have a specific agency or organization in mind for field placement, please describe: Click or tap here to enter text.
What are reasons for selecting potential field placement agencies? Click or tap here to enter text.
Additional comments regarding field placement in general: Click or tap here to enter text.

Academic Advisor Verification
Advisor Name: Click or tap here to enter text.
Were you advised to apply for Field Placement next semester by your academic advisor? <input type="checkbox"/> Yes <input type="checkbox"/> No
You must submit an email or copy of an email from your advisor with verification.

Read the following statement regarding field placement and sign below:

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. I am aware that I will be supplied with mandatory Carlow internship liability insurance for which I will be assessed a modest fee.

I understand that field placement sites typically require a Criminal Background Check and Child Abuse Clearance and sometimes FBI clearance. I will disclose potential issues regarding these with the Field Director prior to applying for specific placements.

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, and with my Field Instructor and/or Field Placement Task Supervisor.

Student Signature: (For emailed version, you can type your name. Please sign the printed version in ink).
Date:

☐ **PART II. ADVISOR VERIFICATION**

Please submit a printed paper copy of an email or a letter from your advisor that verifies you have been advised to apply for admission to the Social Work program and field placement.

☐ **PART III. PROGRAM EVALUATION**

Submit a copy of your program evaluation. Program Evaluations can be printed from the WebAdvisor system or obtained by contacting the Registrar's Office.

☐ **PART IV: RESUME**

Submit a copy of your resume. We recommend making an appointment with Carlow's Office of Career Development to review your resume prior to submission.

APPENDIX B:
PRE-PLACEMENT INFORMATION CHECKLIST

Carlow University MSW Field Placement Pre-Placement Information Checklist

Name of Student: First Last
Director of MSW Field Education/Faculty Liaison Name: First First
Date: Click or tap to enter a date.

Explanations / Discussion / Information Distributed:

- ☐ **Field Manual:** Students must read and abide by policies set out in the current MSW Handbook and the MSW Field Manual at https://www.carlow.edu/sw_accreditations.aspx

- ☐ **Personal Risk:** All placements involve personal risk; however, the student should remove her/himself from any situation that seems threatening.

- ☐ **Expenses:** Carlow does not reimburse students for expenses such as transportation, clothing or other items needed for professional participation. These 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 initial field contract.

- ☐ **NASW Membership:** We encourage students to join NASW at the student dues rate. More information is available at: <https://www.socialworkers.org/Membership>.

- ☐ **Liability Insurance** (malpractice and personal injury): Students will be assessed a fee when they register for Field Seminar which provides liability insurance through Carlow University.

- ☐ **Clearances:** If the agency requires clearances, the student is responsible for obtaining and paying for them.

- ☐ **Code of Ethics:** The student agrees to abide by the NASW Code of Ethics (available at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) while in field placement. Ethical violations may be subject to discipline as described in the MSW Handbook.

- ☐ **Credit Requirement and Class Syllabus:** Field Placement Field Placement and Seminar assignments are described and guided by course syllabi (examples from prior years are available in the Field Manual but are subject to change each year).

- ☐ **Initial Contract:** Field Instructors and students must complete this form to be signed by Student, Field Instructor, Agency Director, and Director of Field Education before the student can enter Field Placement.

- ☐ **Learning Agreement and Evaluation Form:** The student, in collaboration with the Field Instructor and Director of Field Education, must complete an Education Plan in the first two weeks of Field Placement.

- ☐ **Hours Requirement:** Student must complete 300 hours per semester for 600 total hours (advance standing) or 900 total hours (traditional student) in Field Placement. Hours must be submitted monthly and verified by Field Instructor.

Notes on Discussion

Prospective Placement Sites and/or Student's Area(s) of Interest:

1) Include here
2) Include here
3) Include here

Location Include here
Transportation Include here
Schedule Include here
Coursework Include here
Other Include here

Next Steps: Include here

Signing here, the student indicates that all of the information above was provided to them.

Student Signature	Date
Director of MSW Field Education/Faculty Liaison	Date

**APPENDIX C:
INITIAL CONTRACT**

**Carlow University MSW Field Placement
Initial Contract**

Student Information

Name: First Name Last Name				
Email: Email address				
Phone: Phone Number		Additional Phone: Provide if applicable		
Address: Address		Address 2	City	State Zip Code

Field Placement Agency

Agency Name: Agency Name				
Address: Address		Address 2	City	State Zip Code
Main Phone: Phone Number				

Field Instructor/Supervisor

Name: First Name Last Name				
Email: Email address				
Phone: Phone Number		Additional Phone: Provide if applicable		
Address (if different from above):				
Address		Address 2	City	State Zip Code

Task Supervisor (if relevant)

Name: First Name Last Name				
Email: Email address				
Phone: Phone Number		Additional Phone: Provide if applicable		
Address (if different from above):				
Address		Address 2	City	State Zip Code

Carlow Director of MSW Field Education

Name:				
Email:		Phone:		

Carlow Faculty Supervisor (if relevant)

Name: First Name Last Name				
Email: Email address				
Phone: Phone Number				

Logistics and Expectations of Field Placement

Responsibilities of Field Instructor, student and Carlow Director of Field Education/Faculty Liaison are outlined in the MSW Field Manual.

Total Hours: 300 per semester
Academic Credits: 6 per semester
Beginning and End Dates of Fall Semester: Fall Break: Thanksgiving Break:
Beginning and End Dates of Spring Semester: Spring Break: Easter Break:
Beginning and End Dates of Summer Semester: Independence Day Break:
Director of Field Education from Carlow will visit the site and meet with Field Instructor and Student 1-2 times per semester.
Learning Agreement and Evaluation Form due date: Fall mid-term evaluation of student due date: Fall final evaluation of student and final hours due date: Updates to Learning Agreement and Evaluation Form due: Spring mid-term evaluation of student due date: Spring final evaluation of student due date:
Name of person who will submit evaluations: First Name Last Name
Weekly schedule (Three 8-hour days per week recommended): List specific days of week and times <i>Note: Verified hours must be submitted at the end of every month.</i>
Day and time for weekly supervision meetings (one hour per week is required): Day and time of meeting
Address of student placement location: Address Address 2 City State Zip Code

Agency Resources made available to the student: *Please check all that apply.*

- ☐ Office space with desk
- ☐ Computer access
- ☐ Phone access
- ☐ Administrative assistant support
- ☐ Other support staff (Please describe)
- ☐ ID badge
- ☐ Other Please describe

Please explain any regular travel/transportation requirements:

Please describe

If travel is required, is reimbursement provided for parking and mileage?

Please describe

How and when will orientation be provided? Please address how agency policies will be shared with student, when a tour will take place and how the student will be introduced at the agency.

Please describe

Proposed number of clients and/or cases with which the student will be involved (describe Fall and Spring):

Please describe

What knowledge and skills required by the student to fulfill practicum design in alignment with agency intent:

Please describe

Those signing below agree to the terms listed in this document including responsibilities outlined in the Field Manual, start and end dates of placement, total hours, weekly schedule, regular communication (including meetings with the Carlow Director of MSW Field Education each term) and submission of required documents including evaluations.

Details about the tasks/activities and assignments the student will complete relevant to Social Work competencies will be described in the Learning Agreement and Evaluation form (separate document) and submitted within the first two weeks of placement. The agency confirms that the agency has policies and procedures in place to ensure student safety.

All parties signing this contract agree with the practicum proposal and agree to abide by the National Association of Social Workers' Code of Ethics. Any change in this agreement must be made in writing and submitted to the Director of MSW Field Education.

Student Signature	Date
Field Instructor Signature	Date
Task Supervisor Signature (if relevant)	Date
Agency Director	Date
Carlow Director of Field Education	Date

**APPENDIX D:
ORIENTATION ACTIVITIES**

Carlow University MSW Field Placement Orientation Activities

Student Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Completed: Click or tap to enter a date

Carlow requires students in field placement to have an orientation to the agency provided by the field instructor. The checklist included here are areas the program recommends are covered.

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
(Specify): Click or tap here to enter text.

- ☐ Student visit(s) to community programs and resources, tour of neighborhood
(Specify): Click or tap here to enter text.

- ☐ 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 (Specify): Click or tap here to enter text.

APPENDIX E:
LEARNING AGREEMENT AND EVALUATION FORM

Carlow University
MSW Field Placement
Learning Agreement and Evaluation Form

Student Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Completed: Click or tap to enter a date.

This plan is for the following (check one only):

- ☐ Fall semester
- ☐ Spring semester
- ☐ Summer semester

Instructions:

This form has two components 1) the learning agreement between student and field instructor and 2) field instructor's evaluation of the student's performance. The learning agreement and evaluation are developed in relation to the core competencies of social work education as identified by the Council on Social Work Education (CSWE). This learning agreement activities are filled out by the student and the field instructor together and the evaluation results are shared with the student. We recommend completing and maintaining electronic versions of this document.

Timeline:

The learning agreement portion of this form is to be completed by the student with guidance and approval from the field instructor within the first two weeks of the field placement. The field instructor shall retain the original and submit a copy to the Carlow Director of Field Education (or faculty liaison). At the end of the semester, the field instructor will complete the evaluation portion, review it with the student (obtaining student signature) and submit the evaluation to the Director of Field Education at Carlow. The learning agreement portion should be updated for the spring semester (carrying forward relevant objectives) and submitted within the first two weeks of the semester. The evaluation will be completed again at the end of the Spring semester.

Overall Learning Agreement Plan

<p>1) Generalist Micro Social Work Skills:</p> <p>Describe practice assignments with individuals, groups and 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)</p> <p>Please type here to describe in detail</p>

<p>2) Generalist Macro Social Work Skills:</p> <p>Describe practice assignments at the organization, community or policy level: (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)</p> <p>Please type here to describe in detail</p>
<p>3) Agency Integration:</p> <p>Describe how student will participate in regular staff meetings and other organizational activities</p> <p>Please type here to describe in detail</p>
<p>4) Professional Development:</p> <p>Describe student plans for attendance at professional conferences, agency trainings, workshops (Note: minimum of one professional development activity required each semester)</p> <p>Please type here to describe in detail</p>

Competency-Based Learning Agreement Plan

At the beginning of each semester use the space below to identify student learning activities that will facilitate the assessment of the competencies listed.

Competency #1: Demonstrate Ethical and Professional Behavior

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

skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Example Activities to Develop and Demonstrate Competency #1:

- ☐ Intern prepares and delivers a presentation to clients and/or colleagues
- ☐ Intern completes professional writing assignments such as grant applications, assessments, letters, memos, process recordings and reports
- ☐ 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 researches and applies NASW Code of Ethics for ethical dilemmas
- ☐ Intern discusses challenges to personal values with supervisor and practices self-regulation
- ☐ Intern uses supervision and evaluation to plan for ongoing professional learning and growth
- ☐ Intern sets career development goals

Planned Assignments/Activities for Competency #1:

Please type here to describe in detail

Competency #2: Engage Diversity and Difference in Practice

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

Example Activities to Develop and Demonstrate Competency #2:

- ☐ Intern discusses with field instructor self-awareness regarding empathy, cultural humility, internalized oppression, micro-aggressions and systematic oppression and how these might shape practice experience
- ☐ Intern researches information about diverse populations served by the agency in order to develop cross-cultural knowledge

- ☐ Intern identifies cross-cultural skills they would like to develop and a plan for how to enact them
- ☐ Intern reviews policies related to diversity and difference at the agency and discusses with field instructor

Planned Assignments/Activities Competency #2:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #3:

- ☐ Intern researches how human rights and social justice issues relate to agency mission, populations served and goals
- ☐ Intern discusses with field instructor how justice-informed approaches are relevant to specific client cases or overall populations served
- ☐ Intern participates in or develops a campaign related to social justice that furthers agency mission

Planned Assignments/Activities Competency #3:

Please type here to describe in detail

Competency #4: Engage in Practice-informed Research and Research-informed Practice

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

Example Activities to Develop and Demonstrate Competency #4:

- ☐ Intern maintains client logs, behavioral observations and other documentation on clients
- ☐ Intern utilizes rating scales, goal attainment scales and other standardized measures
- ☐ Intern conducts needs assessments and strengths inventories of individuals, groups, families and/or communities and organizations
- ☐ Intern participates in organizational planning and evaluation such as grant-writing, development of logic models and SMART goals
- Intern conducts literature reviews and other research to support agency's mission or address specific case questions
-

Planned Assignments/Activities Competency #4:

Please type here to describe in detail

Competency #5: Engage in Policy Practice

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

Example Activities to Develop and Demonstrate Competency #5:

- ☐ Intern reviews agency policies and procedures and reflects with field instructor on how they impact clients

- ☐ Intern researches policies that have impacted agency population(s) on the micro, mezzo and/or macro levels
- ☐ Intern participates in political action/advocacy related to policy change to support agencies mission at the local or national level
- ☐ Intern identifies legislators involved in issues relevant to agency mission and contacts them regarding impacts of policy for clients

Planned Assignments/Activities Competency #5:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #6:

- ☐ Micro level (Individuals): Intern builds relationships with clients through regular communication; reflects with field instructor on individual cases
- ☐ Mezzo level (Families and Groups): Intern creates a welcoming atmosphere for group sessions by updating bulletin boards and designing engaging activities
- ☐ Macro level (Organizations and Communities): Intern reaches out to organizational stakeholders and/or community members to build rapport and facilitates networking event

Planned Assignments/Activities Competency #6:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #7:

- ⑦ Micro level (Individuals): Intern conducts in-take assessments to determine client strengths/needs, values and systems that impact them (using tools such as ecomaps and genograms)
- ⑦ Mezzo level (Families and Groups): Intern assesses group functioning to focus on achievement of purpose, structure, life-cycle stage, culture and alliances
- ⑦ Macro level (Organizations and Communities): Intern conducts organizational and/or community asset map and needs assessment; collects data via a survey/focus group/interview tool

Planned Assignments/Activities Competency #7:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #8:

- ❑ Micro level (Individuals): Intern maintains caseload of 3-5 clients; develops goals and intervention plans with clients; provides case management, service linkage or resource mobilization
- ❑ Mezzo level (Families and Groups): Intern supports task and/or treatment group goals
- ❑ Macro level (Organizations and Communities): Intern participates in strategic planning for organization and/or community by contributing to grant-writing; Intern represents organization at coalition meeting; Intern develops training for constituencies

Planned Assignments/Activities Competency #8:

Please type here to describe in detail

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

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

Example Activities to Develop and Demonstrate Competency #9:

- ❑ Micro level (Individuals): Intern evaluates progress of individual clients and contributes to case notes and reports
- ❑ Mezzo level (Families and Groups): Intern conducts survey of group, compiles results and evaluates
- ❑ Macro level (Organizations and Communities): Intern collects feedback from organizational stakeholders and/or community members and presents to agency

Planned Assignments/Activities Competency #9:

Please type here to describe in detail

Learning Agreement Signatures (Beginning of term)

<p>Field Instructor</p> <p>Sign here</p> <p>Date</p> <p>Click or tap to enter a date.</p>
<p>Student</p> <p>Sign here</p> <p>Date</p> <p>Click or tap to enter a date.</p>
<p>Director of Field Education/ Faculty Liaison</p> <p>Sign here</p> <p>Date</p> <p>Click or tap to enter a date.</p>

Evaluation of Student Intern (Direct Practice)

Field Instructors: 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. Check the box of number that best represents the student's demonstration of competence.

Scoring

Excellent	5	The intern has excelled in this area
Proficient	4	The intern is functioning above expectations for interns in this area
Competent	3	The intern has met the expectations for interns in this area
Developing	2	The intern has not as yet met the expectations in this area, but is developing and there is hope that the intern will meet the expectations in the near future
Insufficient	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

Scale adapted 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

Competency #1: Demonstrate Ethical and Professional Behavior

		Insufficient	Developing	Competent	Proficient	Excellent
1.1	makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.2	uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.3	demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.4	uses technology ethically and appropriately to facilitate practice outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.5	uses supervision and consultation to guide professional judgment and behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #2: Engage Diversity and Difference in Practice

		Insufficient	Developing	Competent	Proficient	Excellent
2.1	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.2	presents as learner and engages clients and constituencies as experts of their own experiences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.3	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
3.1	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3.2	engages in practices that advance social, economic, and environmental justice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #4: Engage in Practice-informed Research and Research-informed Practice

		Insufficient	Developing	Competent	Proficient	Excellent
4.1	uses practice experience and theory to inform scientific inquiry and research	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.2	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.3	uses and translates research evidence to inform and improve practice, policy, and service delivery	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #5: Engage in Policy Practice

		Insufficient	Developing	Competent	Proficient	Excellent
5.1	identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5.2	assesses how social welfare and economic policies impact the delivery of and access to social services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5.3	applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
6.1	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6.2	uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
7.1	collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.3	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.4	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
8.1	critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8.3	uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

8.4	negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8.5	facilitates effective transitions and endings that advance mutually agreed-on goals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
9.1	selects and uses appropriate methods for evaluation of outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9.3	critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9.4	applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Evaluation Summary

Field Instructor Summative Comments: *Please provide additional narrative summary of the student's performance in the practicum for the period covered by this evaluation. Identify areas of student growth, specific strengths, and suggest directions for future development.*

Please describe in detail here

Student Summative Comments and Self Evaluation: *Please describe your effort, strengths and areas of continued growth.*

Please describe in detail here

Overall Evaluation of Student:

This intern is excelling in field placement by performing well above expectations for interns.	5 <input type="checkbox"/>
This intern is above expectations for interns.	4 <input type="checkbox"/>
This intern is meeting the expectations of a field placement intern.	3 <input type="checkbox"/>
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.	2 <input type="checkbox"/>
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.	1 <input type="checkbox"/>

Final decisions concerning grades for the field practice class are determined by the faculty instructor and include student performance in the field practice seminar and written assignments.

Evaluation Signatures (End of Term)

Field Instructor Sign here Date Click or tap to enter a date.
Student Sign here Date Click or tap to enter a date.
Director of Field Education/ Faculty Liaison Sign here Date Click or tap to enter a date.

Evaluation of Student Intern (Macro)

Field Instructors: 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. Check the box of number that best represents the student's demonstration of competence.

Scoring

Excellent	5	The intern has excelled in this area
Proficient	4	The intern is functioning above expectations for interns in this area
Competent	3	The intern has met the expectations for interns in this area
Developing	2	The intern has not as yet met the expectations in this area, but is developing and there is hope that the intern will meet the expectations in the near future
Insufficient	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

Scale adapted 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

Competency #1: Demonstrate Ethical and Professional Behavior

		Insufficient	Developing	Competent	Proficient	Excellent
1.1	makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.2	uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.3	demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.4	uses technology ethically and appropriately to facilitate practice outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1.5	uses supervision and consultation to guide professional judgment and behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #2: Engage Diversity and Difference in Practice

		Insufficient	Developing	Competent	Proficient	Excellent
2.1	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.2	presents as learner and engages clients and constituencies as experts of their own experiences	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.3	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

		Insufficient	Developing	Competent	Proficient	Excellent
3.1	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3.2	engages in practices that advance social, economic, and environmental justice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #4: Engage in Practice-informed Research and Research-informed Practice

		Insufficient	Developing	Competent	Proficient	Excellent
4.1	uses practice experience and theory to inform scientific inquiry and research	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.2	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.3	uses and translates research evidence to inform and improve practice, policy, and service delivery	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #5: Engage in Policy Practice

		Insufficient	Developing	Competent	Proficient	Excellent
5.1	identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5.2	assesses how social welfare and economic policies impact the delivery of and access to social services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5.3	applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Competency #6: Engage with Large Groups, Organizations, and Communities

Evaluation of Competency 6 (Engage Large Groups)

Comp #	Dimensions	Practice Behavior	Score				
6.1a	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		1	2	3	4	5
6.2a	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		1	2	3	4	5
6.3a	Employs relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.		1	2	3	4	5

Evaluation of Competency 6 (Engage Organizations)

6.1b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	5
6.2b	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5
6.3b	Employs relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	1	2	3	4	5

Evaluation of Competency 6 (Engage Communities)

6.1c	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	5
6.2c	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5

6.3c	Employs relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	1	2	3	4	5
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Competency #7: Assess with Large Groups, Organizations, and Communities

Comp #	Dimensions	Practice Behavior	Score				
7.1a	Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.		1	2	3	4	5
7.2a	applies knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		1	2	3	4	5
7.3a	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		1	2	3	4	5
7.4a	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies						

Evaluation of Competency 7 (Assess Organizations)

7.1b	Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.		1	2	3	4	5
7.2b	applies knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		1	2	3	4	5
7.3b	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		1	2	3	4	5
7.4b	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies						

Evaluation of Competency 7 (Assess Communities)

7.1c	Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.		1	2	3	4	5
7.2c	applies knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		1	2	3	4	5
7.3c	develops mutually agreed-on intervention goals and objectives based on the critical assessment of		1	2	3	4	5

	strengths, needs, and challenges within clients and constituencies.					
7.4c	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies					

Competency #8: Intervene with Large Groups, Organizations, and Communities

8.1b	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5
8.2b	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5
8.3b	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	5
8.4b	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.					
8.5b	Facilitate effective transitions and endings that advance mutually agreed-on goals.					

Evaluation of Competency 8 (Intervene Communities)

8.1c	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5
8.2c	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5
8.3c	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	5
8.4c	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.					
8.5c	Facilitate effective transitions and endings that advance mutually agreed-on goals.					

Competency #9: Evaluation with Large Groups, Organizations, and Communities

9.1a	Select and use appropriate methods for evaluation of outcomes.	1	2	3	4	5
9.2a	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4	5
9.3a	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4	5
9.4a	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4	5

Evaluation of Competency 9 (Evaluate Organizations)

9.1b	Select and use appropriate methods for evaluation of outcomes.	1	2	3	4	5
9.2b	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4	5
9.3b	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4	5
9.4b	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4	5

Evaluation of Competency 9 (Evaluate Communities)

9.1c	Select and use appropriate methods for evaluation of outcomes.	1	2	3	4	5
9.2c	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4	5
9.3c	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4	5
9.4c	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4	5

APPENDIX F:
FIELD SEMINAR EXAMPLE SYLLABUS

CARLOW

UNIVERSITY

DEPARTMENT OF SOCIAL WORK
MSW FIELD PLACEMENT I (MSW-730) AND
FIELD SEMINAR I (MSW-731)
Fall 2019
Class Location: Antonian 502

Instructor: Ken Smythe-Leistico, EdD, MSW, LSW
Office: Antonian Hall 501-A

Telephone: Office: 412.578.6369 Cell: 412.860.8425

E-mail: kjsmythe-leistico@carlow.edu
Office hours: Mon, Tues, & Wed 10AM-Noon or by appointment.

CATALOG DESCRIPTION

MSW-730 is a supervised field placement in a selected human service agency that allows the student to apply theory, methods, and values in micro, mezzo, and macro practice. MSW-731 is a seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theories.

TEXT AND STUDY MATERIALS: Poulin, J., Matis, S., & Witt, H. (2019). *The social work field placement, A competency-based approach*, 1st Ed. NYC: Springer Publishing Company. ISBN: 978-0-8261-7552-6

This text will be used for additional semesters of Field Placement.

Familiarity with the *Program Field Manual*

(https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf), *NASW Code of Ethics* (<http://www.socialworkers.org/pubs/code/code.asp>), and specific agency materials is expected. The Field Instructor and the Field Director may assign individual readings.

Field Placement Objectives:

- Exercising self-directed learning, initiative and responsibility for oneself, one's work, and continuing education.
- Gaining an understanding of the role of the generalist social worker and forming an identity with the profession of social work.
- Defining his/her role and responsibilities towards clients, agency, and co-workers.
- 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
- Identifying and discussing professional, ethical, and value-related issues that arise from experiences in the agency.
- Articulating the meaning of confidentiality and its implications for social work practice.
- Conducting professional behavior according to the social work code of ethics.
- Verbally presenting, analyzing and discussing case material in contextually appropriate ways, with peers, supervisor(s), and co-workers.
- Acquiring a better understanding of current social issues, problems and programs, and questioning current public and private policies and practices in social welfare.
- 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.
- Developing linkages within systems and between systems.
- Becoming familiar with community resources and linking clients to the appropriate resources.
- 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.
- Demonstrating the ability to meet professional standards and to be progressively accepted as a beginning level generalist social worker.

Course Learning Objectives:

Students in these courses will achieve the following in relation to their field placement experiences:

- Learn about professional standards for field placement
- Evaluate their professional competencies
- Explore how supervision guides professional development and behavior
- Use reflection and self-regulation to practice self-care
- Build relationships and inter-professional collaboration
- Demonstrate professional oral, written and electronic communication
- Reflect on how to engage diversity and difference in practice
- Explore the human rights and social justice issues relevant to specific field agencies

As this course is the practicum culmination for Social Work students, our learning objectives will reinforce key areas of competency for Social Workers. The Council on Social Work Education identifies nine competencies for Social Workers – this course will focus on subset of these. The following charts provide details as to how students will learn and demonstrate these outcomes.

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you've learned it (Assessment)
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</p>	<p>Values: Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Journals and seminar assignments</p> <p>Competency linkage journal</p>
	<p>Values: Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Ethics Linkage Journal</p>
	<p>Skills: Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Communication Case</p> <p>Written and oral assessments</p>
	<p>Skills: Students will use supervision and consultation to guide professional judgment and behavior.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Supervision Agenda</p> <p>Journal assignments</p>

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you've learned it (Assessment)
<p>2: Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Values: Students will present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Journal assignments</p>
	<p>Skills: Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Journal assignments</p>

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you've learned it (Assessment)
<p>3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected</p>	<p>Knowledge: Students will learn about social, economic, and environmental justice to advocate for human rights at the individual and system levels</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Journal Reflection</p>
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of</p>	<p>Skills: Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p>	<p>Field placement instruction</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Theory Linkage Journal</p>

Council of Social Work Education Social Work Competency	What you will learn (Outcome)	How you will learn it (Curriculum)	How you will demonstrate you've learned it (Assessment)
human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Skills: Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Field placement instruction Textbook readings Seminar discussion	Practice Linkage Journal

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 300 hours, whichever comes first. A monthly record of the student's hours, signed by her/his field instructor, is to be given to Dr. Ken at the beginning of Field Seminar on the following dates (unless otherwise noted):

DUE DATES

Monthly hours (through Sep. 20)	Seminar 3 on 9/23
Monthly hours (through Oct. 18)	Seminar 5 on 10/21
Monthly hours (through Nov. 29)	Seminar 8 on 12/2

It is the student's responsibility to complete 300 documented clock hours per semester as a minimum requirement in order to earn a passing grade. Students should develop a form to track their hours that complies with the Agency's requirements, and the form must include daily hours, weekly totals, monthly total, and **a running total** (total hours completed, e.g., Sept hours plus

October hours, etc.). **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 Semester

Class Meets 6:00-7:30 p.m., Room: Antonian 502

Seminar 1 – Aug 26

Seminar 2 – Sep 9

Seminar 3 – Sep 23

Seminar 4 – Oct 7

Seminar 5 – Oct 21

Seminar 6 – Nov 4

Seminar 7 – Nov 18

Seminar 8 – Dec 2

SELF-ASSESSMENT/REFLECTION JOURNAL

Self-Assessment/Reflection journal is comprised of three sections (see below):

- 1) weekly recordings (follow format below)
- 2) monthly summary/assessment (see instructions below)

Journals must be submitted to Dr. Ken through CelticOnline on the following dates:

September Journal is due on 9/30

October Journal is due on 10/28

November Journal is due on 11/25

Late journals will receive lowered grades.

All Journals are to be typed, Times New Roman, 12 point, double spaced.

Journals

The journals are comprised of two (2) types:

- a) weekly recordings (**MUST BE COMPLETED FOR 10 OF 12 WEEKS**)
- b) monthly summary/assessment

September Journal

- 1 weekly recording per week for the weeks of 9/2, 9/9, 9/16, 9/23
- 1 monthly reflection/assessment (due on September 30)

Note: Even if you have not started your actual field placement or have absences, you are still responsible for entries. You may review your site's website to research the programs, services, and activities of the organization and utilize that research as your daily activities. You may

consider how theories might be applied to those aspects of the organization. In short, you are responsible for turning in the required journal no matter when you start field placement. *You will be allowed to miss 2 entries per semester.

October Journal

- 1 weekly recording per week for the weeks of 9/30, 10/7, 10/14, 10/21 (total of 4 weekly entries);
- 1 monthly reflection/assessment (due 5 on October 28)

November Journal

- 1 weekly recording per week for the weeks of 10/28, 11/4, 11/11, 11/18 (total of 4 weekly entries)
- 1 monthly reflection/assessment (due on November 25)

The Weekly Recording is a brief reflection by the student on daily activities at the agency. Weekly recordings should be written the week they occur in order to enhance student learning and reflection. Daily recordings should include information related to the following experiences:

- **Assigned duties/tasks:** e.g., observed in-take, co-facilitated group, wrote progress notes, reviewed case files, shadowed home visit, etc. (a sentence or two).
- **Client System:** Individual, family, group, organization, community (protect anonymity); identify cultural, racial, religious, gender, age, and other diversity characteristics of the client system.
- **Issues/Problem/topic addressed** (state briefly, protect anonymity) – choose **one issue or problem** from your day's work.
- **Your Role (and/or the role of your field instructor if you observed):** Analyst, mediator, facilitator, broker, advocate, negotiator, etc.
- **Methods Employed:** Assessment, planning, goal setting, empathic, listening, redirecting, community organizing, meeting planning, program development, counseling, resource development, etc.
- **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) by citing the standard (e.g., 1.07, Privacy and Confidentiality), briefly stating purpose of the standard, and showing how it applies (or failed to apply) to the issue you discussed. Also, discuss your personal views, and describe aspects of your work that you can continue to explore and develop.

2) The Monthly Summary/Assessment:

Each month, students should review their daily/weekly notes and write a reflection to submit to the course instructor. All students **must complete three different format types**. Students should use their discretion to choose which one is most appropriate each month based on their circumstances so the assignment is beneficial in developing them as a professional.

Submit the assignment via Celtic Online. Reflections should be 5 pages. If a student finds they complete the assignment in one format in less than 5 pages, they should include an additional format and reflect on it until they meet the required page length.

Regardless of which of the following is chosen, the reflection must include:

- 1) Identification as to the format used for this journal assignment (practice linkage, theory linkage, ethics linkage or competency linkage).
- 2) An introduction to the journal that provides context (ex: reminder of the field placement agency and overall student role there)
- 3) Brief, clear and factual description of what occurred in field and how it manifested (maintain confidentiality through use of pseudonyms)

Practice Linkage

For this format, the student will reflect on their practice skills such as engaging, assessing and intervening with clients at the micro, mezzo and macro level. Student will identify a specific incident or series of events that occurred while interacting with people in field that has caused them to question, wonder or grow. Student will share the details of the incident and then reflect in depth on how the student engaged the individual, family, group or community. If the case is ongoing, the student should comment on how they assessed and intervened with the client (individual, family, group or community) as well. Comment on how supervision impacted (or did not impact) the decision-making process. After addressing what approaches and steps occurred in this incident, the student should then explore the results and outcomes. If the case is still in process, the students should share thoughts for moving forward and questions for their field instructor/supervisor. Finally, the student should reflect on what this incident has taught her about herself, the social work practice process as well as the specific client(s)/populations she is serving in field placement.

Theory Linkage

For this format, the student should focus on a particular issue or problem encountered in field, and apply the concepts of a theory or perspective from the student's prior course work to understand/explain the problem. Examples of theories include: psychodynamic, cognitive behavioral, stage theories (e.g., Piaget, Erikson), social learning, systems, ecological, conflict, feminist, political economy, organizational, group dynamics, family dynamics, feminist, political economy, structuralism, functionalism, strengths-based, trauma-informed and more. Review texts, class notes, and journal articles from prior courses or search online for a refresher on these theories. Briefly *define and discuss key concepts* of the theory selected, and explain how they apply to the problem identified. Use the definition of the theory and key concepts to explain observations about the issue/problem selected. The goal is to demonstrate that the student understands the theory and is able to apply it to a real world scenario.

Ethics Linkage

In this format, students will identify an ethical dilemma or a situation from field placement in which exploring ethics and values is relevant. The student will share about an incident or experience at field placement that relates to values and ethics. After explaining the situation, the student should review the NASW Code of Ethics and identify areas that relate to the incident. The course text book chapter 1 may also be helpful to review as it covers ethics as well. The student should identify her own values, how they relate to social work values and how this interplay may be impacting the situation. If the case is still in process, the students should share questions for their field instructor/supervisor related to this situation. Finally, the student should reflect on whether the ethical guidelines have provided a clear pathway for moving forward or not and how the student plans to proceed.

Competency Linkage

In this format, the student will reflect on how experiences in field are developing their competencies as a social worker. Student should begin by reviewing the competencies outlined in the Learning Agreement and Evaluation document. Then the student should describe experiences they are having relevant to one or more of the competencies and what they have learned about themselves through these experiences. The student should connect specific incidents and experiences to the competencies being developed and reflect on successes and strengths. Alternatively, (or in addition), a student may wish to reflect on a particular competency where she feels she has not yet been able to develop knowledge and skills. In this case, the student should share ideas for how to focus on this competency moving forward and questions for their field instructor/supervisor to help assist her in doing so.

EDUCATIONAL PLAN: It is the student's responsibility to have developed an educational plan with her/his field instructor and Field Director using the Carlow University Field Learning Plan and Evaluation form (see Appendix C, in the Field Manual at: https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf). 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 Monday, 10-07-19.

*Late Plans will result in lowered final grades.

MID-TERM PROGRESS REPORT: Mid-Term Progress Report forms will be provided to field instructors the week of October 7th. 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 midnight, Monday, October 21st. 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 field instructor. The Field Learning Plan and Evaluation document completed by the student and field instructor in September should be used as the basis for evaluation. An email reminder, including a blank Learning Plan and Evaluation document, will be sent to students and field instructors the week of November 12th. Both the student and the 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 midnight, Monday, December 2, 2019.

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

FIELD SITE VISIT: A Carlow University Social Work faculty member 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 Field Learning Plan and Evaluation.

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.

EVALUATION

EVALUATION for Field Placement MSW 730

Weekly Journals	50 points
September Journal	50 points
October Journal	50 points
November/December Journal	50 points
Evaluation	<u>450 points</u>
TOTAL	650 points

EVALUATION for Field Seminar MSW 731

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

Grade Scale MSW:

A 94 - 100%	B 84 - 87%	C 74 -77%	D 64-67%
A- 91 - 93%	B- 81 - 83%	C- 71-73%	D- 61-63%
B+ 88 - 90%	C+ 78 - 80%	D+ 68 -70%	F 60% and under

Note: Students earning less than a B- must repeat the class

Students with Disability Policy

Carlow University makes every effort to provide reasonable accommodations for students with disabilities. This includes individuals with physical disabilities, learning disabilities and mental health disorders who meet the definition of disability under the Americans with Disabilities Act. Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact:

Jacqueline M. Smith
Disabilities Services Office
4th Floor University Commons
Phone - 412.578.6257 (Office line)
jmsmith@carlow.edu

Carlow Temporary Disability Policy

Carlow University values each student and is invested in encouraging their academic success, due to the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world”. Thus, in keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the Americans with Disabilities Act, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided.

In order to determine if a student with a temporary condition may receive some assistance, via the DSO he/she should contact the office at 412 578-6257. The student will be asked to meet with the Director of Disability Services and to provide the requisite documentation of his/her condition. The Director of Disability Services will review the documentation and may consult with the student accommodation committee to determine what, if any, assistance may be

provided.

The Center for Academic Achievement

The Center for Academic Achievement (CAA), 4th Floor University Commons, is a valuable resource for Carlow students and offers tutoring for writing, mathematics and science as well as help with time management and study skills. See “CAA Resources” on Blackboard or www.myportal.carlow.edu for tutoring hours and a list of workshops. There is no charge for CAA services! The CAA is open weekdays, evenings and Saturdays—please make appointments at least a week in advance. Call 412-578-6146 or e-mail caa@carlow.edu CAA tutors do not “edit” your papers or do your homework for you. The CAA helps students become independent learners

Carlow University's School Bad Weather Closing Procedures

The decision to cancel school for the entire day will be made by the Provost by 6am. For early closing the decision will be made by the Provost by 2pm. The following media outlets will be notified should bad weather force a cancellation or early closing of Carlow University KDKA TV, Radio, and web site www.kdka.com; WTAE TV and web site www.thepittsburghchannel.com, WPXI - TV, and KQV AM channel 1410. Or, you can call: 412-578-6677 or x 6677 from internal phones. The easiest way to get information on closing is to sign up for e2campus. You can do this through myportal.carlow.edu. If there is an emergency, please contact campus police at x 6007.

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 negatively affecting the student's successful completion of the field placement should immediately be brought to the attention of

Dr. Ken. 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: Organization Overview

For **Seminar 4, 10-07-19**, each student will be scheduled to give an oral presentation describing the agency. Presentations are to be “professional,” that is, formal and concise as if being delivered to agency staff or a governing body. Students are expected to use PowerPoint, Prezi, or some means of visual representation of the materials. Students may use note cards; however, this will essentially be an **oral presentation** and will be evaluated as such. The presentation should be 10-15 minutes long and must include the following:

1. A history of the agency and/or program;
2. The mission, goals, and types of services provided by the agency/program;
3. A description of the clientele of the agency/program (demographic and geographic description of populations served: who are the clients and where do they live?);
4. The primary problems presented by the clients or community that the agency/program serves;
5. How the agency/program is funded;
6. The organizational, administrative and/or supervisory structures of the agency/program;
7. The relationship that the agency/program has within the Human Services system in its area and within the broader Social Welfare System.

Assignment II: Supervision Agenda

For **Seminar 6, 11-04-19**:

Review the textbook chapter 3 on supervision prior to beginning this assignment. Each student will reflect on an issue that has come up in field and draft an agenda that they will use to facilitate an effective meeting with their field instructor/supervisor related to this topic. Reflect on how your supervision experience is going so far by taking the Supervisory Relationship Inventory quiz in the textbook.

Identify an event, incident or case that you would like to discuss with your supervisor. Look through your journal and select an example related to developing your competencies, an ethical dilemma or an incident that relates to diversity. Note how this case has helped you to develop awareness of yourself, your clients, the community or the social work profession. Describe the situation briefly in a one paragraph narrative and what you hope to gain in discussing this with your supervisor.

On a separate paper, create an agenda for your supervision meeting. You can find example supervision agendas on the course Celtic Online site. You will share your supervision issue and agenda with peers in seminar to get their feedback. The case and agenda will both be submitted

to the instructor at the end of seminar session.

Assignment III: Communication Case
For **Seminar 8, 12-02-19**

Review the textbook chapter 6 on communication prior to beginning this assignment. Each student will bring an example of a communication that occurred in Field Placement (or is relevant to field) that they feel demonstrates excellence or is problematic. Examples of where to draw cases from include professional oral, written or electronic communication; casual/information communication that occurred within the context of field; case notes; process recordings; assessments; emails; technology; social media and/or marketing materials.

The case example should be typed on paper (as it will be shared with peers) and should present the facts using direct quotes when possible. Students should ensure that confidentiality of those involved is maintained by using pseudonyms if necessary. On a separate paper, the student will write a one-two paragraph reflection exploring what was excellent or problematic about this communication and posing questions for their peers to gain insight, ideas for moving forward or otherwise develop competency in oral, written and electronic communication. Refer to the textbook chapter for reflective questions that may be helpful for this part of the assignment. The case and reflection will both be submitted to the instructor at the end of seminar session.

SEMINAR OUTLINE

Session	Date	Topic	Due
1	8/26	Introductions and Overview Personal introductions; review syllabus; review of field placement sites; overview of Seminars; discussion of organizational mission	Order Textbook
2	9/09	The Social Work Field Placement Group discussion and activities	Read Chapter 1
3	9/23	Evaluating Your Professional Competencies & Using Supervision to Guide Professional ... Group discussion and activities	Read Chapters 2-3; Sept. Journal Due on 9/30
4	10/07	Student Organizational Overview Presentations Presentations and Discussion	Assignment 1 Educational Plan Due
5	10/21	Using Reflection & Self-Regulation ... Group discussion and activities	Read Chapter 4; Mid-Term Progress Report Due; Oct Journal Due on 10/28
6	11/04	Supervision Agenda Presentations Presentations and Discussion	Assignment 2
7	11/18	Building Relationships ... & Demonstrating Professional Behavior ...	Read Chapters 5-6;

		Group discussion and activities	Nov Journal Due on 11/25
8	12/2	Communication Case Presentations & Wrap-up	Assignment 3; Final Eval. Due

SUPPORTIVE LITERATURE RESOURCES

Note: Students should refer to the texts, articles, notes and other learning materials from all of their previous Social Work courses.

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

Carlow University Department of Social Work. (2008). *Field Placement Manual, 2008-2009*. Author.

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.

Ragg, D. (2011). *Developing practice competencies*. Hoboken, NJ: John Wiley and Sons Publishing.

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.

Sweitzer, H. & King, M. (2004). *The successful internship, (3rd Ed.)*. Belmont, CA: Brooks/Cole.

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

**APPENDIX G:
MID-TERM EVALUATION OF STUDENT**

Carlow University MSW Field Placement Mid-Term Evaluation of Student

The purpose of the mid-term evaluation is to determine if the student intern is meeting expectations and to provide them with feedback. This information will be shared with the student. Please answer honestly to facilitate a productive dialogue.

Student Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Completed: Click or tap to enter a date

Has student attended all scheduled hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is student on time for all scheduled hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

On a scale of 1-5, please rate the following of the student:

	Insufficient (1)	Developing (2)	Competent (3)	Proficient (4)	Excellent (5)
Oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages with required tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is Responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is Reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is meeting the expectations of field placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*In reviewing the competencies listed below, please select any that you feel the student has **NOT** yet demonstrated ability in:*

- ☐ Competency 1: Demonstrate Ethical and Professional Behavior
- ☐ Competency 2: Engage Diversity and Difference in Practice
- ☐ Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- ☐ Competency 4: Engage in Practice-informed Research and Research-informed Practice
- ☐ Competency 5: Engage in Policy Practice
- ☐ Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- ☐ Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- ☐ Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- ☐ Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Comments:

Click or tap here to enter text.

Field Instructor Signature

Insert electronic signature or sign in ink here.

Date

Student Signature

Insert electronic signature or sign in ink here.

Date

APPENDIX H:
STUDENT EVALUATION OF FIELD AGENCY AND INSTRUCTOR

**Carlow University MSW Field Placement
Student Evaluation of Field Agency and Instructor**

Student Name: <i>First Last</i>
Field Placement Agency: <i>Agency Name</i>
Field Instructor: <i>First Last</i>
Date Form Completed: <i>Click or tap to enter a date</i>

Students: On a scale of 1-5, please rate the following related to your field placement.

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
I was provided with a variety of learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff incorporated me into the agency/department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor regularly made time for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor provided me with supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor assisted me in fulfilling the goals set forth in the Learning Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would recommend this agency for future field placement students	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I would recommend this field instructor for future students	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The MOST valuable aspect of my field placement agency for my professional development was:
Click or tap here to enter text.

The LEAST valuable aspect of my field placement agency for my professional development was:
Click or tap here to enter text.

Additional Comments: *Click or tap here to enter text.*

APPENDIX I:
STUDENT EVALUATION OF FIELD EDUCATION PROGRAM

**Carlow University MSW Field Placement
Student Evaluation of Field Education Program**

Student Name: <i>First Last</i>
Field Placement Agency: <i>Agency Name</i>
Field Instructor: <i>First Last</i>
Director of Field Education Name: <i>First Last</i>
Date Form Completed: <i>Click or tap to enter a date</i>

Students: On a scale of 1-5, please rate the following related to the Field Education Program and Director of Field Education:

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
Carlow's field placement expectations were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carlow's field placement program is well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education was available for consultation if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education's visits to my agency were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education communicated expectations clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education supported me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Carlow Field Education Program prepared me to work as a generalist Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The MOST valuable part of the Field Education program to my professional development was:

Click or tap here to enter text.

The LEAST valuable part of the Field Education program to my professional development was:

Click or tap here to enter text.

Additional Comments:

Click or tap here to enter text.

APPENDIX J:
FIELD INSTRUCTOR EVALUATION OF CARLOW PROGRAM

**Field Instructor Evaluation
of Carlow MSW Field Education Program**

Field Instructor Name: <i>First Last</i>
Agency: <i>Agency Name</i>
Student Intern Name: <i>First Last</i>
Date Form Completed: <i>Click or tap to enter a date</i>

Field Instructor/Supervisor: Please complete this evaluation after the student has finished field placement. Your input and comments are important to us and will help us to improve our program. On a scale of 1-5, please rate the following:

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
Carlow's Field program expectations were clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student's interests and abilities were matched with agency's purpose and need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visits from Carlow faculty to the agency were well coordinated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visits from Carlow faculty to the agency were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration and respect for agency routines and procedures was given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular contact was maintained from Carlow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director of Field Education was responsive to solving problems (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would like to have a BSW intern from Carlow in the future	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I would recommend Carlow to other agencies interested in having a MSW intern	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The MOST valuable aspect of having a Carlow BSW intern was:
[Click or tap here to enter text.](#)

The LEAST valuable aspect of having a Carlow BSW intern was:
[Click or tap here to enter text.](#)

Additional Comments:
[Click or tap here to enter text.](#)

APPENDIX J:
LIST OF EXAMPLE PLACEMENT AGENCIES

Site Name	Web Address	Communities Served
Achieva - Stone Point Landing	https://www.achieva.info/	Individuals with disabilities and their families
Allegheny County - Area Agency on Aging	https://www.alleghenycounty.us/Human-Services/About/Offices/Area-Agency-on-Aging.aspx	Aging, Advocacy, Policy & Administration
Allegheny County - Children Youth & Family Services	https://www.alleghenycounty.us/Human-Services/About/Offices/Children,-Youth-and-Families.aspx	Public Welfare, Family and Child Assessment, Case Mgt., Community Services, Court Services
Allegheny County Department of Human Services	https://www.alleghenycounty.us/human-services/index.aspx	Drugs and alcohol, Incarceration support, Disability, LGBTQ, Mental Health, Veterans Services, Child & Families Counseling, Adult Counseling
Allegheny County Jail	https://www.alleghenycounty.us/jail/index.aspx	Forensic, Mental Health Counseling, Case Mgt., Groups, Community Services
Allegheny County Juvenile Probation	https://www.alleghenycourts.us/family/juvenile/	Justice; Juvenile Court Intake Case Mgt. Family Counseling
Allegheny General Hospital	https://www.ahn.org/locations/allegheny-general-hospital?gclid=Cj0KCQjwvdXpBRCoARIsAMJSKqJaOV5RnxDMp11UpOKa5e9bCQjvxh-AxPz5xKPLkeHIHsT1m0neVU4aAsAUEALw_wcB&gclsrc=aw.ds	Medical, General Medical/Surgical, Renal, Emergency Department, Women's Health OB/GYN
Allies Pittsburgh (formerly 'Pittsburgh AIDS Task Force')	https://alliespgh.org/	Community Organization, Individual/Group Counseling, Case Mgt., Community Advocacy
Alzheimer's Association	https://www.alz.org/pa	Senior Services, Mental Health Intake, Assessment, Family Support Services, Family Counseling

American Civil Liberties Union	https://www.aclupa.org/chapters/greater-pittsburgh	Justice/Legal Rights Services Intake Counseling, Referral Services, Volunteer Groups, Community Services, Advocacy
Caring Place	https://www.highmarkcaringplace.com/cp2/index.shtml	Grief services, Child & Family
Catholic Charities of Greene County	https://www.ccpgh.org/pages/services/services_county_greene	Basic needs services, Disaster relief, Counseling, Social Services, Pregnancy & parenting, Child & Families <i>All requests go through Allegheny County Office</i>
Catholic Charities of Pittsburgh	https://www.ccpgh.org/page.aspx?pid=329	Basic needs services, Disaster relief, Counseling, Social Services, Pregnancy & parenting, Child & Families
Center for Spirituality in 12 Step Recovery	https://www.guidestar.org/profile/25-1608735	Drug/Alcohol
Center for Victims	https://www.centerforvictims.org/	Crisis intervention, counseling/therapy, advocacy, victims services, legal assistance
Center of Emergency Medicine of Western Pennsylvania, Inc. (CONNECT)	http://centerem.org/	EMS/Paramedic Community Base Program
City of Pittsburgh/ Department of Public Safety	https://pittsburghpa.gov/publicsafety/	Crisis intervention, Child/family services, disaster relief
Cornell Abraxas Center	https://abraxasyfs.com/	Forensic Services for Adolescent Females, Individual Counseling, Groups,
County of Allegheny	https://www.alleghenycounty.us/	Human services, health department, government
CSF Adoption Services		Administrative/Legal Home Studies, Case Mgmnt., Ind. & Couples Counseling
Day One	https://www.dayonepgh.org/	Residential Program for young women and children

Every Child, Inc.	https://www.everychildinc.org/	Adoption, Foster Care, Case Mgt., Family support
Family Links	https://familylinks.org/	Family Services, Addictions, Counseling, Family Support
Family Services of Western PA (Wesley Spectrum)	https://wfspa.org/	Family Services Counseling, Prevention, Foster Care, Support and Rehabilitation Services
Garfield Jubilee	http://www.garfieldjubilee.org/	Job Training, Adolescent Counseling At-risk Youth
Gateway Health Plan	https://www.gatewayhealthplan.com/	Managed Medical Care, Case Mgt., Intake Case Referral, Administrative
Gateway Hospice	https://gatewayhospice.com/	Outpatient Hospices
Good Grief (Ursuline Support Center)	http://ursulinesupportservices.org/	Grief services, protective services, guardianship services
Good Samaritan Hospice	https://www.concordialm.org/locations/good-samaritan-hospice?utm_source=GoogleBusiness&utm_medium=GSH&service=45	Serving terminally ill and families
Gwen's Girls	http://www.gwensgirls.org/	Clinical services, after school programs, counseling (individuals, families, and groups), crisis intervention
Hearth Housing	https://www.hearth-bp.org/	Homeless, family services (Non-traditional internship -evening and weekends possible)
Highmark	https://www.highmark.com/hmk2/index.shtml	Grief, family/child counseling services, interventional services
Homeless Children Education Fund	https://homelessfund.org/	Children/Adolescent families
Institute of Politics - University of Pittsburgh	https://iop.pitt.edu/	Macro practice, Program development, public policy

Jeremiah Place	http://jeremiahsplace.org/	Daycare child care
Jewish Association on Aging	https://www.jaapgh.org/	Hospice/palliative care, vulnerable adult services, nursing home services
Jewish Family & Children's Service of Pittsburgh	https://www.jfcspgh.org/	Refugee and Immigrant Services
Jewish Residential Services Howard Levin Club House	http://jrspgh.org/howard-levin-clubhouse	MH Services
Jubilee Association	http://jubileesoupkitchen.org/	Soup Kitchen
Just Harvest	https://www.justharvest.org/	Hunger, advocacy, community engagement
Latino Community Center	http://www.latinocommunitycenter.org/	Immigration, advocacy, community engagement
Light of Life	https://www.lightoflife.org/	Homeless Women & Children, D/A Not sure they take women; Men;s Shelter and Bridge Housing
Manchester Youth Development Corp.	https://www.mydc.org/	Family Services School Social Work, Counseling Youth Programs, Parenting Classes
New Freedom Recovery Center	http://www.newfreedomrecovery.org/	Addiction treatment, individual/family counseling
PA Women Work	https://www.pawomenwork.org/	Services for Women, employment etc
People's Oakland	http://www.peoplesoakland.org/	Mental Health
Pgh Action Against Rape PAAR	https://paar.net/	Domestic Violence Advocacy, Intake and Assessment

Pittsburgh Community Services, Inc (PCSI)	https://www.pghcsi.org/	Case management, anti-hunger initiatives, housing services, workforce development
Pittsburgh Mercy	http://www.pittsburghmercy.org	Community MH-AOD Center Adult and Child Adolescent Services, Outpatient, Residential, Crisis, Intellectual Disabilities Homeless Services, OSN, Community Organization, Individual/Group Counseling, Case Mgt., Community Advocacy
Pittsburgh Mercy Family Health	https://www.pittsburghmercy.org/	Addiction services, behavioral health, intellectual disabilities, intervention services, homeless, veterans
Pittsburgh Mercy Family Health Center/n Behavioral Health	https://www.pittsburghmercy.org/behavioral-health/pittsburgh-mercy-behavioral-health/	Crisis services, adult/child/adolescent counseling, intellectual disabilities services
Pittsburgh Mercy, Bellwood TAP	https://www.pittsburghmercy.org/behavioral-health/mental-health-residential-services/	Mental Health resident services
POWER	http://www.power-recovery.com/contact.html	AOD Women Residential and other services
Primary Care Health Care Services, Inc.	http://pchspitt.org/	Medical/Public Health Outpatient Services, Mental Health, Community Health Programs
Public Allies	https://publicallies.org/pittsburgh/	Education and career assistance
Ridgeview, Adolescent Behavioral Center	https://www.pyramidhealthcarepa.com/locations/western-pennsylvania/ridgeview-teen-residential-treatment-gibsonia/?utm_source=google&utm_medium=organic&utm_campaign=gmb_gibsonia	Adolescent Drug and Alcohol
Shaler School District	http://www.sasd.k12.pa.us/	Middle and High School Opportunities

Sojourner House	http://www.sojournerhousepa.org/	AOD
SPHS Care Center	http://www.sphs.org/	Rape Crisis
The Program for Offenders	https://www.theprogrampg.org/	Criminal Justice, Women and Men
Three Rivers Hospice & Palliative Care	https://www.qualityliveservices.com/three-rivers-hospice/	Hospice
Trinity Hospice	https://npino.com/hospice/1821049404-trinity-hospice/	Hospice
UPMC Mercy	https://www.upmc.com/locations/hospitals/mercy	Community Mental Health, AOD, Adult, Child and Adolescent Services. Residential Services MH and Intellectual Disabilities, Crisis, Homeless Services, Medical/Behavioral Social Work, Case Management, Rehabilitation
Urban League of Pittsburgh	http://ulpg.org/	Hunger services, housing assistance, economic self-reliance, youth leader development, family support, advocacy
Victim's Services of Beaver County	http://www.beavercountypa.gov/Depts/DA/Victim/Pages/default.aspx	Legal assistance, victim services, counseling, advocacy, witness management, crisis intervention
Vincentian Home	https://vcs.org/vincentian-home/	Retirement assistance community
Western Pennsylvania Hospital	https://www.ahn.org/locations/west-penn-hospital?gclid=Cj0KCQjwvdXpBRCoARIsAMJSKqLPAv8DFIlyPquD_0fg0kydgaGNaqvV9GlrBWrsuN2WB0lpLCtXpQ8aAgXFEALw_wcB&gclsrc=aw.ds	Medical, Community Resources, Case Mgt., Aging, Community
Westmoreland County Victim/Witness Services	https://www.co.westmoreland.pa.us/305/Victim-Witness-Services	Legal assistance, victim services, counseling, advocacy, witness management, crisis intervention
Wilkins House Nursing and Rehabilitation Center		Long-term Nursing Care, Intake Assessment, Family Counseling, Recreation Groups, Administrative
Wilksburg Community Ministry	http://wcm15221.org/	Outreach, Aging, Case Mgt., Advocacy

Women's Center and Shelter of Greater Pittsburgh	https://www.wcspittsburgh.org/	Domestic Violence Advocacy, Intake and Assessment
Women's Center of Beaver County	https://www.womenscenterbc.org/	Crisis services, transitional housing, Adult/youth counseling