

Carlow University, Bachelor of Social Work Program

BSW Field Manual, 2023-2024

Revised May 2023

[On-campus and Online Program Modalities]

Contents

INTRODUCTION TO CARLOW’S FIELD PLACEMENT PROGRAM	4
MISSION STATEMENTS	4
COMMITMENT TO DIVERSITY, EQUITY AND ANTIRACISM	4
SOCIAL WORK CURRICULUM & FIELD PLACEMENT	4
CORE COMPETENCIES	5
PROGRAM GOALS	5
PURPOSE AND OBJECTIVES OF FIELD INSTRUCTION	6
ADMISSION TO FIELD PLACEMENT	7
MANDATORY MEETINGS AND GUIDELINES TO SECURE PLACEMENT	7
ADMISSIONS TIMELINE	9
SELECTION CRITERIA FOR AGENCIES AND SUPERVISORS	9
CRITERIA FOR SELECTION OF FIELD PLACEMENT SITE AGENCIES	9
IDENTIFYING, APPROVING AND ENGAGING WITH FIELD EDUCATION SETTINGS	9
CRITERIA FOR SELECTION OF FIELD SUPERVISORS	10
RESPONSIBILITIES	10
RESPONSIBILITIES OF THE FIELD SUPERVISOR	10
RESPONSIBILITIES OF THE PROGRAM TO THE AGENCY	12
RESPONSIBILITIES OF THE STUDENT IN FIELD PLACEMENT	13
HOURS TIMEFRAME	14
POLICY ON FIELD PLACEMENT AT EMPLOYER	14
TECHNOLOGY AND SOCIAL MEDIA POLICY	15
LIABILITY INSURANCE	16
HEALTH AND SAFETY	16
CLEARANCES	16
EVALUATION	16
GRADING	17
DISMISSAL FOR IMPROPER CONDUCT IN FIELD PLACEMENT	17
APPEAL PROCESS FOR DISMISSAL FROM FIELD	17
ADDITIONAL POLICIES AND PROCEDURES	18
APPENDIX A: PRE-PLACEMENT INFORMATION CHECKLIST	19

APPENDIX B: INITIAL CONTRACT	22
APPENDIX C: ORIENTATION FOR FIELD SITES	28
APPENDIX D: SUGGESTED ORIENTATION ACTIVITIES.....	30
APPENDIX E: SAMPLE FIELD MEETING AGENDAS	32
APPENDIX F: EXAMPLE LEARNING AGREEMENT AND EVALUATION FORM	35
APPENDIX G: MID-TERM EVALUATION OF STUDENT	48
APPENDIX H: STUDENT EVALUATION OF FIELD AGENCY AND INSTRUCTOR.....	51
APPENDIX I: STUDENT EVALUATION OF FIELD EDUCATION PROGRAM	53
APPENDIX J: FIELD SUPERVISOR EVALUATION OF CARLOW PROGRAM	55
APPENDIX K: LIST OF EXAMPLE PLACEMENT AGENCIES	58

INTRODUCTION TO CARLOW'S FIELD PLACEMENT PROGRAM

Carlow's Bachelor's of Social Work (BSW) Program is accredited by the Council on Social Work Education (CSWE) and guided by their Educational Policy and Accreditation Standards.

Field Education is a signature pedagogy of Social Work. According to the CSWE Educational Policy and Accreditation Standards 3.3:

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology (CSWE 2022 EPAS, p.20).

MISSION STATEMENTS

Please see the *BSW Handbook* for information on the Carlow University mission and vision and the mission of the BSW Program. The BSW Handbook is available in the accreditation section at: <https://carlow.edu/academic-programs/social-behavioral-science-degrees/bsw-degree/>.

COMMITMENT TO DIVERSITY, EQUITY AND ANTIRACISM

Please see the *BSW Handbook* for information on the BSW Program's commitment to diversity, equity and antiracism.

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. 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. Students complete 50 hours of volunteer service prior to their junior year. Field placement is required as the culmination of the curriculum. Students intern with micro, mezzo and macro populations in social work practice

areas such as aging, behavioral health, community development, criminal justice, education, policy advocacy, substance abuse treatment, youth development and more.

The liberal arts perspective at Carlow University is gained through the “Carlow Compass.” Students should refer to Carlow University Academic Catalog (available on Carlow’s website) or the BSW Student Handbook for a complete description of the Compass requirements. Students are advised and strongly encouraged to complete the majority of these requirements by the end of the sophomore year. The majority of the major social work courses are taken during the sophomore, junior and senior years.

Field Placement and Field Seminar are the final courses students take in the BSW Program. All required pre-requisites from the Compass and Social Work curriculum are to be complete BEFORE a student enrolls in Field Placement and Seminar. 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.

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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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 (CSWE 20E22 EPAS, p. 7-9)

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

PROGRAM GOALS

The field education program provides generalist practice opportunities for all students to demonstrate the nine social work competencies with all system levels: individuals, families, groups, organizations, and communities in field settings. The goals of the Carlow University BSW Program 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 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 generalist social work practice at the BSW level as described by the Council on Social Work Education (CSWE) in their Educational Policy and Accreditation Standards.

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

PURPOSE AND OBJECTIVES OF FIELD INSTRUCTION

Field education has the benefit of allowing students to gain skills and test 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 Supervisor, who is a BSW or MSW prepared social worker, in cooperation with the Director of Field Education or faculty liaison, supervises the student. In general, the Director of Field Education manages all aspects of field education but in some cases, a Carlow faculty member is specifically assigned to support the field program by securing placements and/or conducting site visits.

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

- 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

Students must apply and be accepted to the upper level of the program and field placement. The application information and process is detailed in the *BSW Handbook*.

MANDATORY MEETINGS AND GUIDELINES TO SECURE PLACEMENT

During the semester immediately preceding Field Placement I (typically Spring semester of the Junior Year), students who wish to enter field placement will read all policies pertaining to Field Placement in the BSW Student Manual and this Field Education Manual. Students complete a mandatory orientation meeting with the Director of Field Education or Field Liaison. 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 Fall and Spring semesters. These orientation sessions are primarily designed to provide students with the information necessary to begin the process of identifying an agency for the field placement (See 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/student-life/student-services/career-development/>

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 Supervisors.

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.

Throughout the placement process, it is the responsibility of the student to demonstrate timely, thorough, and clear professional communication with the Director of Field Education and field placement agency staff. Students who are non-responsive to emails and phone calls, absent from scheduled meetings and otherwise difficult to reach can not be guaranteed a field placement.

Generally, students will have secured their placements by the end of Junior year so they can begin their hours during the first week of classes in the Fall of Senior year.

During the orientation meetings the students will be reminded to review the BSW 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 (3 credits) simultaneously with Field Seminar I (3 credits) for the Fall semester. In the Spring, students will register for Field Placement II (3 credits) simultaneously with Field Seminar II (3 credits) for the Fall semester. The field seminar course serves as a support and debriefing mechanism for students as well as an educational arena.

ADMISSIONS TIMELINE

October Junior Year	Application to Upper-Level and Field Placement Due Interview for Upper-Level admissions conducted Mandatory orientation completed in SW 399 PEL course
January Junior Year	Student notified of status by BSW Program Director
January – February Junior Year	Student researches agency options and polishes resume/cover letter Mandatory orientation meeting(s) completed (if needed)
March – April Junior Year	Student interviews with potential field placement site(s) Register for Field Placement I (3 credits) and Field Seminar I (3 credits) for Senior Fall semester
April Junior Year	Placement finalized by Director of Field Education
Senior Year	Complete Field Placement

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.

IDENTIFYING, APPROVING AND ENGAGING WITH FIELD EDUCATION SETTINGS

The Carlow University BSW 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 BSW Program evaluates and approves all agencies before being used. The Field Director vets new field placement sites

during the placement process to ensure guidelines are clear for internship expectations, health and safety and other logistics.

It is imperative that students have adequate work space, access to necessary technology (computer, phone) and administrative support as needed. Students should be able to participate in the routine operations of the agency (i.e. case conferences, consultations, staff meetings, and when appropriate, professional development 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.

It is permissible for students to be paid for internship hours.

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

CRITERIA FOR SELECTION OF FIELD SUPERVISORS

The Field Supervisor holds a baccalaureate or master’s degree in social work from a Council on Social Work Education (CSWE) accredited program and has two years post-social work degree practice experience in social work. The program requires the Field Supervisor to complete an application that lists these credentials as well as submit a resume and reference name.

In rare situations, where there is no BSW/MSW available in an appropriate field setting, an individual who is BSW or MSW-trained and meets the above criteria may be approved to serve as a Field Supervisor. In some cases, a faculty member from the Carlow Social Work Department who meets the above criteria may assume the Field Supervisor role. If this supervision structure is established for a particular student, the student will have supervision on a daily basis from an identified Task Supervisor who will be advised by the Field Supervisor. The Field Supervisor will coordinate the student’s learning experience and collaborate on the Learning Agreement and student evaluations with the Task Supervisor at the field site. The success of the social work field placement depends on the supervision provided, thus, the role of the Field Supervisor is vital.

RESPONSIBILITIES

RESPONSIBILITIES OF THE FIELD SUPERVISOR

The responsibilities of the Field Supervisor include:

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

Document	Spring before placement	Fall	Spring
An application with contact information, credentials, a resume and a reference name	X		

An initial contract	X		
A Learning Agreement		Beginning and end of each semester	Beginning and end of each semester
Verification of student hours in a log		X	X
A mid-term progress report for the student		X	X
A final semester evaluation for the student		End of each semester	End of each semester
A final evaluation of the Carlow Field Program			X

2. Field Supervisors will receive individual orientation to the program by the Director of Field Education and will be encouraged to attend professional development opportunities offered at Carlow.
3. Field Supervisors will complete an initial contract with the student and Director of Field Education that is approved by the agency. Field Supervisors are responsible for orienting students to the agency.
4. The Program requires the student to keep a record of field hours as part of the experience. The Field Supervisor will sign off on verification of hours. Students commit to stay at the agency until the end of each Carlow semester and therefore must pace hours accordingly.
5. The Field Supervisor is required to engage the student in the formulation of a mutually agreeable educational experience. Carlow will provide a Learning Agreement for the Field Supervisor to complete in collaboration with the student to specify objectives, tasks and evaluation in relation to specific competencies. This document is submitted in the beginning of each semester, updated by the student during the semester and reviewed for accuracy by the Field Supervisor to sign off on in the student's final evaluation at the end of each term.
6. The Field Supervisor 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. To meet the goals of generalist practice, Field Supervisors should have students engage in micro, mezzo and macro practice. Students should engage, assess, intervene and evaluate individuals, families, groups, organizations and communities as relevant to the agency mission and focus. Field Supervisors 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 Supervisors 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 their Field Supervisor on a weekly basis for ongoing supervision.
9. Field Supervisors 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 Supervisor 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 Supervisors complete evaluations of the student's overall performance via the midterm and final evaluation each semester. The mid-term evaluation includes questions related to professional standards as well as the competencies and is shared with the Director of Field Education and the student so performance can be improved prior to the final evaluation. The final evaluation includes quantitative and qualitative assessment questions specifically related to how the student has demonstrated the competencies outlined in the Learning Agreement. Supervisors and students are expected to meet to discuss each evaluation throughout the internship. Due dates will be provided by the Director of Field Education for these evaluations to be submitted electronically.
11. In cases where students are supervised by a daily Task Supervisor in consultation with a Field Supervisor, these supervisors are expected to collaborate to submit required documents including the Initial Contract, Learning Agreement, Hours Log approval, Midterm and Final Evaluation and any other required documents.

RESPONSIBILITIES OF THE PROGRAM TO THE AGENCY

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

1. Orientation to Carlow's Field Program is provided to each Field Supervisor (and Task Supervisor if relevant). Orientation materials are shared electronically and agency supervisors are expected to review them and reach out with any questions within the first two weeks of the field placement.
2. The Director of Field Education meets with the student and Field Supervisor at least once each semester. The focus of this meeting is to review the Learning Agreement to ensure students are completing activities that meet the competencies as well as to discuss student strengths, areas of growth and overall performance. Additional meetings will be made upon request by the Field Supervisor or student.

3. It is the responsibility of the Director of Field Education to communicate and discuss basic curriculum with Field Supervisors 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.
4. The Director of Field Education collects feedback from Field Supervisors for upgrading the field component of the curriculum via an annual survey at the end of each academic year. The results are made available to the Department faculty for consideration in planning to improve the field education program.
5. The Director of Field Education receives and reviews the Field Supervisors' evaluations of the student's performance, and the student's other documents and uses them in establishing the student's final grade for the Field Placement I and II courses.

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 Supervisor 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. Respond to feedback by adapting behavior to meet the standards of professional conduct of the agency, the BSW Program and Carlow University.
2. Arrive at the field placement site on time and prepared to work. Notify the Field Supervisor and Director of Field Education of any unavoidable absence or tardiness before the expected arrival time at the agency.
3. Attend all sessions of the field seminar course 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 their Field Supervisor's direction. Review their Learning Agreement and Evaluation Form regularly as a way of self-evaluation and be prepared to discuss the final evaluation with the Field Supervisor.
6. Maintain a daily Hours Log that is accessible to the Director of Field Education and Field Supervisor. The Hours Log should be updated every time the student serves in placement. Field Supervisors will verify hours completed based on review of the Hours

Log. Students commit to stay at the agency until the end of each Carlow semester and therefore must pace hours accordingly.

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 their 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 Supervisor. If a breach in communication should occur between the student and the Field Supervisor, 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.

HOURS TIMEFRAME

Carlow's field program requires 450 hours completed over the course of Fall and Spring semesters (225 hours per semester).

To meet the hours requirement, the typical time spent in field placement for each student will be two 7.5 hour days per week for 15 weeks. Students typically have a regular schedule each week at the agency unless a varied schedule is desired by the agency.

Agencies sign on for a full academic year with an intern. Therefore, if a student fulfills the required hours for the semester early, they must continue to serve until the last week of classes. Students are encouraged to pace themselves accordingly. Students are welcome to exceed the required hours of the program.

Field placement hours begin and end with the start and end dates of Fall/Spring semesters. Request for other arrangements must be approved in writing by the BSW Program Director and BSW Field Director.

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 BSW or MSW prepared Social Worker or other qualified professional according to the BSW Program criteria for approved Field Supervisors

2) the student can meet all the educational goals of field placement (as described in program documents and on the Learning Agreement); and

3) the site can provide an opportunity for both growth and diverse experiences. To this end, the site **must assign duties that demonstrate that students are meeting the nine competencies at the generalist level of practice as outlined in the Learning Agreement.**

If the above criteria are met, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies and generalist level of practice. (CSWE EPAS 2022, p. 23)

Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the Field Supervisor holds a baccalaureate or master's degree in social work from a Council on Social Work Education (CSWE) accredited program and has two years post-social work degree practice experience in social work. In this case, field education supervision must be distinct from employment supervision. (CSWE EPAS 2022, p. 23)

Students should understand that employer-based field placement means making a commitment to maintain their internship status at the employer until the end of the academic year. If anything changes with their employment status, this may impact their internship experience. Another consideration for students requesting an employer-based field placement is how to balance the dual role of being both an employee and an intern within the same agency. Employers may have different expectations for their employees than their interns. Navigating this dual role can sometimes create additional complexities.

Employment-based field sites are subject to approval at the discretion of the Director of Field Education.

In a situation where the student becomes unemployed in an organization where field education has co-occurred with employment, Carlow's BSW Program policy is:

- If an intern is terminated as an employee from their place of employment with cause, Carlow would then follow our protocol for field termination (as outlined in the section on *Dismissal for Improper Conduct in Field Placement*).
- If an intern's employment position is in jeopardy due to anything other than the student's performance (for example, lay-offs, health protocols for pandemic), we will make every effort to coordinate a continuation of the internship at the same agency. If it's not possible to continue the internship (for example, agency shut down), Carlow's field program will make every effort to collaborate with the student to find an alternative field placement.

TECHNOLOGY AND SOCIAL MEDIA POLICY

Students are expected to follow their site agency policies related to technology and social media usage. The program also advises students according to the NASW standards for Technology in Social Work practice available at:

https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

LIABILITY INSURANCE

While enrolled at Carlow University, Social Work students receive general liability coverage for field placement.

HEALTH AND SAFETY

The BSW Program follows Carlow University's health and safety policies for students. Agencies are asked to identify and provide policies and procedures with regard to health and safety at their particular organization in an Initial Contract when the student's placement is finalized. Students are expected to review these at the start of the placement. Guidelines for enhancing safety and minimizing risk in field will be reviewed with the student by the agency supervisor during orientation for field placement. Students participate in a safety lecture during the Field Seminar I course.

If there is a specific safety concern at the agency, the student is advised to consult immediately with the field supervisor and the Director of Field Education or Faculty Field Liaison. Students are encouraged to ask questions to the agency field supervisor or Carlow Director of Field Education or Faculty Field Liaison about safeguards related to any of these situations which may impact the student's or client's safety.

CLEARANCES

Agencies determine if clearances including and not limited to 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. Carlow University adheres to agency policies regarding criminal background checks for field placement interns. A criminal background is not an automatic reason for disqualification from field placement.

EVALUATION

Evaluation of the field education experience will be continuous. Every student and Field Supervisor 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 Agreement at the beginning of each term in relation to the CSWE competencies (see appendix for an example of the Learning Agreement and Evaluation Form). Each semester, Field Supervisors submit a mid-term evaluation of the student and final evaluation of the student (examples can be found in the appendices).

Additional comprehensive final evaluation conducted at the close of the second semester includes: *Evaluation of Agency, Field Supervisor 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 Supervisor. Example questions for these forms can be found in the appendices.

Students also complete a Capstone 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 capstone results are graded, compiled and analyzed for year-end reporting and accreditation documents.

GRADING

Field Placement I and II (3 credits each semester) is graded on a pass/fail basis. Field Seminar I and II (3 credits each semester) is graded with a letter grade. The responsibility of assigning the final grade in both courses is that of the Director of Field Education or the instructor for the Field Seminar course, who takes into account the Field Supervisor evaluations and feedback of the student. Students who have questions regarding a final grade, should refer to the most current syllabi for the courses, the *BSW Student Handbook* and the *Carlow University Catalog*.

DISMISSAL FOR IMPROPER CONDUCT IN FIELD PLACEMENT

Students are expected to abide by all academic standards as well as Carlow's Standards of Professional Conduct (available in the *BSW Student Handbook*) while in field placement as well as all agency professional standards. 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 Supervisor 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 BSW Field Education should be made and a meeting should be held with the student and the Field Supervisor to discuss the incident and to remedy the situation.

If an incident is considered to be of serious nature, the Director of BSW 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 BSW 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 *BSW Handbook* and current *Carlow University Catalog*.

ADDITIONAL POLICIES AND PROCEDURES

The BSW 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 Undergraduate Catalog available at:
<https://www.carlow.edu/academic-programs/academic-information/course-catalogs/>

The BSW Program also follows the Carlow University policies detailed in the *BSW Handbook*.

**APPENDIX A:
PRE-PLACEMENT INFORMATION CHECKLIST**

**Carlow University BSW Field Placement
Pre-Placement Information Checklist**

Name of Student:
Director of BSW Field Education Name: Prof. Jessica Friedrichs
Date of Orientation:

Explanations / Discussion / Information Distributed:

- Requirements to enter field:** Students must complete required pre-requisite courses, have achieved the required GPA for the BSW program and take field credits as their last credits in the BSW program before enrolling in Field and Seminar

- Field Manual:** Students must read and abide by policies set out in the current BSW Handbook and the BSW Field Manual at <https://www.carlow.edu/academic-programs/social-behavioral-science-degrees/bsw-degree/> (scroll to Accreditation section for specific links)

- Hours Requirement:** Student must complete 225 hours per semester for 450 total hours in Field Placement. Hours must be submitted daily and verified by Field Supervisor.

- Credit Requirement and Class Syllabus:** Field Placement and Seminar assignments are described and guided by course syllabi

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

- Liability Insurance:** While enrolled at Carlow University, Social Work students receive general liability coverage for field placement.

- 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>).

- Clearances:** If the agency requires clearances, the student is responsible for obtaining and paying for them. Student disclosure of criminal records/ involvement before and during placement is necessary to support students successfully in the field program.

- Agency policies:** Student follows Carlow University and agency policy regarding health and safety, including transportation of clients, mandatory reporting, drug/alcohol, weapons, health protocols including pandemic-related and remote work policies.

Initial Contract: Field Supervisors and students must complete this form to be signed by Student, Task/Field Supervisor, 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 Supervisor and Director of Field Education, must complete a Learning Agreement in the first term of Field Placement, which is revised in the second term. Supervisors evaluate students at mid-term and completion of each semester.

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 BSW Handbook.

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

Student Signature:

Date:

APPENDIX B: INITIAL CONTRACT



**Carlow University BSW Field Placement
Initial Contract**

Student Information

Name:	Pronouns:
Email:	Cell Phone:
Address:	

Field Placement Agency Information

Agency Name:
Main Address:
Main Phone:
Address of Student Placement Location (if different):

Field Supervisor Information

Name:	Pronouns:
Title/Position:	
Email:	
Work Phone:	Cell Phone:

Task Supervisor Information (if relevant)

Name:	Pronouns:
Title/Position:	
Email:	
Work Phone:	Cell Phone:

Carlow Director of BSW Field Education

Name: Prof. Jessica Friedrichs	Pronouns: She/Her
Email: jfriedrichs@carlow.edu	
Work Phone: 412-578-6522	Cell Phone: 412-508-5124

Internship Details

Agency Resources made available to the student: <i>Please BOLD all that apply.</i>
Office space with desk
Computer access
Phone access
ID badge

Administrative assistant support Other support staff (Please describe: Other (Please describe:
Student's weekly schedule (to earn 15 hours per week):
Please indicate how much of the student's time will be remote work:
Day and time for weekly supervision meetings (one hour per week is required):
Name of person who will approve hours and submit evaluations of student:
Please explain any regular travel/transportation requirements: <i>If travel is required, is reimbursement provided for parking and mileage?</i>
Please list any clearances required: <i>If required, by what date will the student need to have obtained them?</i>
Orientation includes agency policies/procedures, a tour and student introduction to the staff. When will orientation be provided?
Please describe where written policies and procedures to ensure student health and safety are available for the intern to review. <i>(Example: pandemic policies, physical safety procedures while at the agency and if relevant, policies regarding visiting and transporting clients and/or responding to emergency situations).</i>
Competencies Once the internship starts, supervisor and student will work together to develop activities for the student to demonstrate the following competencies. 1: Demonstrate Ethical and Professional Behavior 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice 4: Engage in Practice-Informed Research and Research-Informed Practice

- 5: Engage in Policy Practice
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

More information at: <https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

Internship Description

In relation to the competencies listed above, please describe the intern’s activities, responsibilities and outcomes:

Logistics and Expectations of Field Placement

Responsibilities of Field Supervisor, Student and Carlow Director of Field Education are outlined in the BSW Field Manual available online. Below is information about dates and logistics for all to review and approve.

Total Hours: 450 (225 per semester)
Academic Credits: 12 (6 per semester)
Beginning and End Dates of Fall Semester: August 28, 2023 – December 15, 2023 Fall Break: October 16-17, 2023 Thanksgiving Break: November 22- 24, 2023 Finals Week: December 11- 15, 2023
Beginning and End Dates of Spring Semester: January 8, 2024 – May 3, 2024 Spring Break: March 4- 8, 2024 Easter Break: March 28 – April 1, 2024 Finals Week: April 29 – May 3, 2024
Site Visits The Carlow Field Director will meet with each student and supervisor at least once per semester. Supervisors will be oriented to Carlow’s field program.

Documentation of Hours

Student hours must be submitted via online hours log every day at placement. Field/Task Supervisor verifies hours by regularly reviewing and signing off on mid-term and final evaluation.

Evaluation

Supervisor submits a mid-term and final evaluation each semester for student. These are shared with the student to support their progress and development. Supervisor is responsible for communicating at any point in the semester if issues arise with attendance, performance or otherwise.

BSW Program Commitment to Diversity, Equity and Antiracism

The Carlow University Social Work Department is committed to diversity, equity and antiracism. To honor diversity, we follow the non-discrimination policies below as well as engage in continuous learning about how we can improve our support of students of all backgrounds. When evaluating our programming, we ask questions about the experiences of diverse students within our explicit and implicit curriculum as well as field placement. Particular attention is given to the experience of students from marginalized racial and ethnic groups, gender identities, sexual orientations and socioeconomic backgrounds.

We use an equity framework when approaching strategic decisions and evaluating programming. *The term “equity” refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures* (italics from [National Association of Colleges and Employers](#)).

Our antiracist stance recognizes the historical and continuing legacy of colonialism and slavery that has led to disparities for BIPOC (Black, Indigenous & People of Color). We commit to advancing racial equity in our programming and maintaining a sense of urgency in fighting racism and discrimination.

We share this statement here to make our field placement partner agencies aware and to encourage them to join us in our efforts.

Signatures

Those signing below agree to the terms listed in this document including responsibilities outlined in the BSW Field Manual start and end dates of placement, total hours, weekly schedule, regular communication (including meetings with the Carlow Director of BSW 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 form (separate document), submitted within the first month of placement and updated throughout the internship.

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 BSW Field Education. To sign below, please type your name and the date.

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

**APPENDIX C:
ORIENTATION FOR FIELD SITES**

Orientation for Field Sites

The following information is covered via a presentation shared with agency supervisors at the start of the academic year.

Overview

- Competency –Based Education
- Diversity, Equity and Antiracism
- Generalist practice (micro and macro) at the BSW level
- NASW Code of Ethics
- Agency integration
- Professional development opportunities
- Sharing from associated seminar course and assignments

Responsibilities

- Hours Log
- Learning Agreement
- Mid-Term Evaluation
- Final Evaluation

Keeping in Touch

- START (Week 4): Email check-in
- MIDTERMS (Week 8-10): Required meeting (virtual & on-site options)
- FINALS (Week 15): Submit evaluation (meeting optional)
- Same pattern for Spring semester

More Information

- BSW Handbook
- BSW Field Manual
- Available at: <https://www.carlow.edu/academic-programs/social-behavioral-science-degrees/bsw-degree/> (scroll to “Accreditation” section)

Communication is Key

- Reach out to each other EARLY if any concerns arise
- Reach out to Carlow’s Director of Field Education at any time

**APPENDIX D:
SUGGESTED ORIENTATION ACTIVITIES**

Carlow University BSW Field Placement Suggested Orientation Activities

Carlow requires students in field placement to have an orientation to the agency provided by the field supervisor. 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 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 email to staff introducing the student
 - Provide tour of agency
 - Introduce student to administrative staff and provide orientation to making copies, printing, phone, email/internet systems
 - Show student their workspace and resources such as computer, cellphone, etc.

- Student review of agency policy manuals; brochures, program materials

- Student meeting(s) with administrative and program staff

- Student visit(s) to community programs and resources and/or tour of neighborhood

- Field supervisor review of agency protocols; instructions for students on:
 - clearances (if relevant)
 - transportation of clients
 - mandatory reporting, child abuse, elder abuse
 - suicide/homicide threats
 - drug/alcohol policies
 - weapons and safety policies
 - health policies and protocols
 - remote work policies and protocols
 - communication with supervisor (preferred method of communication, times available to respond)

- Other agency-specific orientation activities

- Establishment of:
 - Student's weekly schedule
 - Regular weekly supervision meeting time

**APPENDIX E:
SAMPLE FIELD MEETING AGENDAS**

**Example Agenda for Field Meeting:
Fall Semester**

<p>Purpose of the Meeting</p> <ul style="list-style-type: none"> • Student’s growth and development to achieve the competencies • Supervisor perspective on the knowledge, values and skills of the student as a social worker and to support agency mission 	<p>2 min</p>
<p>Student</p> <ul style="list-style-type: none"> • Student shares learning from placement at this point 	<p>5 min</p>
<p>Midterm Evaluation Review</p> <ul style="list-style-type: none"> • Hours progress • Supervisor shares strengths and areas of growth • Review scores 	<p>15 min</p>
<p>Learning Agreement</p> <ul style="list-style-type: none"> • Activities to add to meet all competencies • Share from Seminar course assignments relevant to competencies • Professional development opportunities 	<p>20 min</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • Competency-based • Carlow goals and standards • Capstone document (Spring semester course assignment) • Fall is a good time to provide feedback so student can improve during Spring 	<p>10 min</p>
<p>Maintaining Contact</p> <ul style="list-style-type: none"> • Working as a collaborative team • Keeping in touch if issues arise – can always do a virtual or in-person meeting when needed • ALWAYS better to reach out than not 	<p>5 min</p>

**Example Agenda for Field Meeting:
Spring Semester**

<i>Before meeting: Field Director review copy of Fall Evaluation, hours logs and Spring midterm Evaluation to note any specific areas to discuss</i>	
Student Self-Evaluation Student share what they wrote in their self-evaluation at the end of Fall semester in terms of their effort, strengths and areas to grow Student share progress this semester	5 min
Supervisor Evaluations (Fall Final and Midterm Evaluation) Share strengths of the student Share areas for growth	15 min
Capstone	5 min
Learning Agreement Updates	20 min
Self-care and Professional Boundaries Discuss how this has been going; supervisor share their approach	5 min
Interest in BSW (or MSW) intern next year? If so, will send student resume/cover letters with goal of finalizing by late April	5 min
Wrap-Up Graduation pinning event invitation	2 min

**APPENDIX F:
EXAMPLE LEARNING AGREEMENT AND EVALUATION FORM**

**Carlow University
BSW Field Placement
Learning Agreement**

Student Name:
Field Placement Agency:
Field Supervisor:
Task Supervisor (if relevant):

Instructions:

This form is used to create the learning agreement between student and supervisor(s). The learning agreement is to be completed by the student with guidance and approval from the field supervisor (and task supervisor, if relevant) each semester of field placement.

The student is responsible for updating the learning agreement throughout the semester, with the support of the field supervisor. In the update, students indicate which planned activities they completed and which they will complete in Spring. They also add new plans to further their professional growth and development.

Deadlines for submission are in the syllabus for Field Seminar. The agency supervisor(s) confirm that the activities in the Learning Agreement have been completed each semester in the final student evaluation.

This document is collaborative and iterative. Students add to the learning agreement throughout the semester with activities they engage in relevant to various competencies at placement –they should confirm these changes with supervisors. Supervisors and Field Director may suggest additions at any point. It also serves as an excellent record of student’s learning and activities throughout the field placement and can be referenced as such for creating a professional resume.

A Note on Evaluation

At the end of this document, both student and supervisor(s) can see what the student will be evaluated on at the end of each semester (via an electronic survey sent to the supervisor). Students will be scored in the final evaluation each semester by supervisors on a 1-5 scale for each practice behavior (ex: 1.1, 1.2.) listed under the competency. Supervisor(s) meet with students to discuss their evaluation and a final copy of the evaluation is shared with the student.

The learning agreement and evaluation areas are developed in relation to the core competencies and practice behaviors of social work education as identified by the Council on Social Work Education (CSWE). More information is available at:
<https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

Overall Learning Agreement Plan

Students – discuss the following with your supervisor and then type your answer to the following questions below:

1) Agency Mission (including website link to it, if available):
2) Generalist Practice Focus Area: BSW students are prepared for generalist social work practice. What populations/levels will be the primary focus of this field placement? Bold all that apply: Individuals Families Groups Organizations Communities Policy
3) Generalist Practice Continued: Briefly describe how the student will gain skills in the levels and areas that are not the primary focus of this field placement in order to be prepared for generalist social work practice? <i>(i.e., if you will be primarily working with individuals, what opportunities will you have to learn about the larger community those individuals are a part of or about organizational practices; if you will work primarily on policy advocacy, what opportunities will you have to interact with individuals and groups?).</i>
4) Agency Integration: Describe how you will participate in regular staff meetings and other organizational activities to become integrated at the agency.
5) Professional Development: Describe plans for your attendance at professional conferences, agency trainings, and workshops <i>(Note: minimum of one professional development activity required each semester.)</i>
End of Semester: List Trainings/Workshops and Date Attended Here <i>(must have at least two documented for the year):</i>

Competency-Based Learning Agreement Plan

*At the beginning of each semester use the space below to identify **specific** student learning activities that demonstrate each competency and will facilitate the assessment of that competency.*

Competency #1: Demonstrate Ethical and Professional Behavior

1.1) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1.2) Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

1.3) Use technology ethically and appropriately to facilitate practice outcomes.

1.4) Use supervision and consultation to guide professional judgment and behavior.

Example Activities to Develop and Demonstrate Competency #1:

- Intern researches and applies NASW Code of Ethics to placement experiences and ethical dilemmas
- Intern gains competency in using agency computer systems for managing information, searching for resources, research and communication
- Intern prepares and delivers a presentation to clients and/or colleagues
- Intern completes professional writing assignments for email and social media communication, publications, grant applications, assessments, process recordings and reports
- Intern maintains documentation of practice and uses technology in accordance with agency expectations
- Intern discusses challenges to personal values with supervisor and practices self-regulation
- Intern uses supervision and evaluation to guide professional behavior and growth

Fall Semester - Activities for Competency #1:

- Intern will maintain a journal throughout the placement experience to explore their personal and professional values and how their personal experiences and affective reactions influence their professional judgment and behavior. Intern will review the journal each term and will share self-reflection gained from it with supervisor (Seminar I assignment)
- Intern will analyze a specific communication experience at field and share their assignment with supervisor (Seminar I assignment)
- Intern will create a supervision agenda and share it with supervisor (Seminar I assignment)
- Intern will write an ethics linkage synthesis journal to explore how the NASW Code of Ethics relates to an experience in field placement and share with supervisor (Seminar I assignment)

Spring Semester- Activities for Competency #1:

- Intern will maintain a journal throughout the placement experience to explore their personal and professional values and how their personal experiences and affective reactions influence their professional judgment and behavior. Intern will review the journal each term and will share self-reflection gained from it with supervisor (Seminar II assignment)
- Intern will write a capstone essay reflecting on ethical and professional behavior in field placement and share with supervisor (Seminar II assignment)
- Intern will write a resume to share with supervisor for feedback (Seminar II assignment)

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

2.1) Advocate for human rights at the individual, family, group, organizational, and community system levels.

2.2) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Example Activities to Develop and Demonstrate Competency #2:

- Intern researches how human rights and social justice issues relate to agency mission, populations served and goals
- Intern discusses with field supervisor 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
- Intern shares relevant coursework or learning on justice with supervisor and/or agency staff

Fall Semester - Activities for Competency #2:

- Intern will research a current social justice issue relevant to field placement agency or populations served and share with supervisor (Seminar I assignment)

Spring Semester- Activities for Competency #2:

- Intern will write a capstone essay reflecting on advancing justice in field placement and share with supervisor (Seminar II assignment)

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

3.1) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

3.2) Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Example Activities to Develop and Demonstrate Competency #3:

- Intern discusses with field supervisor self-awareness regarding empathy, cultural humility, internalized oppression, microaggressions and systematic oppression and how these shape practice experience
- Intern discusses strategies for self-regulation to manage bias regarding power, privilege and values in working with clients and constituencies
- Intern researches information about diverse populations served by the agency in order to develop knowledge about diverse cultures and identities
- Intern identifies cross-cultural skills they would like to develop and a plan for how to enact them
- Intern reviews policies related to anti-racism, diversity, equity and inclusion at the agency and discusses with field supervisor

Fall Semester - Activities for Competency #3:

- Intern will reflect on diversity in the content of placement and share with supervisor (Seminar I assignment)

Spring Semester- Reflection and Activities for Competency #3

- Intern will write a capstone essay reflecting on diversity and difference in field placement and share with supervisor (Seminar II assignment)

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

4.1) Apply research findings to inform and improve practice, policy, and programs.

4.2) Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

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 participates in organizational planning and evaluation that uses research 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 questions about specific clients or populations
- Intern shares relevant coursework or learning on research-informed practice with supervisor and/or agency staff
- Intern analyzes research studies/articles and identifies bias to promote ethical, culturally informed, anti-racist and anti-oppressive strategies in practice

Fall Semester - Activities for Competency #4:

Spring Semester- Reflection and Activities for Competency #4:

- Intern will write a capstone essay to conduct practice-informed research for field placement and share with supervisor (Seminar II assignment)

Competency #5: Engage in Policy Practice

5.1) Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

5.2) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Example Activities to Develop and Demonstrate Competency #5:

- Intern reviews agency policies and procedures and reflects with field supervisor on how they impact clients, with attention to social justice and anti-racist and anti-oppressive practice
- 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

Fall Semester - Activities for Competency #5:

Spring Semester- Reflection and Activities for Competency #5:

- Intern will write a capstone essay to research relevant local, state or federal policy related to field placement and share with supervisor (Seminar II assignment)

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

6.1) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

6.2) Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Example Activities to Develop and Demonstrate Competency #6:

- Micro level (Individuals): Intern builds relationships with clients through regular communication; reflects with field supervisor on individual situations
- 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

Fall Semester - Activities for Competency #6:

Spring Semester- Reflection and Activities for Competency #6:

- Intern will write a capstone essay reflecting on engagement in field placement and share with supervisor (Seminar II assignment)

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

7.1) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

7.2) Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Example Activities to Develop and Demonstrate Competency #7:

- Intern conducts needs assessments and strengths inventories of individuals, groups, families and/or communities and organizations
- 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)
- Mezzo level (Families and Groups): Intern assesses group functioning to focus on achievement of purpose, structure, life-cycle stage, culture and alliances
- 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

Fall Semester - Activities for Competency #7:

- Intern will write a theory linkage synthesis journal and apply a social work theory to an experience in field placement and share with supervisor (Seminar I assignment)

Spring Semester- Reflection and Activities for Competency #7:

- Intern will write a capstone essay reflecting on assessment in field placement and share with supervisor (Seminar II assignment)

[Empty Box]

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

8.1) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

8.2) Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Fall Semester - Activities for Competency #8:

Spring Semester- Reflection and Activities for Competency #8:

- Intern will write a capstone essay reflecting on intervention in field placement and share with supervisor (Seminar II assignment)

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

9.1) Select and use culturally responsive methods for evaluation of outcomes

9.2) Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Example Activities to Develop and Demonstrate Competency #9:

- Micro level (Individuals): Intern evaluates progress of individual clients and contributes to documentation 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

<p>Fall Semester - Activities for Competency #9:</p> <ul style="list-style-type: none"> • Intern will write a competency linkage synthesis journal to reflect on how they are developing in relation to the competencies at field placement and share with supervisor (Seminar I assignment)
<p>Spring Semester- Reflection and Activities for Competency #9:</p> <ul style="list-style-type: none"> • Intern will write a capstone essay reflecting on evaluation in field placement and share with supervisor (Seminar II assignment)

Learning Agreement Due Dates

Students will add activities to the Learning Agreement at the following points in the semester, which will be reviewed the Field Director. Agency field and task supervisors review the document at these date points to add their contributions and to ensure accuracy for signing off on these activities in the student’s final evaluation.

	Date Submitted (Student type date here)	Date Reviewed (Director type date here)
Beginning of Fall semester: Added activities from Initial Contract and discussion with supervisor(s)		
Midterm Fall Semester: Added activities from Weekly Journal, assignments and discussion with supervisor		
Midterm Spring semester: Added activities from Weekly Journal, assignments and discussion with supervisor		
End of Spring semester: Added activities from Capstone and discussion with supervisor		

Evaluation of Student Intern

*Field supervisors: At the conclusion of the semester, you will use the scale below to assess the student's achievement of each of the competencies and practice behaviors (see 1.1., 1.2 etc under each of the 9 competencies above) identified in this learning agreement. **You will receive an electronic survey link to fill out and submit based on the information below so this information is just for you to prepare.***

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

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"/>

Please identify and comment on the student's strengths:
Please identify and comment on the areas for the student's growth:
Please provide any other comments regarding the student's performance this semester:

I have reviewed the Learning Agreement with the student intern. The activities listed are being completed at this field placement.

- Yes
- No
- Other: _____

Internship Hours (based on review of Hours Log)

- This student has completed the required 250 internship hours
- This student has not completed the required 250 internship hours
- This student will complete the required 250 internship hours by this date:

Thank you for completing this evaluation as it will help determine the student's grade for the Field Placement course. 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.

By checking this box, I confirm the answers I have provided represent my evaluation of the student intern.

- I agree

Field Supervisor Signature: _____ Date: _____

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

Carlow University BSW 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. Mid-Term Evaluation is submitted electronically and shared with the student. Supervisor and student are encouraged to discuss during mid-term supervision meetings.

**Please note: This is a midterm check-in for Spring semester. If you have not had opportunity to observe a student demonstrating any competencies, please share, as the goal is for students to demonstrate all competencies at a proficient level by the end of the placement.*

Student Name:
Field Placement Agency:
Field Supervisor Name :
Date Completed:

Has student attended all scheduled hours?	Yes No
Is student on time for all scheduled hours?	Always, Mostly, Sometimes, Never
Are the hours listed on the student's Hours Log accurate?	Yes 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

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"/>

<p>What is one of the student's strengths?</p> <p>What is one area where the student could develop?</p> <p>Other Comments:</p>
--

Field Supervisor Signature
Checking this box certifies that I agree with the answers given above.

**APPENDIX H:
STUDENT EVALUATION OF FIELD AGENCY AND INSTRUCTOR**

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

Student Name:
Field Placement Agency:
Supervisor's Name (This is the person at your agency that supervised you most regularly)
Date Form Completed:

Thank you for filling out this survey so that we can gather information about your field placement agency and supervisor for potential future placements. This information is confidential and will not be shared directly with the agency.

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 Supervisor regularly made time for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor provided me with supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Supervisor 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 Supervisor 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:

The LEAST valuable aspect of my field placement agency for my professional development was:

Additional Comments:

**APPENDIX I:
STUDENT EVALUATION OF FIELD EDUCATION PROGRAM**

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

Students: This survey is anonymous. 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:

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

Additional Comments:

**APPENDIX J:
FIELD SUPERVISOR EVALUATION OF CARLOW PROGRAM**

**Field Supervisor Evaluation
of Carlow BSW Field Education Program**

Field Instructor Name:
Agency:
Student Intern Name:
Date Form Completed:

Field 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 BSW intern	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The MOST valuable aspect of having a Carlow BSW intern was:

The LEAST valuable aspect of having a Carlow BSW intern was:

Additional Comments:

**APPENDIX K:
LIST OF EXAMPLE PLACEMENT AGENCIES**

Agency/Organization	Area(s) of Focus
Allegheny County Department of Human Services Office of Children, Youth and Families (CYF)	Child and Family Welfare
Allegheny County Department of Human Services	Racial Equity; Justice Collaborations; Aging; Behavioral Health; Data Analytics
Allegheny Health Network At Home Hospice	End of Life
Alzheimer's Association - Greater PA Chapter	Alzheimer's
ARYSE	Refugee and Immigrant Youth
Auberle	Youth; Foster Care
Catholic Charities	Basic Needs; Family Support
City of Pittsburgh	Government; Policy
Connect Community Paramedics	Emergency Services; Referral Services
Crisis Center North	Intimate Partner Violence
Every Child, Inc.	Special Needs Foster Care
Global Wordsmiths	Translation and Interpretation
Gwen's Girls	Girls and Young Women
Homeless Children's Education Fund (HCEF)	Children and Families; Housing
Hugh Lane Wellness Foundation	LGBTQ+; Food Security
Just Harvest	Food Security Advocacy
New Freedom Recovery Center	Substance Abuse Treatment
PA Women Work	Career Services; Women
Pennsylvania Governor's Office of Advocacy and Reform	Policy; Advocacy
Pennsylvania Office of Attorney General	Criminal Justice Reform
Pittsburgh Mercy	Behavioral Health
Presbyterian Senior Care Network	Aging
Public Allies	Leadership development; diversity
Sisters Place	Housing
Social Justice Institutes of Carlow University	Advocacy; Antiracism; LGBTQ
Sojourner House	Substance Abuse Treatment
South Hills Interfaith Movement (SHIM)	Community; Refugee and Immigrants
Southwood Psychiatric Hospital	Youth Behavioral Health
United Way	Basic Needs
University of Pgh Medical Center (UPMC)	Healthcare
Urban League of Greater Pittsburgh	Family Support; Employment Services

Waddington Rehab Center	Substance Abuse Treatment
Wesley Family Services	Intellectual and Developmental Disabilities