

FIELD PRACTICUM MANUAL
2007-2008

DEPARTMENT OF SOCIAL WORK

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INTRODUCTION

Western Connecticut State University is one of four state universities authorized by the Connecticut Assembly to offer curricula leading to baccalaureate and master degrees in the arts and sciences, business and various professional fields and a sixth year diploma in special areas of education. The University is governed by the Board of Trustees and receives principal financial support from legislative appropriations. Western is comprised of two campuses, one in mid-town Danbury and one on the western side of the city.

The Social Work Department is located on the Middtown Campus, in White Hall, Office Suite Room 101. The Department telephone number is (203) 837-8410 and the Department fax number is (203) 837-8945.

Current University enrollment is approximately 6,000, including both undergraduate and graduate students. Approximately half the students are enrolled for full-time study; and half are part-time students in day or evening classes. Western Connecticut State University is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities and employment. The University is organized into five divisions: Graduate Studies and External Programs; the University Center for Adult Education; Arts and Sciences; Ansell School of Business; and the School of Professional Studies, in which the Department of Social Work is located.

UNIVERSITY MISSION STATEMENT

Western Connecticut State University serves as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut. We strive to meet the educational needs of a diversified student body through instruction, scholarship and public service. WestConn aspires to be a public university of choice for programs of excellence in the liberal arts and the professions by providing full-time and part-time students with the necessary background to be successful in their chosen careers and to be productive members of society. It accomplishes this by emphasizing:

- A strong liberal arts foundation
- Strong skills in communication, problem solving, and critical thinking
- Opportunities for experiential, cooperative, and internships experiences
- A strong background in information technologies
- Interdisciplinary programs
- A strong sense of commitment to public service
- A personalized learning environment

Our mission as a public comprehensive University is given life through the principles and values that guide us.

The Department of Social Work at Western was designed to fulfill two complementary needs specific to the northwest region of the State of Connecticut: to provide generalist baccalaureate social workers to the region, and to provide an opportunity for students who want to pursue a career in social services a chance to meet that goal within the general geographic area.

Recognizing these needs, the University began a baccalaureate social work program which is consistent with the mission and goals of the University and the expectations of the Council on Social Work Education (see CSWE, Educational Policy and Accreditation Standards, Appendix A). Since 1984 the Department of Social Work has been accredited by the CSWE as meeting or exceeding all of the national standards for baccalaureate social work education. Qualified graduates of the Department who apply to MSW programs within five years of graduation are eligible to receive academic credit for a portion of their bachelor's degree in social work. Students enrolled in the accredited baccalaureate social work program are also eligible for student membership in the National Association of Social Workers.

NON-DISCRIMINATION POLICY/AFFIRMATIVE ACTION

The Department of Social Work is committed to, and actively seeks to attract, a diversified student population and faculty. A tenet of the profession and the program is a commitment to social and economic justice. The program adheres to and promotes the University's Non-Discrimination Policy and the values of our profession, so does not discriminate on the basis of race, color, culture or ethnicity, religious beliefs or association, political affiliation, sex, sexual orientation, age, national origin, marital status, family structure, physical, learning or developmental disability, past or present history of mental disorder, or prior conviction of a crime, in accordance with state and federal laws. In addition, the Department is committed to the University's Affirmative Action Plan and Sexual Harassment Policy.

All qualified students (see "Student Eligibility" p. 4) are encouraged to major in Social Work and are welcomed by the Department.

SOCIAL WORK DEPARTMENT MISSION, GOALS AND OBJECTIVES

MISSION

The Department of Social Work prepares students to become entry level generalist social workers with the knowledge and skills to provide services which promote and strengthen the well-being of individuals, families, groups, organizations and communities, and which are consistent with the values and ethics of the profession. The Department draws from and builds on a strong liberal arts education foundation, in keeping with the mission of the University. The Department serves as an accessible, responsive, and creative intellectual resource to the University and regional communities.

GOALS

Goal 1: To prepare students for entry level generalist social work practice.

Goal 2: To provide a social work curriculum which incorporates a liberal arts perspective and which imparts the values, knowledge, and skills of the profession.

Goal 3: To educate students to work effectively with individuals, families, groups, organizations and communities.

Goal 4: To prepare students to become leaders in the development, provision, and evaluation of social services.

Goal 5: To be an accessible professional resource in dynamic relationship with the infrastructures of the University and the region.

OBJECTIVES

Graduates of Western Connecticut State University's Department of Social Work will be able to:

Objective 1: apply to professional practice the content learned in a coherent and integrated baccalaureate social work curriculum, which is based on a liberal arts perspective, relevant conceptual frameworks, and social work theories.

Objective 2: apply critical thinking skills within the context of social work practice.

Objective 3: understand personal, professional, organizational and client system values, and practice in a manner consistent with the NASW Code of Ethics.

Objective 4: apply values, knowledge, and skills of generalist social work to practice in diverse settings with client systems of varied sizes and types.

Objective 5: use communication skills differentially across client populations, colleagues, and communities.

Objective 6: work effectively within organizations and seek necessary organizational change.

Objective 7: use supervision and consultation appropriate to social work practice.

Objective 8: use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

Objective 9: learn to practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, spirituality, sex, and sexual orientation.

Objective 10: understand and interpret the mission and history of the social work profession, as they continue to inform theory, practice and contexts.

Objective 11: understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice nationally and globally.

Objective 12: evaluate research studies, apply findings to practice and evaluate their own practice interventions, and participate in the generation of new research.

Objective 13: analyze, formulate, and influence social policies.

Objective 14: appreciate the value of continuing their professional development through active participation in professional organizations, continued studies, and other professional activities and learning opportunities.

DEPARTMENT STRUCTURE

The Department of Social Work is autonomous within the School of Professional Studies and offers a four-year undergraduate program. The curriculum is structured to help students develop the professional knowledge, values and skills which enable them to practice entry level generalist social work.

The four full-time faculty members in the Department are: Associate Professor Dr. Robert Veneziano, Department Chair, who has overall responsibility for administration of the Department; Dr. Kathleen Hinga, Assistant Professor; Field Coordinator; Patricia Ivry, Professor; and Marjorie Steinberg, Associate Professor. The Department also benefits from the expertise of qualified adjunct faculty members. Katie Koulogianis is the Department Secretary. In recent years, there have been 100 to 120 social work majors each year.

The Department has earned a reputation for academic excellence, activism on campus and in the community, and an open and supportive environment for students. It has maintained national accreditation by the Council on Social Work Education since 1984, and was most recently re-affirmed in February, 2005.

STAFFING

The **Department Chair's (Dr. Robert Veneziano)** responsibilities include coordination and administration of the program and serving as spokesperson with relevant others within the University and in the community. Duties include scheduling social work courses, arranging the workload of and mentoring full-time faculty and adjunct faculty, initiating and coordinating the design of changes in the program, as well as managing other educational and administrative matters of the Department. The Department Chair is the official contact person for the Department of Social Work, participating in meetings with administrators and other relevant groups regarding program planning, and evaluation. Student appeals and grievances usually include review by the Chair.

The Department Chair's office is located in the White Hall Building, Office Suite Room 101. He can be reached at (203) 837-8678/837-8410.

The **Field Work Coordinator's (Dr. Kathleen Hinga)** responsibilities include coordinating field finding and field liaison responsibilities, assigning students to field placements, ensuring field evaluations are given in a timely fashion, hosting supervisors' meetings, and maintaining open lines of communication among students, field instructors and field liaisons. In conjunction with the Department Chair, the Field Work Coordinator maintains and fosters relationships with field agencies and prospective field agencies. The Field Coordinator's office is located in White Hall Building, Office Suite Room 101. She can be reached at (203) 837-8779/837-8410.

Field Liaisons are assigned by the Department Chair and the Field Coordinator and are the link to agencies, Field Instructors and students. (see "Field Liaison Responsibilities," page 9).

Field Instructors are professionals employed by agencies who have agreed to supervise students as part of their agency responsibilities and commitment to the profession. Additionally, they must adhere to the goals and objectives of the Department of Social Work. (see "Field Instructor Responsibilities," page 9).

Junior Field Practicum Field Instructors must have a Bachelor or a Master degree in Social Work, or work qualifications in the human services field.

Senior Field Practicum Field Instructors have a Council on Social Work Education (CSWE)-accredited Master's degree in Social Work with at least two years post-MSW practice experience, or, at the discretion of the Department, a CSWE accredited Bachelor's degree in Social Work with comparable post-degree work experience, or a comparable international social work degree.

The Department values regular, ongoing communication and interaction among the Field Instructor, Field Liaison, and Field Coordinator in order to maximize the student's learning during field placement.

CURRICULUM

The curriculum of the Social Work major at Western Connecticut State University is built upon a strong liberal arts foundation, which consists of studies in: humanities; communication skills; social sciences; and natural sciences and mathematics. Each student in the Department of Social Work must complete the University's General Education writing skills competency by taking a Writing Intensive course, and take either COM 160 Speech Fundamentals, COM 161 Decision Making in Groups, or COM 162 Interpersonal Communication to meet the communication skills requirements of the University. Content from the liberal arts curriculum is reinforced and applied in the social work curriculum. The social work foundation curriculum includes: values and ethics; diversity; populations-at-risk; social and economic justice; human behavior and the social environment; social welfare history, policy and services; social work practice; research; field education.

Each course in the Social Work curriculum has specific interrelated learning objectives which emanate from the Department objectives, and provide students with the knowledge, values and skills necessary for the generalist practice of baccalaureate social worker. The sequenced curriculum is structured to inter-connect and integrate the content of all its courses, and to foster both theoretical and applied learning, and professional development.

All social work courses address the themes of values and ethics, diversity, and social and economic justice. Critical thinking skills are emphasized throughout the curriculum.

As outlined below, students begin by fulfilling general education curriculum requirements, which provide a liberal arts perspective. Building on this base, students then begin the more focused social work courses. The advanced social work courses require understanding and application of knowledge in human behavior, social work practice, social policy and research. (See also Appendix C, "Course Sequence.")

Core-First Year/Sophomore

Introduction to Sociology, Introduction to Anthropology, Concepts of Biology or Human Biology, Introduction to Psychology, one of ten specified 200-level psychology courses, Introduction to Social Work and Social Welfare Services, American Government, Principles of Macroeconomics or Contemporary Domestic Economic Issues, Elementary Statistics or Great Ideas in Math, and other courses to meet general education requirements.

Sophomore/Junior

Human Behavior and Social Environment, Cultural Diversity (or Race and Ethnic Relations if admitted prior to Summer 2005), Social Welfare as an Institution, Social Work Research, and general education requirements.

Junior/Spring Semester

Social Work Methods I, Junior Field Practicum, and Junior Field Seminar (which must be taken concurrently and are only offered in the Spring); plus completion of Social Work Research, any remaining 200-level social work courses, and American Government (all required to be eligible for Senior Year Standing); general education requirements and electives.

Senior Year

Social Work Methods II and III, Social Work Senior Field Practicum and Seminars (Fall & Spring), Senior Seminar on Policy and Issues, Community Organizing Project I and II, Senior Integrative Seminar, and electives.

GENERALIST SOCIAL WORK PRACTICE

The Department of Social Work defines generalist social work as an approach to enhancing human and societal well-being that is integrated, multi-level, and informed by professional knowledge, values, and skills. Generalist social work practice recognizes the interplay of personal and collective issues in direct practice with diverse client systems of all sizes, in connecting client systems to resources, in enhancing the responsiveness of resource systems, in working toward just social policies, and in conducting and applying research.

(This definition is based in part on Miley, K.K., O'Melia, M., & DuBois, B.L. (2001). Generalist social work practice: An empowering approach (3rd ed.). Boston: Allyn & Bacon. Ch. 1)

STUDENT ELIGIBILITY

Any student enrolled in the University is eligible to declare a major in social work. No credit is awarded (or accepted from Transfer students) for life or work experience at any level of the program. In order to be eligible for Spring Junior Year Field Practicum (SW 305), Field Seminar (SW 306), and Methods I (SW 309), social work majors must meet the requisites for acceptance to Junior Standing.

During the Fall semester preceding the Junior Field Practicum, eligible students must apply for Junior Standing during course registration period. The process consists of written application and a personal interview with the Department Chair or designated faculty. Once students are accepted for Junior Standing in the Department, they are eligible to take SW 305 Junior Field Practicum, SW 306 Junior Seminar, and SW 309 Methods I.

Junior Standing: In order to be accepted for junior standing in the Department, a student must:

- A. Complete prerequisite courses.
- B. Have completed SW 200 Introduction to Social Work and Social Welfare Services including 30 hours pre-professional field experience, and SW 210 Social Welfare as an Institution, both with a minimum grade of a "C".
- C. Earn a grade of "C" or better in: a Writing Intensive course; COM 160, 161, or 162; PSY 100; and one specified PSY 200 level elective.
- D. Maintain an overall cumulative average of 2.0 (C), and an average of 2.5 (C+ = 2.33/B- = 2.67) in the major requirements with no grade lower than a "C."
- E. Have a plan to complete 200-level Social Work courses, SW 300 Research, and PS 102 American Government concurrent with Junior Method and Field courses.
- F. Complete a personal interview with the Department Chair or designee.
- G. Demonstrate appropriate commitment to the profession.
- H. Demonstrate appropriate professional behavior and evidence of communication skills through application process and course work.

To be accepted as a Senior in the major, Juniors apply in writing for Senior Standing during Spring advisement time, and must meet individually with the Department Chair or designated faculty. Final acceptance is made once all spring semester course work is completed, with Chair review of the following criteria.

Senior Standing: To continue in the department, entering senior students must:

- A. Complete an application for admission to Senior Standing during course registration period.
- B. Maintain an overall cumulative average of 2.0 (C), and an average of 2.5 (C+ = 2.33/B- = 2.67) in the major requirements with no grade lower than a "C."
- C. Have completed all courses for junior standing, plus SW 309 Methods I, SW 305 Junior Field Practicum, SW 306 Junior Field Seminar, SW 215 Human Behavior and the Social Environment, SW 220 Cultural Diversity (or SOC 200 Race and Ethnic Relations, if admitted prior to Summer 2005), and SW 300 Social Work Research, all with a minimum grade of a "C".
- D. Complete a personal interview with Department Chair or designee.
- E. Meet the learning objectives for junior level students.
- F. Continue to demonstrate commitment to the profession and continue to demonstrate appropriate professional behavior.
- G. Students must maintain all of the above standards to continue into Spring Semester Senior Year.
- H. A student who does not receive a "C" or better in a major course in Fall Semester Senior Year will not be permitted to begin Spring Semester Senior Year.

FIELD PRACTICUM COMPONENT

The Field Practicum experiences are integral to the learning objectives of the Department of Social Work. The Field Practicum provides students with the opportunity to develop generalist social work practice, applying the ethical, conceptual and theoretical frameworks of the social work profession. The Field Practicum takes place concurrently with classroom instruction, providing integration of theory and practice.

The Field Practicum provides the student with opportunities for:

1. the development of a conscious use of self in the social work practice.
2. ongoing professional supervision.
3. practice experience in the application of knowledge, values and skills to enhance the well-being of people and communities and to work toward the amelioration of socio-economic and political conditions that affect people adversely.
4. use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
5. assessment, implementation, and evaluation of agency and public policies within ethical guidelines.

Students in field practica are covered by student liability insurance, under a policy held by Western Connecticut State University.

STRUCTURE OF FIELD PRACTICUM

The field component has two tiers and follows a concurrent model of experiential and classroom learning, providing students with integrated progressive learning experiences (see Table I on page 6).

The first level is Junior Field Practicum (SW 305), an eight-hour a week field placement totaling 104 hours, taken in spring semester of the junior year. It is taken concurrently with SW 309 Methods I and SW 306 Junior Field Seminar. Students receive two credits for this practicum, with the grade determined by the Field Liaison.

The second level is SW 320/321, a two-day a week field experience each semester of the senior year, 208 hours each semester. Seniors in placement take SW 320-321 Senior Field Seminar concurrently with SW 310 Methods II, and SW 311 Methods III, respectively. Students receive 6 credits per semester for the practicum and seminar together, with the grade determined by the Field Seminar faculty, who most often also serves as Field Liaison, or who will consult closely with the Field Liaison if different.

Field placements are assigned with the goal of introducing students to the range of generalist social work practice settings.

Students begin their field assignments the third week of the semester and shall not complete their field assignments before the last week of the semester. (Seniors continue through the entire academic year). Each tier of the practicum must be at a different agency or program (see page 10 for Student Responsibilities).

Prior to beginning the field component, students are required to take SW 200 Introduction to Social Work and Social Welfare Services, which includes a 30 hour/semester agency observation assignment. This introductory course is open to all students in the University. Most students have also completed SW 215 Human Behavior and Social Environment and SW 210 Social Welfare as an Institution courses prior to field placement.

More detailed statements about Agency, Department, Liaison, and Student Roles and Expectations in Field Practicum as well as Learning Objectives for each practicum tier can be found on pages 7-13.

Table I: Field Practica

Academic Year	Spring Junior Year	Fall & Spring Senior Year
Course Number	SW 305 Jr. Field Practicum	SW 320 & 321 Sr. Field Practicum & Seminar
Hours/Semester	104 hours	208 hours each semester in field:
Hours/Week	8 hours/week	16 hours/week - Seniors are expected to maintain contact with the agency over the winter semester break.
Learning Objectives:	Ability to demonstrate: an understanding of the agency and community; professional identification; a sense of “fit” with agency; critical thinking skills; beginning generalist practice skills (engagement, assessment, intervention & evaluation); principles of ethical practice; an understanding of the human condition and work with diverse populations; understanding of policy and research; recording skills; appropriate use of supervision.	Ability to continue growth in Junior level objectives, and to demonstrate: ethical, generalist practice skills; development and use of agency and community resources; appropriate use of supervision; evaluation of practice, policy and programs; promotion of social and economic justice.
Evaluation	mid-semester and final; formal, written by Field Instructor, signed by student.	mid-semester and final each semester, formal written by Field Instructor, signed by student.
Grading	given by Field Liaison based on evaluation.	given by Senior Field Seminar instructor based on field evaluations, and Seminar participation and assignments.
Courses taken concurrently	SW 309, SW Methods I; SW 305 Jr. Field Practicum; SW 306, Jr. Seminar.	SW 310 & SW 311, SW Methods II & III; SW 320/321, SW Field Practicum & Seminar; SW 315 & 316, CO Project I & II; SW 325, Policy & Issues; SW 350, Integrative Seminar.
Supervision from Agency Field Instructor	one hour bi-weekly; formal and structured.	one hour weekly; formal and structured.
Dept. of Social Work Field Liaison contact	at least one site visit & one Instructors’ meeting and phone communications during semester.	at least two site visits per semester & two Instructors’ meetings per semester and phone communications.

PLACEMENT PROCESS

Assigning students to agencies is a process in which individual student learning needs and interests are matched with learning opportunities available at agencies. It is the responsibility of the Field Coordinator to ensure that appropriate placements are made.

Student-agency assignments are based on: 1) availability of learning opportunities consistent with learning objectives; 2) appropriateness of assignments to learning needs; 3) quality of supervision; 4) physical location and accessibility of agencies; and 5) specific situation of each student, e.g., family responsibilities, available transportation, special accommodations.

Department Policy on Employment-Related Placements:

The Department of Social Work gives no credit for life experience or work experience. The purpose of professional social work field education is to provide an educationally sound, applied practice experience for social work students. When a student requests permission to maintain or accept employment in an agency that has been deemed an appropriate agency placement according to the Department’s Policy on Field Practicum Agency Selection (see page 8), special attention is paid to maintain the educational standards of the field education component.

To insure the integrity of the field experience, there must be complete separation between a student's employment and that student's field placement. The Field Coordinator, on behalf of the Department, contracts in writing with the agency in which a student is, or seeks to be, employed to insure: 1) that the student's field practicum experience is conducted in a part of the agency program that is separate from the student's employment; 2) that the Field Instructor for the student is not the same person who is supervising the student in his or her employment at the agency; and 3) that credit for field practicum will be given only for those hours in which the student is engaged in field practicum learning assignments.

Junior Placement

Preceding the course registration period in fall semester, a meeting is held for students applying for Junior Status in the Department. At this meeting, faculty explain: expectations, processes and procedures related to field practicum, and students receive their Junior Application and Student Information forms, which are submitted to the Department prior to an interview with faculty.

The information provided by the student in the subsequent interview for junior standing and on application materials permits faculty to assess students' eligibility, learning needs, and areas of interest, and provides the basis for matching students with appropriate agencies for their Junior Field Practicum experience.

Senior Placement

During the spring semester, the Department conducts a meeting for students completing their junior year in the program to explain the senior year experience. Students must then complete the Senior Application and Senior Year Student Information forms in which they discuss their developing professional interests and learning needs. Each student then schedules a personal interview with the Department Chair or designated faculty to review his/her career objectives, commitment to the profession, status in the program and any other issues pertinent to the student and/or the Department. This process culminates in a written understanding between the student and Department articulating expectations for continuing in the program for the student entering Senior status.

The Junior Field Evaluation is used to measure student progress in meeting the practicum objectives. It is given serious consideration, along with the application materials and individual interview, in assessing the student's learning needs. These become the basis for matching the students with appropriate agencies for the Senior Field Practicum experience.

With each student's permission, Senior Field Instructors are provided with the summary page of the student's Junior Field Evaluation and Junior Field Liaison Evaluation.

During the first week of the semester in which the student will begin a Field Practicum, students meet individually with the Field Coordinator or Field Liaison to receive information about their placements. Each student is given, in writing, the name, address, and phone number of the agency and the Field Instructor and Field Liaison's numbers. It is then the student's responsibility to call the Field Instructor and set up an appointment for an interview. The interview permits the student to interview the Field Instructor and the Field Instructor to interview the student. If all are in agreement, a form is completed early in the Practicum describing the student's assigned tasks and anticipated schedule signed by the Field Instructor (see Appendix E for sample). When this information is returned to the Field Liaison, the student is considered officially in placement.

FIELD PRACTICUM AGENCY SELECTION

The Field Coordinator and faculty field staff foster relationships with human service agencies that demonstrate:

1. Commitment to training baccalaureate level social workers.
2. Ability to provide qualified field instructors, who will provide required supervision, attend scheduled program meetings and complete necessary evaluation forms. (see “Staffing: Field Instructors,” p. 3)
3. Willingness to work in accordance with the goals and procedures of the Department of Social Work.
4. Ability to provide appropriate and diverse educational experiences consistent with the tier of Field Practicum.
5. Provision of adequate space and supplies for assignment.
6. Commitment to employ baccalaureate social workers where appropriate.
7. General objectives and operational standards consistent with the goals of baccalaureate social work education and the Department of Social Work.
8. Commitment to professional values consistent with the *NASW Code of Ethics* (see Appendix B).
9. Commitment to the principles of non-discrimination and affirmative action upheld by the Department of Social Work (see page 1).
10. Commitment to social and economic justice.

DEPARTMENT OF SOCIAL WORK RESPONSIBILITIES

The Department of Social Work appoints a qualified social work faculty member to serve as Field Coordinator. It is the responsibility of the Field Coordinator together with other faculty to:

1. Organize the Field Practica.
2. Identify appropriate agencies to be used for Field Practica.
3. Provide Field Instructors with: a Field Manual stating objectives, policies, and expectations of field experience appropriate to their individual learning needs; syllabi for social work courses in which students are enrolled; and the *CSWE Educational Policy and Accreditation Standards (EPAS)*.
4. Assign student(s) to field placements.
5. Provide agencies with necessary information about students.
6. Assign social work faculty members to serve as Field Liaisons.
7. Provide agencies with criteria for student evaluations and appropriate evaluation forms; collect evaluations.
8. Plan and conduct Field Instructor workshops and meetings.
9. Provide opportunities for Field Instructors to have access to emerging trends, professional resources, and research in social work.
10. Establish and maintain relationships and open communication with the agencies affiliated with the program.
11. Maintain and update files with information about participating agencies.
12. Maintain appropriate records for University coverage of students under its Professional Liability Insurance plan and maintain agency affiliation contacts.
13. Assure the consistency of appropriate social work supervision and assignments for students in field practica, through the Field Coordinator and Field Liaisons.
14. Discuss students’ progress toward completion of field responsibilities and attainment of specified learning goals.

AGENCY RESPONSIBILITIES

The Department of Social Work maintains relationships with agencies qualified to provide students with appropriate field experiences. The range of agencies includes private and public agencies, large and small agencies, traditional and non-traditional agencies and agencies providing both direct and indirect services (see Appendix D). Client systems served by these agencies represent the diversity of populations, human needs, physical environments and experiences in the region. Agencies’ philosophies, values and standards are compatible with the standards and goals of the Department of Social Work and the National Association of Social Workers *Code of Ethics* (see Appendix B).

All agencies and Field Instructors are familiar with and committed to the goals and objectives of baccalaureate social work education, and to the performance expectations of baccalaureate social workers in practice settings. Agencies must adhere to principles of ethical social work practice, non-discrimination and affirmative action guidelines. Agency placements are considered an integral part of the Social Work Department. Professionals providing supervision to students are designated as Field Instructors. The agencies are apprised of program activities and encouraged to participate in community programs sponsored by the Department.

Agencies selected for student field placements must:

1. Enter into an agreement with the University which articulates mutual expectations and responsibilities.
2. Be apprised of WCSU’s Department of Social Work objectives and expected educational outcomes.
3. Provide professional supervisors appropriate to the tier of Field Practicum. (see “Staffing: Field Instructors,” p. 3)
4. Provide opportunities for students to meet the learning objectives of the Field Practicum.

5. Ensure that the students receive comprehensive orientation to the agencies (see Field Instructor Responsibilities #1, below).
6. Ensure that appropriate space is made available for students to conduct their professional work.
7. Provide travel reimbursement and the agency's umbrella insurance coverage comparable to that of other staff for student assignments requiring travel to multiple work sites, and home visits within the workday. (Students must provide their own transportation to the initial agency site and from their work site at the end of the day).
8. Assure that all assigned work is carefully assessed and monitored for student personal safety issues, keeping in mind that students are in a learning situation and do not carry full staff responsibilities.

FIELD INSTRUCTOR RESPONSIBILITIES

It is the responsibility of the Field Instructor to:

1. Orient students to the agency, including, but not limited to a tour of facility, introduction to professional and non-professional staff members, information about the client systems, structure, objectives and function of agency, role of professional and non-professional staffs and relationship to the community.
2. Work with the Field Coordinator and/or the Field Liaison to plan student roles and assignments that meet the students' learning needs.
3. Meet with the Field Liaison during the course of the Practicum (once per semester for juniors and twice per semester for seniors) to assess student progress, and revise assignments as necessary to maximize learning.
4. Clearly explicate to the student the assigned responsibilities and roles as they relate to specific educational outcomes.
5. Oversee students' time in field practicum by:
 - a. Monitoring and recording hours in the field to ensure students meet but do not exceed required hours.
 - b. Ensuring time for lunch and a minimum of one (Junior) and two (Senior) process recordings per week within the total Field Practicum hours.
 - c. Scheduling make-up work when necessary and ensuring its being completed.
6. Provide regularly scheduled supervision and be accessible to the student to handle questions and concerns. The minimal supervisory time is one hour each week for Seniors, and ½ hour each week, or one hour each two weeks for Juniors. More time should be provided as the student begins, or is given a new assignment

Supervision should be based on the review of current process recording, work assignments and students' overall performance, and should reflect the outcomes of meetings with the Field Liaison. (See Student Responsibilities, p. 10).

Oversight by other agency personnel on selected assignments should be in addition to, not replace, the primary Field Instructor's supervision.

7. Plan with students for supervisory coverage in Field Instructor's absence; inform Field Liaison or Department of Social Work about Field Instructor's absences exceeding one week, and negotiate a plan for coverage.
8. Jointly prepare with the student mid-term and final evaluations of the student's performance in the Practicum; read and sign any addendum prepared by the student. These evaluations must be submitted to the Department of Social Work by designated dates, in order for the student to receive a grade in the Practicum.
9. Become familiar with course syllabi and the field calendar distributed each semester.
10. Attend regularly scheduled Field Instructor meetings at the Department of Social Work not more than two each semester.
11. Be familiar with WCSU's Department of Social Work, its objectives and expected educational outcomes, and the student learning objectives for the assigned practicum level. (See p. 10 for all students, p. 10 for Juniors, and p. 11 for Seniors).

FIELD LIAISON RESPONSIBILITIES

It is the responsibility of the Field Liaison to:

1. Work with the Field Instructor to plan and structure appropriate learning experiences according to each student's needs.
2. Verify students' assigned tasks and supervision provided.
3. Visit the agencies once a semester for junior students and twice a semester for senior students, meeting with Field Instructors to review, discuss and monitor each student's progress.
4. Ensure overall learning objectives of course level (SW 305 Junior Field Practicum or SW 320/321 Senior Field Practicum) are being met.
5. Be available to students and meet with students individually and/or in groups to discuss their field experiences, providing follow-up as needed.
6. Maintain communication and consult with Field Coordinator and other faculty about student-field related issues and problems (see Termination).
7. When appropriate, step in and serve as a mediator in instances where difficulties/problems are apparent.
8. Assign grades for junior students in the field (SW 305) and provide input into grading of senior students in the field.
9. Evaluate overall field performance of student, Field Instructor and agency. Junior Field Liaison must also complete the Junior Field Practicum: Evaluation by Field Liaison (see Appendix I).

10. Complete an Annual Field Placement Report for Department use.

STUDENT RESPONSIBILITIES

It is the responsibility of each student to:

1. Demonstrate developing generalist social work practice skills.
2. Assume responsibility for addressing his/her own learning needs.
3. Be familiar with the Department's Field Manual as a resource for the Field Practicum.
4. Maintain regular attendance at the agency according to a schedule arranged with the Field Instructor.
5. Fulfill, but not exceed, the required number of hours agreed upon, and submit assignments on time.
6. Abide by the National Association of Social Workers *Code of Ethics* (see Appendix B).
7. Behave in a professional manner; dress in a manner appropriate and acceptable to the agency.
8. Protect agency and client system privacy; disguise client identity in course written work and oral presentations.
9. Follow agency policies and procedures.
10. Maintain written and verbal accountability to the Field Instructor.
11. Prepare for, attend, and participate regularly in supervisory sessions.
12. Write process recordings weekly as required and provide them to the supervisor in preparation for supervision. General guidelines are: Juniors, one process recording weekly from the third week in placement; Seniors, two recordings weekly. The Field Liaison must be consulted for any change in this expectation. Process recording outlines are in the Appendix.
13. Utilize the Field Instructor, Field Liaison and Field Coordinator appropriately to handle any problems or concerns through proper channels.
14. Meet with the Field Liaison regarding agency visits. Juniors will meet with their Faculty Field Liaison at the end of the semester to review their Agency Field Evaluation (Appendix H) and Evaluation by Liaison (Appendix J).
15. Participate in his/her own written evaluation in collaboration with the Field Instructor at mid-semester and the end of each semester. After this process, if agreement is reached, students are expected to sign their evaluations. If agreement is not reached, students may attach a separate letter stating their perceptions of the differences. The Field Instructor must read and sign this letter.
16. Provide his/her own transportation to and from the agency.
17. Manage time to allow for completion of class work and fieldwork.

JUNIOR FIELD PRACTICUM (See also Table 1, p. 6)

Students in the Junior Field Practicum must demonstrate a commitment to the social work profession and the National Association of Social Workers *Code of Ethics* (see Appendix B).

The Junior Field Practicum consists of 104 hours per semester, fulfilled by attending Field Practicum one whole day (8 hours including lunch and time for process recordings, see #12 above for guidelines) or 2 half days (4 hours each, no lunch) on designated field days (Tuesdays and Thursdays).

Should a field training agency reduce or cancel its expected open hours (e.g., weather closings, repairs, holidays), generally the student is credited for the planned field practicum hours that fall during those times. However, excessive lost hours (due to closings, strikes, or other agency-based issues) will be reviewed by the Field Liaison and Field Coordinator to determine if an extended time plan should be made, in order to provide the student with sufficient time and assignments to develop expected competencies. A student unable to keep to the planned practicum schedule due to personal circumstances must consult with the Field Instructor and Field Liaison about the plan to make up those hours.

Applying their learning from the social work curriculum, which is based on a liberal arts perspective and beginning generalist social work knowledge, junior social work students in field practice will:

1. Apply the content learned in the cumulative social work program to beginning generalist social work professional practice.
2. Apply critical thinking skills in the context of social work practice.
3. Demonstrate a beginning understanding of personal, professional, organizational, and client system values, and practice in a manner consistent with National Association of Social Workers Code of Ethics.
4. Begin to demonstrate effective and appropriate communication skills with diverse client populations, colleagues, and communities.
5. Begin to work effectively within organizations, to identify aspects for potential organizational change, and to recognize circumstances and mechanisms of oppression and discrimination.
6. Begin to use methods of accountability (e.g., supervision and record keeping) appropriate to social work practice, and to access other learning resources in agency based practice (e.g., consultation, networking, documents, in-service).
7. Begin to use theoretical frameworks to understand individual behavior, and the interactions among individuals, and between individuals and families, groups.

8. Practice without unfair discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
9. Demonstrate a beginning understanding of the social policies affecting practice in their field practicum settings.

It is understood that students will not:

1. Be required to do routine clerical work unless it is the usual procedure of the agency that all professional staff share in these responsibilities.
2. Be placed in situations known to be potentially dangerous.
3. Use their own vehicles to transport client systems.

SENIOR FIELD PRACTICUM (See also Table 1, p. 6)

The Senior Field Practicum consists of 208 hours/semester for the Senior year. Students attend Field Practicum 2 whole days (8 hours including lunch and time for process recordings, see p. 10, #12 for guidelines) on designated field days (Tuesdays and Thursdays). The Field Instructor oversees the assignment range, provides one hour of formal supervision weekly, is available for additional consultation, and may identify other personnel as resources on selected tasks.

Should a field training agency reduce or cancel its expected open hours (e.g., weather closings, repairs, holidays), generally the student is credited for the planned field practicum hours that fall during those times. However, excessive lost hours (due to closings, strikes, or other agency-based issues) will be reviewed by the Field Liaison and Field Coordinator to determine if an extended time plan should be made, in order to provide the student with sufficient time and assignments to develop expected competencies. A student unable to keep to the planned practicum schedule due to personal circumstances must consult with the Field Instructor and Field Liaison about the plan to make up those hours.

Applying their learning from the social work curriculum, senior social work students in field practice will:

1. Apply the content learned in the entire social work program to beginning generalist professional practice.
2. Apply critical thinking skills in the context of social work practice.
3. Demonstrate understanding of personal, professional, organizational, and client system values within the context of the NASW Code of Ethics (see Appendix B).
4. Demonstrate the ability to practice professional social work in a manner consistent with the NASW Code of Ethics.
5. Apply values, knowledge, and skills of generalist social work to practice with diverse client systems of all sizes.
6. Demonstrate effective and appropriate communications skills with client populations, colleagues, and communities.
7. Work effectively within organizations, and seek necessary organizational change, especially in order to end discrimination and oppression and to advance social and economic justice.
8. Use supervision and consultation appropriate to social work practice, and to access other learning resources in agency based practice (e.g., in-service programs, networking and documents).
9. Use theoretical frameworks to understand individual behavior, and the interactions among individuals, and between individuals and families, groups, organizations, and communities.
10. Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, spirituality, sex, and sexual orientation.
11. Demonstrate understanding of contemporary social work practice within the context of the mission and history of the social work profession.
12. Demonstrate an understanding of the forms and mechanisms of oppression and unfair discrimination, and demonstrate a commitment to advance social and economic justice through social work practice on micro, mezzo, and macro levels.
13. Participate in evaluation of social work practice, consult research studies relevant to practice, and demonstrate application of relevant research findings to practice.
14. Demonstrate an understanding of the social policies affecting social work practice in their field practicum settings.

It is understood that students will not:

1. Be required to do routine clerical work unless it is the usual practice of the agency that all professional staff share in these responsibilities.
2. Be placed in situations which are known to be potentially dangerous.
3. Use their own vehicles to transport client systems.

Note: Seniors are expected to maintain some contact with the agency over the extended break between semesters (December – January) as needed, in order to sustain continuity of in-progress, client services.

EVALUATION

For each Field Practicum experience, the student's performance is evaluated according to the specified learning objectives of that level. The Field Practicum will have provided the student with opportunities for:

1. The development of a conscious use of self in the process of applied practice.
2. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
3. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
4. Use of professional supervision and other opportunities to enhance learning.
5. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

The Mid-Semester assessment and Final Evaluations, completed jointly by the Field Instructor and the student, reflect the range and level of demonstrated social work skills and knowledge appropriate to each tier (see Appendices F, G, H, K, & L). The Field Instructor is asked to evaluate the student's professional development using a consistency of performance scale. There is also opportunity for Field Instructors to comment on any area, or to add information regarding student or agency issues which have impact on the Field Practicum.

If the student is not in agreement with any aspect of the evaluation, he/she may attach a separate letter stating the perception of the difference. This letter is signed by the Field Instructor indicating that he/she has read it.

The Field Liaison is responsible for assigning a grade for the Field Practicum. Strong consideration is given to the Field Evaluations. Other performance factors related to course Learning Objectives are taken into consideration. Juniors will meet with their Liaisons at the end of the semester to review the Evaluation by Liaison (Appendix J). As the Senior Field Practicum and Seminar is one six-credit course, the student's performance in meeting Seminar objectives is also considered.

Students provide formal feedback to the Department of Social Work on their field training experience by completing a "Student Assessment" form (Appendix N), and "Student Evaluation of Field Liaison and Coordinator Services" form (Appendix O), at the end of Junior year, and each semester of the Senior year.

TERMINATION

Termination from the Department by the Chair may occur when a student fails to maintain the academic standards of the University and Department (see WCSU *Undergraduate Catalogue*, "Student Standing" and "Social Work"; WCSU *Student Handbook*, "Student Rights and Responsibilities"; *Department of Social Work Student Handbook*, "Probationary Status in Department" and "Student Rights and Responsibilities"); and/or when a student's behavior in class or field is considered inappropriate for the profession of social work. This determination is based on assessment of behavior which is inconsistent with the standards of ethical conduct and professional behavior prescribed and proscribed by the NASW *Code of Ethics* as well as the stated expectations of the Department. (see "Student Responsibilities," p. 10). In such cases, discussions take place among the student, faculty involved and Department Chair. The Chair has final, decision-making authority. Once a decision is reached, it is communicated in writing by the Chair to the student in a timely fashion. The student may appeal this decision to the Dean of the School of Professional Studies or employ the University process for "Student Rights and Responsibilities" (*Student Handbook*, WCSU). Termination from the Department during the concurrent Junior Practice/Field/Seminar curriculum, or the concurrent Senior curriculum requires the student to withdraw from all SW labeled courses in that concurrent course group.

On occasion difficulties may arise at the field placement. In these instances the Field Liaison works with the student and Field Instructor to resolve these difficulties. Any one of the three can ask the Field Coordinator to help resolve matters. The Field Coordinator may seek participation of the Department Chair.

Every effort is made to assess the situation quickly and to establish a plan of action. In the event that the problem cannot be resolved, the Field Coordinator, in consultation with the Field Liaison, Field Instructor and student, and with the approval of the Department Chair, will terminate the placement. Based upon the specifics of the situation, the student may: 1) be reassigned to a different Field Practicum; 2) defer placement for a year or more (with explicit conditions for re-entry established by the Department, then assessed at possible re-entry time); or, 3) be terminated by the Chair of the Department. Students will be informed in writing of decisions regarding their status and may appeal these decisions to the Dean of the School of Professional Studies.

The University maintains guidelines for student rights and responsibilities and judicial procedures which are clearly articulated in the WCSU *Student Handbook* under the category "Student Rights and Responsibilities." The Department of Social Work adheres to these guidelines in all such matters and may establish additional responsibilities based upon professional training criteria.

APPENDICES

Appendix B

Code of Ethics

of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

NASW CODE OF ETHICS¹: ETHICAL STANDARDS
An Abbreviated Summary by the
Department of Social Work
Western Connecticut State University

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social Workers' primary responsibility is to promote the well-being of clients (individuals, families, groups, organizations, and communities).

1.02 Self Determination

Social Workers respect and promote the right of clients to self-determination (except when client's action or potential actions pose a serious, foreseeable and imminent risk to themselves or others).

1.03 Informed Consent

Social Workers should provide services only in the context of a professional relationship based, when appropriate, on valid informed consent.

1.04 Competence

Social Workers should provide services and present themselves as knowledgeable only within the boundaries of their education, training, license, certification, consultation received, supervised experience, and other relevant professional experience.

1.05 Cultural Competence and Social Diversity

- a) Social Workers should understand diverse cultures and their function in human behavior.
- b) Social Workers should be knowledgeable about, and seek to understand, the nature of social diversity and oppression.

1.06 Conflicts of Interest

Social Workers should be alert and avoid conflicts of interest.

1.07 Privacy and Confidentiality

Social Workers should respect clients' rights to privacy.

1.08 Access to Records

Social Workers should provide clients reasonable access to their own records.

1.09 Privacy and Confidentiality

Social Workers should not, under any circumstances, engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced, nor with former clients, nor with significant persons in a current client's life, nor provide clinical services to a person with whom he/she has had a prior sexual relationship.

1.10 Physical Contact

Social Workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact.

1.11 Sexual Harassment

Social Workers should not sexually harass clients.

1.12 Derogatory Language

Social Workers should not use derogatory language in their written or verbal communication to or about clients.

1.13 Payment for Services

Social Workers should ensure that their fees are fair, reasonable, and commensurate with the services performed.

1.14 Clients Who Lack Decision-Making Capacity

Social Workers should safeguard clients' interests and rights.

1.15 Interruption of Services

¹ National Association of Social Workers. (1996). Code of Ethics. Washington, D.C.; NASW.

Social Workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, illness, disability, or relocation.

1.16 Termination of Services

Social Workers should terminate services to clients and professional relationships with them when such relationships are no longer required or no longer serve the clients needs or interests. Social Workers should assist in making appropriate arrangements for continuation of services when necessary.

2. SOCIAL WORKERS' RESPONSIBILITY TO COLLEAGUES

2.01 Respect

Social Workers should treat colleagues with respect.

2.02 Confidentiality

Social Workers should respect confidential information shared by colleagues in the course of their professional transactions.

2.03 Interdisciplinary Collaboration

When members of an interdisciplinary team, Social Workers draw on the perspectives, values, knowledge and experiences of the social work profession and resolve differences through appropriate channels.

2.04 Disputes Involving Colleagues

Social Workers should not involve clients in disputes with colleagues.

2.05 Consultation

Social Workers should seek advice and counsel of colleagues whenever such consultation is in the best interest of clients.

2.06 Referral for Services

Social Workers should refer clients to other professionals when necessary. Social Workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referral social worker.

2.07 Sexual Relations

Social Workers should not engage in sexual activity or contact with supervisors, students, trainees, or other colleagues over whom they exercise professional authority or with colleagues when there is potential for conflict of interest.

2.08 Sexual Harassment

Social Workers should not sexually harass supervisors, students, trainees and colleagues.

2.09 Impairment of Colleagues

- a) Social Workers with direct knowledge of a colleague's impairment, which interferes with practice effectiveness, should consult with that colleague and, when feasible, assist their colleague in taking remedial action.
- b) Social Workers who believe that a colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory boards, and other professional organizations.

2.10 Incompetence of Colleagues

Social Workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague, when feasible, and assist colleague in taking remedial action.

2.11 Unethical Conduct of Colleagues

Social Workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues and to defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

Social Workers who provide supervision or consultation should be qualified to do so, should set clear appropriate and culturally sensitive boundaries, should not engage in relationships which have conflicts of interest or potential harm to other parties and should be fair and respectful in their work.

3.02 Education and Training

Social Work educators, field instructors or trainers should: instruct only within their areas of expertise, should be current in their field, should be fair and respectful, should inform clients when services are provided by students, should avoid conflicts of interest in relationships with students and avoid situations where students are at risk for exploitation or potential harm, and should set clear, appropriate and culturally sensitive boundaries.

3.03 Performance Evaluation

Social Workers who evaluate the performance of others should be fair and considerate and base the evaluation on clearly stated criteria.

3.04 Client Records

Social Workers are responsible for maintaining client records that are accurate, timely and reflect services provided and must keep such records after termination of services for as long as the law requires.

3.05 Billing

Social Workers should establish and maintain billing practices that reflects who provided those services and the nature of those services.

3.06 Client Transfer

The needs of a client currently or recently receiving services elsewhere must be carefully considered before agreeing to provide services.

3.07 Administration

Social Workers should advocate for allocation of resources that is fair and non-discriminatory.

3.08 Continuing Education and Staff Development

Agencies should provide continuing educational opportunities.

3.09 Commitments to Employers

Social Workers should work within organizations to ensure that workers can adhere to The Code of Ethics, and to ensure efficiency and effectiveness of services.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competencies

Social Workers should accept work responsibilities based on competencies or intention to acquire that competency. They should remain current and base their practice on an emerging professional knowledge.

4.02 Discrimination

Social Workers' should not practice, condone, facilitate or collaborate with any form of discrimination.

4.03 Private Conduct

Social Workers' private conduct should not interfere with their ability to fulfill their professional responsibility.

4.04-06 Dishonesty, Fraud, and Deception; Impairment; Misrepresentation

Social Workers should not participate in dishonesty, fraud, and deception. They should not practice if personal problems or other impairments interfere with professional judgment and practice. They should seek consultation and take steps necessary to protect clients and others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

Social Workers should work toward maintenance and promotion of high standards of practice based in knowledge, should add to the body of knowledge, and should promote and facilitate research.

5.02 Evaluation and Research

Social Workers should monitor and evaluate policies, implementation of programs and practice interventions. In doing research, willing consent of participants should be obtained, with due regard for their well-being, privacy and dignity.

6. SOCIAL WORKERS ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01-02 Social Welfare

Social Workers should promote the general welfare of society, the development of people, their communities, and their environments. Social Workers should work toward social and economic justice, and should facilitate informed participation in shaping social policies and institutions.

6.03 Public Emergencies

In public emergencies, Social Workers should provide professional services.

6.04 Social and Political Action

- a) Social Workers should engage in political and social action consistent with this Code of Ethics.
- b) Social Workers should work to expand choice and opportunity for all people.
- c) Social Workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally.
- d) Social Workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, mental or physical disability.

APPENDIX C

Western Connecticut State University

Department of Social Work

Typical Major Courses Sequence Guide

FIRST YEAR

Fall Semester

PSY 100 Intro. To Psychology
SOC 100 Intro. To Sociology (Pre-requisite for SW 200, SW 210,
SW 215, & SW 220)
Foreign Language I (if needed)

Spring Semester

Communications (COM 160, 161, or 162)
ANT 100 Intro. to Cultural Anthropology
ENG 101 The Habit of Writing
Foreign Language II (if needed)

SOPHOMORE YEAR

SW 200 Intro. To Social Work &

Social Welfare Services*

SW 210 Social Welfare as an Institution*

BIO 100 Concepts of Biology **or**
SW325)

BIO 132 Human Biology (Pre-requisite for SW 215)

**PSY 202 Abnormal Psychology,

**PSY 205 Social Psychology,

**PSY 210 Child Psychology,

**PSY 211 Adolescent Psychology,

**PSY 215 Psychology of Personality,

**PSY 217 Psychology of Women,

**PSY 219 Psychology of Men,

PSY 222 The Adult Years **or

(W)

**PSY 241 Child Psychopathology

**Select one of the above PSY 200 level courses

SW 200 Intro. To Social Work &

Social Welfare Services*

SW 210 Social Welfare as an Institution*

PS 102 American Government (Pre-Req. for

ECO 100 Principles of Macroeconomics **or**

ECO 207 Contemporary Domestic
Economic Issues

*Complete University MATH competency:
MATH 100 (former MATH 114) or place out.
(Pre-requisite for SW 300)*

Remember to complete a Writing Intensive

Course

JUNIOR YEAR

SW 215 Human Behavior and the Social the Social

Environment*

SW 300 Social Work Research*

MAT 120 Elementary Statistics **or** MAT 110 Great Ideas in Math

SW 220 Cultural Diversity*

Or

SOC 200 Race and Ethnic Relations (if admitted prior to Summer 2005)

SW 215 Human Behavior and

Environment*

SW 220 Cultural Diversity*

SW 300 Social Work Research*

SW 305 Social Work Junior Field Practicum

SW 306 Social Work Junior Seminar

SW 309 Social Work Methods I

SENIOR YEAR

SW 310 Social Work Methods II

SW 315 Community Organizing Project I
SW 320 Social Work Senior Field Practicum
and Seminar
SW 325 Senior Seminar on Policies and Issues

SW 311 Social Work Methods III

SW 316 Community Organizing Project II
SW 321 Social Work Senior Field Practicum
and Seminar
SW 350 Senior Integrative Seminar

Social Work Courses marked with an (*) are offered both Fall and Spring semesters. Consult your academic advisor for specific planning.

Foreign Language competency is required for B.A. in Social Work.

Revised for Fall 2006

APPENDIX D

Agencies Providing Social Work Junior and Senior Field Practicum Internships 2004-07

Ability Beyond Disability, Brookfield, CT.
Academy of Western Connecticut, Danbury High School, Danbury, CT.
A-Home, Mt. Kisco, N.Y.
AIDS Project of Greater Danbury, Danbury, CT.
Almost Home, Danbury, CT.
Alternative Incarceration Center, Danbury, CT.
American Red Cross of Western Connecticut, Danbury, CT.
Arms Acres, Carmel, NY.
Bethel Health Care, Bethel, CT.
Catholic Charities and Family Services, Danbury, CT.
The Children's Center, New Milford, CT.
Community Resource Center, Danbury, CT.
Connecticut Junior Republic, Waterbury, CT.
C.V. Starr Intermediate School, Brewster Schools, Brewster, N.Y.
Danbury Department of Elderly Services, Danbury, CT.
Danbury Public Schools, Danbury, CT:
 Alternative Center for Education
 Broadview Middle School
 Hayestown Avenue Elementary School
 Park Avenue Elementary School
 Pembroke Elementary School
 Rogers Park Middle School
Danbury Regional Child Advocacy Center, Danbury, CT.
Danbury Youth Services, Danbury, CT.
Department of Children & Families (DCF), State of CT., Danbury, CT.
Department of Social Services, State of CT, Danbury, CT.
Division of Public Defender Services, Danbury, CT.
East Hill Woods, Southbury, CT.
Executive Forum, Danbury, CT.,
Education Connection, Danbury, CT.
Family & Children's Aid, Danbury, CT.
Families Network of Western CT, Danbury, CT
Family Resource Center, Vogel-Wetmore School, Torrington, CT.
Family Services Woodfield, Bridgeport, CT.
Good Friends, Green Chimney's, Danbury, CT
Green Chimneys Children's Services, Brewster, NY.
Green Chimneys Community Outreach Center, Brewster, NY.
Hancock Hall, Danbury, CT.
Headstart, Danbury, CT.
Healing the Children, New Milford, CT.
Housatonic Habitat for Humanity, Danbury, CT.
Interfaith AIDS Ministry of Danbury, Danbury, CT.
Interlude, Danbury, CT.
Laurel Ridge Health Care, Ridgefield, CT.
McCall Foundation, Torrington, CT.
Medical Options, Danbury, CT.
Mental Health Association, Danbury, CT
Mid-Western Connecticut Council on Alcoholism (MCCA), Danbury, CT.
New Milford Health & Rehabilitation Center, New Milford, CT.
New Milford Social Services, New Milford, CT.
New Milford Youth Agency, New Milford, CT.
New Opportunities for Waterbury, Waterbury, CT.
Newtown High School, School-to-Career, Sandy Hook, CT.
Newtown Youth Services/ Family Counseling Center, Newtown, CT.
NORD (National Organization for Rare Diseases), Danbury, CT.
Northwest Center for Family Service & Mental Health, Torrington, CT.
NOW, Inc., Senior Nutrition Services, Danbury, CT.

Pope John Paul II Center for Health Care, Danbury, CT.
Putnam Community Action Program, Brewster, NY.
Putnam County Youth Bureau, Coordinated Youth & Family Services Project, Carmel, NY.
Putnam Family Support and Advocacy, Carmel, NY.
Ridgefield VNA, Ridgefield, CT.
Regional Hospice, Healing Hearts, Danbury, CT.
The Salvation Army, Danbury, CT.
StayWell Health Center, Waterbury, CT
Stepping Stone Program, Waterbury, CT.
Strong House Adult Day Center, Madison, CT.
TBICO (The Bridge to Independence & Career Opportunities), Danbury, CT.
The United Way of Northern Fairfield County, Danbury, CT.
Visiting Angels, Brookfield, CT.
The Volunteer Center, Danbury, CT.
Waterbury Youth Services System, Inc., Waterbury, CT.
WeCahr, Danbury, CT.
WERACE/Danbury Adult Education, Danbury, CT.
Western Connecticut State University Child Care Center, Danbury, CT.
Women's Center of Greater Danbury, Danbury, CT.
Women's Resource Center of Putnam/No. Westchester, Mahopac, NY.

APPENDIX E

TO: Field Instructors for Junior & Senior Social Work Students

FROM: Kit Hinga, Field Coordinator
Department of Social Work

RE: Student Field Responsibilities

DATE: _____

Thank you for serving as Field Instructor for a social work student for his/her student placement. Please fill out and submit this form to me after you have met with your student to map out a schedule and identified the student's initial and possible projected responsibilities in placement.*

Date: _____

Name Student: _____

Student Responsibilities:

Name & Address of Agency/Program: _____

Field Instructor: _____ Phone: _____

Task Supervisor (if any): _____

Placement Schedule (Days/Hours): _____

Supervision (planned Day/Time): _____

We have asked the student to return this form to the Department of Social Work no later than the third week of placement. The Field Liaison and Field Coordinator will review the plans and retain a copy for our files. If you have any questions or concerns about the student and/or the field experience, please do not hesitate to call me at 837-8779 or 837-8410 (Social Work office). Department FAX: 203-837-8945

WESTERN CONNECTICUT STATE UNIVERSITY

SOCIAL WORK DEPARTMENT

TO: Field Instructors for Senior & Junior Social Work Students

FROM: Kit Hinga MSW, PhD, Field Coordinator, Department of Social Work

RE: Student Field Responsibilities - APPENDIX E

DATE: _____

Please complete this form with your student after you have identified the student's initial and projected responsibilities.

Date: _____

Student Name: _____ Student Signature: _____

Student Responsibilities:

Agency/Program: _____

Street : _____

City : _____ State: _____ ZIP: _____

Phone: # _____ FAX # _____

Field Instructor: _____ Phone: _____

E-Mail Address: _____

Task Supervisor (if any): _____ Phone: _____

Placement Schedule (Days/Hours): _____

Supervision (Planned day/Time): _____

We have asked the student to return this form to the Department of Social Work no later than the third week of placement. The Field Liaison and Field Coordinator will review the plans and retain a copy for our files. If you have any questions or concerns about the student and/or the field experience, please do not hesitate to call me at 837-8779 or 837-8410 (Social Work office). Department FAX: 203-837-8945. Thank you! KLH

APPENDIX F

Western Connecticut State University Social Work Department

JUNIOR (SPRING) & SENIOR (FALL) MID-SEMESTER ASSESSMENT OF FIELD PERFORMANCE

Date _____

Name of Student _____

Agency Name _____

Supervisor _____

PERIOD COVERED FROM _____ TO _____

Hours Completed _____

Time Missed (indicate dates or hours) _____

Was time made up or are plans made to make it up? Yes _____ No _____

I have read and discussed this evaluation.*

Signature of Field Instructor

Date

Signature of Student

Date

*TO THE STUDENT: If you do not agree with any aspect of this evaluation, append a statement signed by you and your Field Instructor which indicates your disagreement and reasons.

A. Brief descriptions of field assignments and more specific description of any changes/additions or deletions in workload since September (for Seniors, Fall Term); or February (for Juniors, Spring Term).

Appendix F Cont'd.....Western Connecticut State University Social Work Department

B. Other planned learning experience (outside agency, intra-agency meetings, community exposure, etc.)

C. Description of competencies of which the student has demonstrated satisfactory progress, using Final Evaluation areas as reference.

D. Description of skills which student needs to focus on in remainder of field placement.

E. Identification of areas not addressed yet or educational needs of student for further professional growth.

F. How has supervision been utilized to its fullest potential by the student?

COMMENTS:

APPENDIX G

Western Connecticut State University Department of Social Work

SENIOR SPRING MID-SEMESTER ASSESSMENT OF FIELD PERFORMANCE

Name of Student _____ Date _____

Agency/Program _____

Field Instructor _____

Period Covered: From _____ To _____

Hours completed _____

Time missed (indicate dates or hours) _____

Was the time made up or are plans set to make it up? Yes _____ No _____

Signature of Field Instructor

Date

I have discussed and read this evaluation*

Signature of Student

Date

***TO THE STUDENT:** In the event you do not agree with any aspect of this assessment of your performance by your field instructor, append a statement signed by you and your field instructor which indicates your specific disagreement and reasons.

I. Update on Assignments and Plans Since Fall Semester:

A. Brief descriptions of ongoing field assignments, and more specific description of any changes/additions or deletions in workload since Fall Term.

B. Additional planned learning experiences for this last phase of the internship (e.g., assignments, inter-agency collaboration, formal service presentation or documentation report, workshop).

C. Description of skills and knowledge which student needs to focus on during remainder of field placement.

II. Mid-Semester Assessment of Skills, Knowledge, and Applied Practice:

The following are summaries of the nine sections of the *Senior Fall Final Practicum Evaluation*.

Instructions: Circle the scale number that represents the student's level of competency at this time.
Please use "Comments" for elaboration, particularly if there is much room for improvement,
or the need for student assignment opportunities to address this practice area.

Scale: 1 2 3 4 5 NA
Rarely Beginning to Sometimes Often Consistently Not able to assess

I. AGENCY INTEGRATION: The student...

Understands agency structure, functions, and role in the community, fits into the staffing pattern **1 2 3 4 5 NA**
in intern role, behaves in a professional manner, and conveys agency services clearly to client system(s)
and to others.

Comments:

II. WORK HABITS: The student...

Maintains a planned schedule, completes assignments and does follow-up work in a timely fashion, **1 2 3 4 5 NA**
handles necessary changes in scheduling or assignments

Comments:

III. SUPERVISION: The student...

Prepares for supervisory sessions with process recording, questions and other materials; seeks supervisory **1 2 3 4 5 NA**
input in planning and assessing work; uses supervision to explore personal feelings and responses that
impact on practice; displays increasing responsibility for learning from various agency resources.

Comments:

IV. VALUES AND ETHICS: The student...

1 2 3 4 5 NA

Demonstrates social work values and understanding of the NASW Code of Ethics; is able to work with differing value systems (self, client, agency, community, society); is able to identify value conflicts; examines personal biases and prejudices, and how these affect performance; displays a nonjudgmental approach to practice.

The student demonstrates understanding of and sensitivity to the diversities of the human condition, and is alert to the conditions of oppression and discrimination which affect peoples' lives and society in general.

Comments:

V. COMMUNICATION SKILLS: The student demonstrates ability to...

1 2 3 4 5 NA

Establish and maintain empathic helping relationships, communicating clearly and at an appropriate level during direct practice interactions (listening, verbal, non-verbal), and appropriate to the location.

The student shows purposefulness and selectivity in gathering data, is using professional language, has recall of interactions, including a description of one's own actions. The student writes clearly, maintains adequate records (both agency materials and process recording for supervision).

The student can express differing points of view with tact and respect.

Comments:

VI. PROFESSIONAL KNOWLEDGE AND SKILLS: The student...

1 2 3 4 5 NA

Displays critical thinking skills; demonstrates assessment skills and applied practice knowledge that are sensitive to human development and diverse clients systems; is able to develop a range of potential service options, can establish service plans suitable to the client systems; and overall, can apply theoretical and conceptual frameworks to practice (the field experience)

Comments:

VII. INTERVENTIONS: The student...

1 2 3 4 5 NA

Takes initiative to assume and sustain responsibility for developing strategies of intervention; is able to establish realistic goals with client system, and to establish working contracts (formal and informal) with client system; applies these with selectivity and objectivity to the situation [from VI 9 & 10]; maintains flexibility during service, and builds into a plan of action the means for later evaluation of outcomes.

The student can distinguish between crisis situations and other problem situations, and in urgent situations is able to establish suitable plans of actions, using the more directive intervention skills.

The student is able to recognize limits to in-agency services, and therefore locates, and refers client systems to, other resources and services, or (in their absence) can be creative and advocate for development of suitable resources.

Comments:

VIII. TERMINATION/TRANSFER PROCESSES: The student...

1 2 3 4 5 NA

Understands the significance and impact of endings for the client system, the agency, and oneself; plans ahead with, and implements the ending phase appropriately and differentially with the client systems and other personnel/services; takes responsibility for termination/transfer by completing oral and written reports with intra/interagency services/

Comments:

IX. EVALUATION: The student...

1 2 3 4 5 NA

Helps client systems and others to evaluate progress toward agreed-upon goals; shows ability to use ongoing evaluation as a basis for changing courses of action; and is able to measure outcomes based on evaluative tools incorporated into the plans of action.

The student demonstrates the ability to reflect on own practice, both during supervision and formal evaluation times, and during the course of own work with client systems.

The student has developed the ability to evaluate the role of agency policies and practices impact on the quality of life of client systems and of society in general, and has developed the ability to evaluate the social policies and programs which foster or inhibit societal well-being.

Comments:

Field Instructor: Please use the reverse side for any overall comments or explanations you wish to add.

APPENDIX H

Department of Social Work Junior Field Practicum: Final Evaluation

FACE SHEET

Identifying Data:

Student's Name _____ Date _____
Name of Agency _____
City/State _____
Field Instructor _____
Number of hours completed (Required - 104 hours) _____
I have participated in this evaluation*

Signature of Student _____

Signature of Field Instructor _____

Date _____

*To the Student: In the event you do not agree with any aspect of this assessment of your performance by your Field Instructor, you can append a statement signed by you and your Field Instructor which indicates your specific disagreement and your reasons.

To the Field Instructor: Applying their learning from the social work curriculum, which is based on a liberal arts perspective and beginning generalist social work knowledge, junior social work students in field practice are expected to meet the learning objectives for this level. (See Field Practicum Manual "Junior Field Practicum Learning Objectives.")

Instructions: This Junior Field Practicum Final Evaluation is a requirement. All students must have it completed and in their files in order to receive a grade for the Junior Field Practicum. It should provide the opportunity for the student and Field Instructor to engage in the process of practice evaluation, and help focus the senior year experience.

The Rating Scale: This is a 5-point scale with 1 being "Rarely" and 5 being "Consistently." Circle the appropriate number to indicate the student's performance on each item. If you feel unable to adequately judge the student's performance (for example: not enough opportunity to observe or determine the behavior, or the student has not had the opportunity to express the behavior), circle the NA (Not Applicable/No Answer).

The "Comments" space after each major heading is provided for comments or further elaboration about the student's performance on the item(s) above it.

Scale: 1 2 3 4 5 NA
Rarely Consistently Not able to judge

- I. AGENCY INTEGRATION: The student...
1. Understands agency structure, functions, and role in the community...1 2 3 4 5 NA
2. Has beginning understanding of agency funding sources and issues...1 2 3 4 5 NA
3. Fits into the student role within the agency...1 2 3 4 5 NA
4. Behaves in a professional manner (within agency and when representing agency in community contacts)...1 2 3 4 5 NA
5. Conveys agency services clearly to client system(s) and others...1 2 3 4 5 NA

Comments:

- II. WORK HABITS: The student...
1. Maintains a planned schedule...1 2 3 4 5 NA
2. Handles changes in scheduling in a professional manner...1 2 3 4 5 NA
3. Completes assignments in a timely fashion...1 2 3 4 5 NA
4. Dresses appropriately...1 2 3 4 5 NA

Comments:

Appendix H Cont'd... Department of Social Work Junior Field Practicum: Final Evaluation

III. VALUES AND ETHICS: The student...

1. Is familiar with the NASW Code of Ethics.....1 2 3 4 5 NA
2. Demonstrates social work values (e.g., confidentiality, respect for individuals, social and economic justice, etc.).....1 2 3 4 5 NA
3. Recognizes different value systems (self, client, agency, community, society).....1 2 3 4 5 NA
4. Is beginning to identify value conflicts.....1 2 3 4 5 NA
5. Examines personal biases and prejudices, and attempts to understand whether and how these affect performance.....1 2 3 4 5 NA
6. Is developing a non-judgmental approach to practice.....1 2 3 4 5 NA

Comments:

IV. SUPERVISION: The student...

1. Prepares adequately for supervisory sessions.....1 2 3 4 5 NA
2. Seeks supervisory input in planning and assessing work.....1 2 3 4 5 NA
3. Uses supervision to explore personal feelings and responses.....1 2 3 4 5 NA
4. Is able to apply new learning to practice.....1 2 3 4 5 NA
5. Uses contacts with other staff (such as task supervisor, consultant or support staff) appropriately.....1 2 3 4 5 NA

Comments:

V. COMMUNICATION SKILLS: The student...

1. Demonstrates ability for establishing empathic, helping relationships.....1 2 3 4 5 NA
2. Demonstrates ability to listen.....1 2 3 4 5 NA
3. Demonstrates ability to recognize feelings of the client system.....1 2 3 4 5 NA
4. Recognizes nonverbal messages.....1 2 3 4 5 NA
5. Uses space/environment effectively in client system contract.....1 2 3 4 5 NA
6. Is developing a range of interviewing skills to gather data, explore client system feelings, and develop plans for service with client systems (i.e., open and closed questions, clarification, personal disclosure, partializing, reflection, rephrasing, support, confrontation, use of silence, etc.).....1 2 3 4 5 NA
7. Is able to use communication skills appropriate to the specific client system.....1 2 3 4 5 NA

Comments:

VI. PROFESSIONAL KNOWLEDGE AND SKILLS: The student...

1. Begins to display critical thinking skills (suspended judgment, choices among alternatives, adequate support for asserted beliefs, tolerance of conflict and dissonance of concepts and ideas, problem solving, grounding decisions in knowledge).....1 2 3 4 5 NA
2. Understands biopsychosocial variables that affect human development and behavior.....1 2 3 4 5 NA
3. Is developing beginning assessment skills.....1 2 3 4 5 NA
4. Is able to identify client strengths and coping skills.....1 2 3 4 5 NA
5. Is beginning to demonstrate practice which is sensitive to human diversity.....1 2 3 4 5 NA
6. Is beginning to involve client systems in developing and choosing among options.....1 2 3 4 5 NA
7. Is beginning to develop a range of interventions.....1 2 3 4 5 NA
8. Uses self in a conscious, purposeful manner.....1 2 3 4 5 NA
9. Is beginning to develop appropriate boundaries between ones personal experiences and issues, and professional interactions.....1 2 3 4 5 NA
10. Is beginning to apply theory and conceptual frameworks to practice (the field experience).....1 2 3 4 5 NA

Comments:

VII. Please identify any issues at the agency that particularly impacted the student's experience, positively or negatively.

Appendix H Cont'd... Department of Social Work Junior Field Practicum: Final Evaluation

Note: The following two sections will be forwarded to the Senior Field Instructor prior to the Student's beginning the Senior Practicum.

Student's Name _____ Agency _____

Year: Spring _____

VIII. EXPOSURE TO VARIOUS ASPECTS OF TRAINING:

In order to help us develop a complementary placement experience for senior year, please tell us if the student has had the following exposure in the junior setting to:

	Yes	No
1. Engage in work with an individual client.	___	___
2. Lead or co-lead a group.	___	___
3. Work on an interdisciplinary team.	___	___
4. Work with community resources.	___	___
5. Be involved in program planning.	___	___
6. Convey agency services in the context of client system needs.	___	___
7. Observe or work with client systems of diverse cultural backgrounds.	___	___
8. Make decisions on a beginning level.	___	___
9. See the relationship between research and practice.	___	___
10. See the relationship between social policies and practice.	___	___
11. Do advocacy work.	___	___
12. See or engage in the process of organizational change.	___	___
13. Recognize circumstances and mechanisms of oppression and discrimination.	___	___

IX. SUMMARY STATEMENT:

We request recommendation for admission to senior year. Please comment briefly about the student's overall performance during the Junior Practicum. Please note any strengths and/or identify specific areas of focus for the Senior Practicum.

**WESTERN CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

Information Release Form A

I, _____, give my permission for the “Exposure to Various Aspects of Training” and “Summary Statement” from my final evaluation form of my Junior Field Practicum to be sent to my Senior Field Instructor.

Signed: _____

Date: _____

**WESTERN CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

Information Release Form B

I, _____, give my permission for the Field Liaison Evaluation from my Junior Field Practicum to be sent to my Senior Field Instructor.

Signed: _____

Date: _____

APPENDIX J

Western Connecticut State University Department of Social Work

JUNIOR YEAR FIELD PRACTICUM: EVALUATION BY FIELD LIAISON

Student: _____

Semester/Year: _____

Training Agency: _____

Prepared by Field Liaison: _____

The following is a synopsis of the student's performance level at the end of the Junior Field Practicum. The competency areas addressed herein are focused on in the junior year course work and field experience. No student moves into Senior Field Practicum without passing all Junior courses and field work. Students should meet most, if not all, Junior level expectations.

- I. AGENCY INTEGRATION: By the end of the Junior Field Practicum, students are expected to:
- Understand agency structure, function, and role in the community.
 - Have been exposed to agency funding.
 - Fit into the student role within the agency.
 - Behave in a professional manner (within agency and when representing agency in community contacts).

____ Does Not Yet Meet Expectation ____ Meets Expectation ____ Exceeds Expectation

COMMENTS:

- II. WORK HABITS: By the end of the Junior Field Practicum, students are expected to:
- Maintain a planned schedule.
 - Handle changes in scheduling in a professional manner.
 - Complete assignments in a timely fashion.
 - Dress appropriately.
 - Understand and fit in with the rhythm of agency work.

____ Does Not Yet Meet Expectation ____ Meets Expectation ____ Exceeds Expectation

COMMENTS:

- III. VALUES AND ETHICS: By the end of the Junior Field Practicum, students are expected to:
- Be familiar with the NASW Code of Ethics.
 - Demonstrate social work values (e.g., confidentiality, respect for individuals, social and economic justice)
 - Recognize differing value systems (self, client, agency, community, society).
 - Be able to identify value conflicts most of the time.
 - Examine personal biases and effects on practice.
 - Be developing a nonjudgmental approach to practice.

____ Does Not Yet Meet Expectation ____ Meets Expectation ____ Exceeds Expectation

COMMENTS:

Appendix J Cont'd... Western Connecticut State University Department of Social Work

IV. SUPERVISION: By the end of the Junior Field Practicum, students are expected to:

- Prepare for supervisory sessions.
- Seek supervisory input in planning and assessing work.
- Use supervision to explore personal feelings and responses.
- Apply new learning to practice.

Does Not Yet Meet Expectation Meets Expectation Exceeds Expectation

COMMENTS:

V. PROFESSIONAL KNOWLEDGE AND SKILLS: By the end of the Junior Field Practicum, students are expected to:

- Begin to display critical thinking skills.
- Demonstrate strong skills in oral communication, written communication, and interviewing.
- Be developing a professional vocabulary.
- Understand biopsychosocial variables that affect human development and behavior.
- Identify client strengths.
- Develop beginning assessment skills.
- Begin to develop a range of interventions.
- Begin to demonstrate professional boundaries.
- Begin to demonstrate practice which is sensitive to human diversity.

Does Not Yet Meet Expectation Meets Expectation Exceeds Expectation

COMMENTS:

Student Signature

Field Liaison Signature

Date

Date

APPENDIX K

Western Connecticut State University Department of Social Work

Senior (Fall) Final Field Practicum Evaluation

FALL SEMESTER

*Spring competency expectations are in bracket-bold wording “[**Bold**]”

Name of Student _____ Date _____

Field Practicum Setting _____

Brief description of basic service _____

Field Instructor _____

Period Covered From _____ To _____

Hours completed (208 Required) _____

Time lost (indicate dates) _____

Was the time made up? Yes _____ No _____

Plan to make up time Dec.-Jan.? (Fall term). Please confer with Field Liaison and attach plan.

Signature of Field Instructor

Date

I have discussed and read this evaluation*

Signature of Student

Date

*TO THE STUDENT

In the event you do not agree with any aspect of this assessment of your performance by your field instructor, append a statement signed by you and your field instructor which indicates your specific disagreement and your reasons for these.

FALL [SPRING] SEMESTER

Scale: 1 2 3 4 5 NA
 Rarely Beginning to Sometimes Often Consistently Not able to assess

- I. AGENCY INTEGRATION: The student.....
- 1. Understands agency structure, functions, and role in the community.....1 2 3 4 5 NA
 - 2. Understands agency funding sources and issues..... 1 2 3 4 5 NA
 - 3. Fits into the staffing pattern at the agency as a student intern.....1 2 3 4 5 NA
 - 4. Behaves in a professional manner (within agency and when representing agency in community contacts).....1 2 3 4 5 NA
 - 5. Conveys agency services clearly to client system(s) and to others.....1 2 3 4 5 NA

Comments:

Appendix K Cont'd.... Western Connecticut State University Department of Social Work

II. WORK HABITS: The student....

- 1. Maintains a planned schedule.....1 2 3 4 5 NA
- 2. Handles changes in scheduling or assignments in a professional manner.....1 2 3 4 5 NA
- 3. Completes assignments in a timely fashion.....1 2 3 4 5 NA
- 4. Dresses appropriately..... 1 2 3 4 5 NA

Comments:

III. SUPERVISION: The student...

- 1. Prepares for supervisory sessions.....1 2 3 4 5
NA
- 2. Seeks supervisory input in planning and assessing work.....1 2 3 4 5
NA
- 3. Uses supervision to explore personal feelings and responses.....1 2 3 4 5
NA
- 4. Displays increasing responsibility for learning from various agency resources
(professional and support staff, documents and background materials, agency contracts, etc.).....1 2 3 4 5 NA
- 5. Applies new learning to practice.....1 2 3 4 5 NA

Comments:

IV. VALUES AND ETHICS: The student...

- 1. Is beginning to incorporate [demonstrates using] the NASW Code of Ethics as a base for practice.....1 2 3 4 5
NA
- 2. Demonstrates social work values (e.g., confidentiality, respect for individuals, social and economic justice).....1 2 3 4 5
NA
- 3. Is able to work with differing value systems (self, client, agency, community, society).....1 2 3 4 5
NA
- 4. Is able to identify value conflicts.....1 2 3 4 5
NA
- 5. Examines personal biases and prejudices, and understands whether and how these affect performance.....1 2 3 4 5
NA
- 6. Displays a nonjudgmental approach to practice.....1 2 3 4 5
NA
- 7. Demonstrates understanding of and sensitivity to the diversities of the human condition, and is alert to the
conditions of oppression and discrimination which affect peoples' lives and society in general.....1 2 3 4 5
NA

Comments:

Appendix K Cont'd.... Western Connecticut State University Department of Social Work

- V. COMMUNICATION SKILLS: The student demonstrates ability to...
1. Establish and maintain empathic helping relationships.....1 2 3 4 5
NA
 2. Use communication skills appropriate to the specific client system.....1 2 3 4 5
NA
 3. Express self clearly verbally.....1 2 3 4 5
NA
 4. Communicate clearly and effectively during client system interactions.....1 2 3 4
5 NA
 5. Show purposefulness and selectivity in gathering data.....1 2 3 4 5
NA
 6. Use appropriate non-verbal skills.....1 2 3 4 5
NA
 7. Engage in active listening.....1 2 3 4 5
NA
 8. "Hear" underlying messages.....1 2 3 4 5
NA
 9. Begin to use professional language appropriately.....1 2 3 4 5
NA
 10. Recall interactions, including a description of one's own actions.....1 2 3 4 5
NA
 11. Write clearly.....1 2 3 4 5
NA
 12. Maintain adequate records (both agency materials and process recording for supervision).....1 2 3 4
5NA
 13. Express differing points of view without deprecating others.....1 2 3 4 5
NA
 14. Use space/environment effectively.....1 2 3 4 5
NA

Comments:

- VI. PROFESSIONAL KNOWLEDGE AND SKILLS: The student..
1. Displays critical thinking skills (suspended judgment, choices among alternatives, adequate support for asserted beliefs, decisions grounded in knowledge, tolerance for conflict and dissonance of concepts and ideas, problem solving).....1 2 3 4 5
NA
 2. Understands biopsychosocial variables that affect human development and behavior.....1 2 3 4 5
NA
 3. Demonstrates practice that is sensitive to human diversity.....1 2 3 4 5
NA
 4. Is developing [demonstrates] assessment skills.....1 2 3 4 5
NA
 5. Identifies major systems involved in the situation being addressed.....1 2 3 4 5
NA
 6. Identifies strengths and resources within the transacting systems.....1 2 3 4 5
NA
 7. Is able to assess potential for change within the (client) system.....1 2 3 4 5
NA
 8. Involves client systems in developing and choosing among options.....1 2 3 4 5
NA
 9. Is developing [has developed] a range of interventions.....1 2 3 4 5
NA
 10. Is developing [has developed] appropriate boundaries between own personal experiences and issues, and professional interactions.....1 2 3 4 5
NA

11. Applies theoretical and conceptual frameworks to practice (the field experience).....1 2 3 4 5

NA

Comments:

Appendix K Cont'd.... Western Connecticut State University Department of Social Work

VII. INTERVENTIONS: The student...

- 1. Takes initiative to assume and sustain responsibility for assignments.....1 2 3 4 5
NA
- 2. Is able to establish realistic goals with client system.....1 2 3 4 5
NA
- 3. Is able to establish working contracts (formal and informal) with others.....1 2 3 4 5
NA
- 4. Offers client system plans of action which emerge from the assessment process.....1 2 3 4 5
NA
- 5. Effectively implements agreed-upon plans of action.....1 2 3 4 5
NA
- 6. Maintains flexibility so that alternative options will continue to be considered.....1 2 3 4 5
NA
- 7. Is beginning to [builds] into the plan of action the means for later evaluation of outcomes.....1 2 3 4 5
NA
- 8. Is able to recognize limits to in-agency services, and therefore locates, and refers client systems to,
other resources and services, or (in their absence) advocates for development of suitable resources.....1 2 3 4 5
NA
- 9. Demonstrates capacity for creative and innovative thinking in relation to accessing community resources,
program development, efficient and effective service delivery, coordination of staff/team, interagency
efforts, etc.....1 2 3 4 5
NA
- 10. Distinguishes between crisis situations and other problem situations.....1 2 3 4 5
NA
- 11. In urgent situations, is able to establish suitable plans of actions, using the more directive intervention skills..... 1 2 3 4 5
NA

Comments:

VIII. TERMINATION/TRANSFER PROCESSES: The student...

- 1. Understands the significance and impact of endings, for the client system, the agency, and oneself.....1 2 3 4 5
NA
- 2. Plans ahead with, and implements the ending phase appropriately and differentially with, the client systems
and other personnel/services.....1 2 3 4 5
NA
- 3. Takes responsibility for termination/transfer by completing oral and written reports with intra/interagency
services.....1 2 3 4 5

NA

Comments:

IX. EVALUATION: The student...

- 1. Helps client systems and others to evaluate progress toward agreed-upon goals.....1 2 3 4 5
NA
- 2. Shows ability to use ongoing evaluation as a basis for changing courses of action.....1 2 3 4 5
NA
- 3. Is beginning to [is able] to measure outcomes based on evaluative tools incorporated into the plans of action.....1 2 3 4 5
NA
- 4. Demonstrates ability to reflect on own practice, both during supervision and formal
evaluation times, and during the course of own work with client systems.....1 2 3 4 5
NA
- 5. Is developing [has developed] the ability to evaluate the role of agency policies and practices which foster

or inhibit the quality of life of client systems and of society in general.....1 2 3 4 5

NA

6. Is developing [has developed] the ability to evaluate the social policies and programs which foster or inhibit societal well-being and freedom from oppression, and to be involved in change actions which will enhance quality of life for client systems and society in general.....1 2 3 4 5

NA

Comments:

Appendix K Cont'd.... Western Connecticut State University Department of Social Work

X. Please identify any issues at the agency that particularly impacted the student's experience, positively or negatively.

XI. Summary Statement of Overall Performance.

Senior Spring Final Field Practicum Evaluation

Student: _____ Signature/Date: _____

Agency/Program: _____

Field Instructor: _____ Signature: _____

Date/Year: _____

INSTRUCTIONS: This Final Field Evaluation has two sections:

I. Dept. of Social Work Program Objectives (13 evaluation items), relating student's final field performance level to the learning outcomes the Program has established for its graduates pp. 1-5). Each Objective is linked to items cited from the *Senior Fall Final...Evaluation*.

II. 3 Skills and Knowledge Areas (creating 6 items), from the *Senior Fall Final...Evaluation*, that faculty and supervisors agreed would be particularly useful to evaluate in detail at the end of the field internship (pp. 6-7).

CIRCLE THE NUMBER of the statement reflecting your evaluation of the student's field performance.

KEY to EVALUATION CATEGORIES: Circle number:

1. **does not:** student shows no competency.
2. **has begun to:** student demonstrates beginning level of the knowledge, skill or practice application, but needs direct, ongoing oversight in this area.
3. **has developed some:** student has progressed to an adequate level of knowledge, skill, and/or practice application, and shows some self-initiative in this area. Continuing oversight is needed to encourage and sustain the progress.
4. **is demonstrating these satisfactorily:** student's knowledge, skill, and/or practice applications meet supervisor's expectation for acceptable beginning professional social work generalist practice.
5. **has demonstrated mastery, at BSW level** – student shows particularly strong and sustained competency in this area.

COMMENTS: space to differentiate skills, knowledge, and practice within an evaluation item, or to summarize in your own way.

I. Department of Social Work Program Objectives:

Graduates of Western Connecticut State University's Department of Social Work will be able to:

Objective 1: apply to professional practice the content learned in a coherent and integrated baccalaureate social work curriculum, which is based on a liberal arts perspective, relevant conceptual frameworks, and social work theories.

Sr. Field Evaluation: VI. #11. applies theoretical and conceptual frameworks to practice.

1. The student demonstrates this range of knowledge and its applications to practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 2: apply critical thinking skills within the context of social work practice.

Sr. Field Evaluation: VI.1. displays critical thinking skills (suspended judgment, choices among alternatives, adequate support for asserted beliefs, tolerance of conflict and dissonance of concepts and ideas, problem solving, grounding decisions in knowledge).
VII.10. distinguishes between crisis situations and other problem situations.

2. The student demonstrates these skills in their applications to practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 3: understand personal, professional, organizational and client system values and practice in a manner consistent with the NASW Code of Ethics.

- Sr. Field Evaluation:*
- IV.1. demonstrates using the NASW Code of Ethics as a basis for practice.
 - IV.2. demonstrates social work values (e.g., confidentiality, respect for individuals, social and economic justice).
 - IV.4. is able to identify value conflicts.

3. The student understands these value systems and demonstrates their applications to practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 4: apply values, knowledge, and skills of generalist social work to practice in diverse and changing settings with client systems of varied sizes and types.

- Sr. Field Evaluation:*
- IV.3. Is able to work with differing value systems (self, client, agency, communities, society).
 - IV.5. Examines personal biases and prejudices, and understands whether and how these affect performance.
 - VI.4. Is developing [demonstrates] assessment skills.
 - VI.5. Identifies major systems involved in the situation being addressed.

4. The student demonstrates these values, knowledge, and skills through their applications to practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 5: use communication skills differentially across client populations, colleagues, and communities.

- Sr. Field Evaluation:*
- V.1. Establish and maintain empathic helping relationships.
 - V.2. Use communication skills appropriate to the specific client system.
 - V.3. Express self clearly verbally.
 - V.4. Communicate clearly and effectively during client system interactions.
 - V.5. Show purposefulness and selectivity in gathering data.
 - V.6. Use appropriate non-verbal skills.
 - V.7. Engage in active listening.

- V.8. "Hear" underlying messages.
- V.9. Begin to use professional language appropriately.
- V.10. Recall interactions, including a description of one's own actions.
- V.11. Write clearly.
- V.12. Maintain adequate records (both agency materials and process recording for supervision).
- V.13. Express differing points of view without deprecating others.

5. The student demonstrates these skills through their applications to practice.

1	2	3	4	5
does not	has begun to some	has developed these	is demonstrating satisfactorily	has demonstrated mastery

COMMENTS:

Objective 6: work effectively within organizations and seek necessary organizational change.

- Sr. Field Evaluation:*
- I.1 Understands agency structure, functions, and role in the community.
 - I.2 Understands agency funding sources and issues.
 - I.3 Fits into the staffing pattern at the agency as a student intern.
 - I.4 Behaves in a professional manner (within agency and when representing agency in community contacts)
 - VII.8. Is able to recognize limits to in-agency services, locates and refers client systems to other resources, or advocates for development of suitable resources.

6. The student demonstrates knowledge about organizations and demonstrates this professional behavior.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 7: use supervision and consultation appropriate to social work practice.

- Sr. Field Evaluation:*
- III.1. Prepares for supervisory sessions.
 - III.2. Seeks supervisory input in planning and assessing work.
 - III.3. Uses supervision to explore personal feelings and responses.

7. The student demonstrates these capacities and skills in utilizing supervision and consultation.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 8: use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

- Sr. Field Evaluation:*
- VI.2 Understands biopsychosocial variables that affect human development and behavior.
 - VI.11. Applies theoretical and conceptual frameworks to practice (the field experience).

8. The student demonstrates this knowledge and its applications to practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 9: learn to practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Sr. Field Evaluation: IV.7. Demonstrates understanding of and sensitivity to the diversities of the human condition, and is alert to the conditions of oppression and discrimination which affect peoples' lives and society in general.
VI.3. Demonstrates practice that is sensitive to human diversity.

9. The student demonstrates this knowledge and its applications in practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 10: understand and interpret the mission and history of the social work profession, as they continue to inform theory, practice, and context.

Sr. Field Evaluation: IX.5. Has developed the ability to evaluate the role of agency policies and practices which foster or inhibit the quality of life of client systems and of society in general.
IX. 6. Has developed] the ability to evaluate the social policies and programs which foster or inhibit societal well-being and freedom from oppression, and to be involved in change actions which will enhance quality of life for client systems and society in general

10. The student demonstrates this knowledge and skill.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 11: understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice nationally and globally.

Sr. Field Evaluation: IV.7. Demonstrates understanding of and sensitivity to the diversities of the human condition, and is alert to the conditions of oppression and discrimination which affect peoples' lives and society in general.

11. The student demonstrates this knowledge and its applications in practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 12: evaluate research studies, apply findings to practice and evaluate their own practice interventions, and participate in the generation of new research.

Sr. Field Evaluation: VII.7. Builds into the plan of action the means for later evaluation of outcomes.
IX.1. Helps client systems and others to evaluate progress toward agreed-upon goals.
IX.2. Shows ability to use ongoing evaluation as a basis for changing courses of action.
IX.3. Is able to measure outcomes based on evaluative tools incorporated into the plans of action.

12. The student demonstrates these skills and their applications in practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

Objective 13: analyze, formulate, and influence social policies.

Sr. Field Evaluation: IX.5. Has developed the ability to evaluate the role of agency policies and practices which foster or inhibit the quality of life of client systems and of society in general.
IX.6. Has developed the ability to evaluate the social policies and programs which foster or inhibit societal well-being and freedom from oppression, and to be involved in change actions which will enhance quality of life for client systems and society in general.

13. The student demonstrates these skills and their applications in practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

II. From “Senior Fall Final Field Practicum Evaluation” Sections (3):

II. PROFESSIONAL WORK HABITS: The student...

Sr. Field Evaluation: 1. Maintains a planned schedule.
2. Handles changes in scheduling in a professional manner.
3. Completes assignments in a timely fashion.
4. Dresses appropriately [for the setting].

14. The student demonstrates these work habits.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

VII. TERMINATION/TRANSFER PROCESSES: The student...

Sr. Field Evaluation:

- 1. Understands the significance and impact of endings, for the client system, the agency, and oneself.**

15. The student demonstrates this knowledge about termination.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

2. Plans ahead with, and implements the ending phase appropriately and differentially with, the client systems and other personnel/services

16. The student demonstrates these applied practice skills in addressing termination and case transfers.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

3. Takes responsibility for termination/transfer by completing oral and written reports with intra-/inter-agency services.

17. The student demonstrates these applied practice responsibilities.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

IX. EVALUATION -- Original items are separated into direct and larger systems practice evaluation skills.

IX. a. EVALUATION -- Direct practice:

Sr. Field Evaluation, IX: The student...

1. Helps client systems and others to evaluate progress toward agreed-upon goals.
2. Shows ability to use ongoing evaluation as a basis for changing courses of action.
3. Is able to measure outcomes based on evaluative tools incorporated into the plans of action.
4. Demonstrates ability to reflect on own practice, both during supervision and formal evaluation times, and during the course of own work with client systems.

18. The student demonstrates these evaluation skills in direct practice.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

IX.b. EVALUATION – Larger systems:

Sr. Field Evaluation, IX: The student...

5. Has developed the ability to evaluate the role of agency policies and practices which foster or inhibit the quality of life of client systems and of society in general.

6. Has developed the ability to evaluate the social policies and programs which foster or inhibit societal well-being and freedom from oppression, and to be involved in change actions which will enhance quality of life for client systems and society in general.

19. The student demonstrates these organizational and policy evaluation skills, and openness to being engaged in change actions.

1	2	3	4	5
does not	has begun to	has developed some	is demonstrating these satisfactorily	has demonstrated mastery

COMMENTS:

SUMMARY STATEMENT OF OVERALL PERFORMANCE:

6/06

APPENDIX M

**Field Instructor Assessment of
 Social Work Program, Field Education Services
 White Hall 101, Western CT State University, Danbury, CT 06810
 May 20__**

The Department of Social Work supports its agency Field Instructors through training meetings and through direct contact with Faculty Field Liaisons and the Field Coordinator. We invite you to assess the range and quality of field-related services which we provide. Your input is valued for our annual review of the Program’s field practicum curriculum and processes.

RETURN DATE: May __, __day. A return, postage-paid envelope is enclosed.

INSTRUCTIONS: Circle your responses. Add commentary as you choose.

Identify your student’s class level: Junior ___ Senior ____

Your Name (optional) _____

A. Social Work Field Staff Contacts:

1. Did the Faculty Field Liaison (Name: _____) meet the expectations given for that role, as described in *Field Practicum Manual* (e.g., site visit[s], phone accessibility, suggestions for assignments, strengthening student performance)?

Yes Usually Somewhat No

2. If you needed special help during the placement, were interactions with the Field Liaison helpful? (Skip if not applicable)

Yes Usually Somewhat No

Comments on Faculty Field Liaison contact: What worked or didn't?

3. If you had reason to consult with the Field Coordinator, was that process helpful to you? (Skip if not applicable)

Yes Usually Somewhat No

4. Were written communications timely and useful (e.g., *Field Practicum Manual*, initial student placement information, meeting notices, distribution of evaluation forms)?

Yes Usually Somewhat No

Comments on Field Coordination services:

B. Field Instructor Meetings:

5. Did you attend field instructor orientations, meetings/workshops this year? (Skip #6 if No)

Yes No

6. Which meetings were useful to you (e.g., orientation to field supervision; topics on supervision or student learning; current practice issues)? Were handouts and/or follow-up mailings useful?

7. Comments and suggestions to improve meetings (e.g., workshop topics, pre-meeting readings, frequency, time, guest presenters). **Use reverse side for more space as needed.**

Thank you for taking this time to provide your input.

Rev. 06

APPENDIX N

STUDENT ASSESSMENT OF FIELD PRACTICUM EXPERIENCE

The Social Work Department invites students to tell us about the nature and quality of the Field Experience. We ask you to use the *Field Practicum Manual* as a guide, since Department expectations of, and contract for, training with agencies are articulated in those documents.

Your assessment of Field Liaison and Coordinator services is included in Student Course Evaluations: SW 306 Junior Field Seminar and SW 320/321 Senior Field Seminars.

NAME: _____

JR. _____ SR. _____
FALL/SPRING and YEAR: _____

AGENCY/PROGRAM _____

FIELD INSTRUCTOR _____

1. What was the overall quality of the experience? What were: a) its strengths; b) its learning opportunities? Did it match your expectations? If not, how did it differ?

2. What were its primary learning areas for you; i.e., field of practice, methodology, skill development, personal growth, networking?

3. How did the agency's mission and model(s) for service reflect the standards and values of the Social Work Department and the NASW Code of Ethics? If there were deviations, were these acknowledged and by whom?

4. Did your Field Instructor maintain the role responsibilities you expected, as described in the manual? If there were deviations, were these temporary or were there explanations which you could accept?

5. Were you exposed to other resources for learning (staff, other agency contacts, outside meetings, etc.)? Please identify some.

6. Comments

APPENDIX O
STUDENT EVALUATION of

FIELD LIAISON and COORDINATOR SERVICES

Department of Social Work

[given in SW306, 320, 321]

This Evaluation is your opportunity to evaluate faculty in their field-related roles. This is consistent with the University's and the Department's practice of eliciting student input, usually via Course Evaluations, regarding teaching effectiveness.

Instructions:

- **Use University scan sheet to answer Questions 1 – 5.**

- **Use SCALE, A – D for responses**
 - A. Agree
 - B. Agree Somewhat
 - C. Disagree
 - D. Not Applicable

- **Use Write-in Areas as you choose**

Questions:

1. My Field Liaison met the Social Work Dept's expectations for that role as outlined in the Field Practicum Manual. (See Attachment 1.)

Write-in Area 1: Give brief explanation of your answer.

2. If I needed it, my Field Liaison provided service that greatly assisted me in addressing a particularly stressful issue in field practicum, which called for his/her intervention beyond the Field Seminar process or brief consultation (services such as: added contact with agency personnel, mediation to strengthen assignments or supervision, ongoing focused support for me during that time).

Write-in Area 2: Give brief explanation.

3. If I consulted with the Field Coordinator about my field practicum's initial arrangements, helpful information or support was provided.

Write-in Area 3: Give brief explanation. Label "Q. 3."

4. If I consulted with the Field Coordinator about a stressful issue regarding my field practicum experience, there was an understandable resolution, given program requirements or stated practices. (See Attachment 2.)

Write-in Area 3: Give brief explanation. Label "Q. 4."

5. If I consulted with a faculty member, other than my Field Liaison or Field Coordinator, about a field-related issue, helpful information or support was provided?

Write-in Area 4: Give brief explanation.

ATTACHMENT 1

FIELD LIAISON RESPONSIBILITIES

It is the responsibility of the Field Liaison to:

11. Work with the Field Instructor to plan and structure appropriate learning experiences according to each student's needs.
12. Verify students' assigned tasks and supervision provided.
13. Visit the agencies once a semester for junior students and twice a semester for senior students, meeting with Field Instructors to review, discuss and monitor each student's progress.
14. Ensure overall learning objectives of course level (SW 305 Junior Field Practicum or SW 320/321 Senior Field Practicum) are being met.
15. Be available to students and meet with students individually and/or in groups to discuss their field experiences, providing follow-up as needed.
16. Maintain communication and consult with Field Coordinator about student-field related issues and problems (see Termination).
17. When appropriate, step in and serve as a mediator in instances where difficulties/problems are apparent.
18. Assign grades for junior students in the field (SW 305) and provide input into grading of senior students in the field.
19. Evaluate overall field performance of student, Field Instructor and agency. Junior Field Liaison must also complete the Junior Field Practicum: Evaluation by Field Liaison (see Appendix I).
10. Complete an Annual Field Placement Report for Department use.

ATTACHMENT 2

DEPARTMENT OF SOCIAL WORK RESPONSIBILITIES

The Department of Social Work appoints a qualified social work faculty member to serve as Field Coordinator. It is the responsibility of the Field Coordinator together with other faculty to:

6. Organize the Field Practica.
7. Identify appropriate agencies to be used for Field Practica.
8. Provide Field Instructors with: a Field Manual stating objectives, policies, and expectations of field experience appropriate to their individual learning needs; syllabi for social work courses in which students are enrolled; and the CSWE *Educational Policy and Accreditation Standards (EPAS)*.
9. Assign student(s) to field placements.
10. Provide agencies with necessary information about students.
6. Assign social work faculty members to serve as Field Liaisons.
7. Provide agencies with criteria for student evaluations and appropriate evaluation forms; collect evaluations.
8. Plan and conduct Field Instructor workshops and meetings.
9. Provide opportunities for Field Instructors to have access to emerging trends, professional resources, and research in social work.
10. Establish and maintain relationships and open communication with the agencies affiliated with the program.
11. Maintain and update files with information about participating agencies.
15. Maintain appropriate records for University coverage of students under its Professional Liability Insurance plan and maintain agency affiliation contacts.
16. Assure the consistency of appropriate social work supervision and assignments for students in field practica, through the Field Coordinator and Field Liaisons.

Department of Social Work. (2006). Field practicum manual, pages 9-10, 8.

APPENDIX P

Western Connecticut State University
Department of Social Work

OUTLINE FOR PROCESS RECORDING AS AN EDUCATIONAL TOOL

1. Pre-Engagement Comments

The student makes some account for the kind of planning he/she has done before meeting with a client system.

2. Transactions

The student writes down what has actually transpired in the interaction with the client system, selecting that which is most significant.

3. Feelings/Gut Reactions

The student records their emotional-gut level responses to what has transpired.

4. Knowledge Base

The student relates what has transpired to their knowledge base in social work.

5. Field Instructor Comments

The Field Instructor comments, makes notes or raise questions.

6. Plans

The student thinks ahead and projects the next steps in the intervention.

7. Questions

The student takes initiative for own learning and identifies areas where knowledge and/or help is needed.

APPENDIX P
PROCESS RECORDING

Student Name _____

Date _____

1. Pre-Engagement Comments

2. Transactions

3. Feelings

4. Knowledge Base

5.

Field Instructor's Comments

2. Transactions **3. Feelings**
Field Instructor's Comments

4. Knowledge Base **5.**

6. Plans

7. Questions

[duplicate this page as needed]

2. Transactions **3. Feelings**
Field Instructor's Comments

4. Knowledge Base **5.**

APPENDIX Q

Group Meeting Observation Recording

Observer: _____

DATE:

TIME:

LOCATION:

GROUP IDENTITY:

- I. Purpose of Meeting (stated agenda, context for this specific meeting)
- II. Describe the people who were there (staff, members, clients, others):
- III. What happened during the meeting (the process, progress, significant interactions):

- IV. Observer Comments:
 - a. Assessment of Outcomes (degree to which purpose was met; impediments to that goal)

 - b. I did not understand

 - c. I was surprised by

 - d. I was uncomfortable with

APPENDIX R

WESTERN CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

GROUP PROCESS RECORDING

WORKER: _____ SITE: _____

AGENCY/PROGRAM _____ MEETING DATE: _____

TYPE OF GROUP (process, task, self-help, etc.)

_____ TIME FROM: _____ TO: _____

NO. OF GROUP MEETING: _____ NO. PRESENT: _____

MEMBERS PRESENT:

MEMBERS ABSENT:
(note only when important)

VISITORS:
(non-group members)

1. Purpose of the Meeting (group purpose, specific meeting purpose; locate in strengths-oriented problem solving process)

2. Preparation (worker's plans and worker's role)

3. Group Action (topics addressed, actions planned or implemented)

[duplicate this page as needed]

4.. Selected Significant Group Interactions (how the members interacted)

Transaction

Feelings

Knowledge Base

5. Roles of Group Members in this Group Meeting (leader, mediator, scapegoat, etc.)

6. Worker's Impressions, Questions and Future Plans

APPENDIX S

WESTERN CONNECTICUT STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK

Record for Meeting of Community Group

A. Face Sheet Data

1. Student:
2. Field Instructor:
3. Agency/Program:
4. Date of Submission:

B. Setting

5. Name of Community Group
6. Stated Purpose of Meeting (agenda attached if any)
7. Date and Time of Meeting
8. Persons Present (include whom they represent)
9. Persons Absent (include whom they represent)
10. Who Called the Meeting; Method of Notification
11. Chairperson of the Meeting

C. Student's Goals and Perceptions Prior to the Meeting

1. Goals of Meeting From Worker's Standpoint (be specific – conceptually and behaviorally).
 - A. Task Goals
 - B. Process or Maintenance Goals
2. Role Worker Expects to Play (roles, degree of directiveness, type of influence attempts, targets of influence, etc.).
3. Expectations Regarding Outcome.

D. The Meeting – Transactions and Processes

1. Pre-Meeting Period:

- A. Describe anything pertinent that occurred prior to the beginning of the meeting (entry of first person)
- B. Describe anything pertinent that occurred from the entry of the first person until the formal opening of the meeting (include worker's activity)

2. Meeting Period:

Describe the role of the chairperson, the substance of the discussion (who said what to whom), roles played, interventions actually made by the worker, the action taken at the meeting (if any) and future plans noted explicitly at the meeting for the community group.

3. Post-Meeting Period:

Describe anything pertinent that occurred immediately following the formal close of the meeting (include worker activity).

E. Analysis

1. Interpretation of substantive results. Why did the action or conclusions of this meeting come about? What principles of practice were involved?
2. **Evaluate growth of leadership in the community group and as well as the group's capacity for solving the problems facing it.**
3. Describe the overall interaction pattern that took place at the meeting. Include items such as interaction roles, personal motivations of individuals, cliques, leadership patterns, and group atmosphere. How is this related to theoretical writings on the subject – substantiate, refute, modify?
4. Did the worker's professional goals for the meeting come about? Did she/he engage in the interventions she/he had planned for her/himself prior to the outset of the meeting? Why?
5. What are the next steps which are indicated in planning ahead with this group?
6. How were the worker's feelings and attitudes involved in this situation? How did the worker feel about specific individuals and the task at hand – apprehension, elation, anger, anxiety, satisfaction, frustration, etc.? How did the worker's feelings affect her/his actions in the course of the meeting? How did the worker use her/his own feelings in the group? Give some examples.