

# Pacific Union College



## *Social Work Program*

### ***“The BSW Field Experience Workbook”***

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*Knowledge – Skills – Values*

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## **MISSION OF PACIFIC UNION COLLEGE**

Pacific Union College (PUC) is a Seventh-day Adventist learning community offering an excellent Christ-centered education that prepares its students for productive lives of useful human service and uncompromising personal integrity.

The mission of the social work program closely supports the mission of the college, as it prepares social work students for a life of service in the field of social services.

## **MISSION OF THE DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK (PSW)**

The mission of the Pacific Union College Department of Psychology & Social Work is to be a Christian community of liberal learning that explores the insights into human nature and activity distinctive to psychology, social work and related disciplines. Faithful pursuit of truth in these disciplines has taught us to affirm the core values of free inquiry, diversity, responsible citizenship, and service to God and humanity.

Courses in our department are designed to develop in students the commitment both to critical thinking and the culture of science characteristic of psychology and to social justice and community service characteristic of social work.

Our psychology majors are prepared to enter into a wide range of careers that involve working with people. Graduates are also prepared to study at the most distinguished and popular graduate programs in the field of psychology. Our social work majors are prepared for immediate employment as professional social workers and for accelerated graduate study at the most distinguished Master of Social Work (M.S.W.) programs in the country.

## **MISSION OF THE BACHELOR OF SOCIAL WORK (BSW) PROGRAM**

The Bachelor of Social Work Program at Pacific Union College is committed to providing a quality Christian education to students in preparation for competent, generalist social work practice and the pursuit of graduate education. The heritage of social work and its inherent value to the profession and Christian service is highlighted. The emphasis of the program is to train students as effective agents of action, advocating for populations at risk and for those who are impacted by social and economic injustice and factors of diversity.

## Introduction to the Field Manual Workbook

Our Social Work Program views the field practicum as an important partnership between students, Field Instructors, and the Field Coordinator. This workbook was developed to make the field experience a beneficial one for all parties involved, by explicitly outlining the procedures, standards, expectations, policies, and responsibilities of each member in this process.

The workbook was deliberately designed to **actively involve** students in this educational process, by encouraging them to review and critique policies, apply concepts and standards to their practice settings, and reflect on their own values, skills, conduct, strengths, areas for growth, and professional identity as they transition from the classroom to the field setting. Most assignments will be completed during Fall quarter, as students begin their internships.

While entering the field practicum component of the curriculum can be an anxiety producing time, it is also one of great excitement and anticipation. We encourage students to **assertively** assume their role in this process, in order for them to receive the best field experience possible.

We look forward to working with you in the coming year and making this a successful step in your journey towards becoming a social work professional.

## **Applying to Field Education**

### **Phase 1:**

You are ready to apply for your internship for the upcoming school year. Let's make sure you meet all the pre-requisites for Field Experience.

- Complete an “**Application for Field Experience**” and “**Student Agency Application**”. Hand in all necessary paperwork (copy of Driver's License, Car Registration and Insurance)
- Review application and determine possible placement sites **with the Field Coordinator**
- **Interview with potential Field Agency** and follow instructions provided by Field Coordinator on post-interview steps.
- PUC will provide **professional liability insurance**, as arranged by the Social Work Program. In the event, the field agency requires additional liability insurance for the intern, the student is required to purchase additional insurance that meets agency requirements.
- Complete any **agency requirements** (e.g.: paperwork etc...) per agency direction, in a timely manner.
- The next few pages will review the actual policies, timelines and describe the Field Admissions process in greater detail.

## **ADMISSION TO FIELD EXPERIENCE**

During the summer make sure you check your email and phone messages regularly, so you don't miss any important contacts from either the Field Instructor or Field Coordinator. Not returning communication with your agency may delay the start of your internship and/or provide the agency with a negative impression of you before you even officially begin.

**Important:** Since your internship begins the FIRST week of school, **make sure to contact your agency prior to coming back to PUC to inform your supervisor of your schedule, at least for the first week**

- **Attend Orientation Meeting:** During the summer, the Field Coordinator will contact students to schedule an orientation meeting and describe the Admissions process for Field Experience. At this time, all Application forms are dispersed.
- **Complete Applications:** Students anticipating enrollment in Field Experience must complete the Application for Field Experience and Student's Agency Application forms (see Appendix) in the summer of the year *prior* to enrolling in the course. Students are asked to specify the kind of agency they would like to have for field placement at the time the application is completed. Students should also hand in all requested documents at this time (including Professional Liability Forms and payment). At this time students are checked for their Social Work Program Admission status. Per policy, *admission to Field Experience is limited to BSW seniors who have **full acceptance** into the Social Work Program or **provisional acceptance** with an approved plan for unmet prerequisites.* Students who do not meet this criterion will **NOT** be placed in Field Experience. Please refer to the specific form for Field Experience in Place of Employment Form if requesting this type of placement accommodation.
- **Meeting with Field Coordinator:** Selection of an agency for placement is a process which is given high priority. Therefore, each applicant is required to participate in an individual meeting with the Field Coordinator prior to scheduling a Field Agency interview. During this meeting, the student and Field Coordinator will review possible field agency placements that match student preferences and meet the needs of the agency. The student's previous work and volunteer experiences, competency assessments (strengths/areas for growth), need for special accommodations, and any restrictions pertaining to field placement, may be reviewed. Most of our Field Agencies require **criminal background checks** of interns. Thus, in addition to meeting all PUC academic and other requirements, students have the additional responsibility to meet requirements imposed by each Agency where they apply. **Due to the costs of performing background checks and nature of work in some Field Agencies, Field Instructors may decline to interview students with a criminal history.**

- **Interview with Field Agency:** Upon completion of the steps outlined above, the Field Coordinator will email a copy of the Student's Agency Application form to the Field Agency decided upon by the student and Field Coordinator. The Field Instructor will then contact the student to arrange an interview. After the interview, the student and Field Instructor will then contact the Field Coordinator and provide feedback on the suitability of the match. If the placement is appropriate, a Field Contract will be signed by the student, PUC, and then sent to the agency for signature. If no match is made, the Field Coordinator will continue to work with the student to find an alternative placement. However, if the inability to place a student is the result of the student's characteristics, qualifications, or criminal history, a field placement cannot be guaranteed by the Field Coordinator. As mentioned above, it is the student's responsibility to meet requirements imposed by each agency where they apply willingness to engage in the process

## **Phase 2: Fall Quarter - Spring Quarter**

### **You're starting!!**

#### **Filling Out Your Weekly Logs**

Filling out your Weekly Log is a critical part of your Field Experience. While it may seem like "busy work," it does more than officially confirm the number of hours you have accumulated towards the requirements. The log describes for the Field Instructor the activities you have been involved in, what you have learned, and how you perceive your competence in the tasks. It allows the Field Coordinator to monitor your progress, ensure you are receiving supervision, and verify that requirements are being met. In addition to this, the Weekly Logs provide the student with a chance to reflect on their internship and process the week's events. In order for this to be effective, the student must take the completion of the logs seriously and take the time to fill them in thoroughly. A preview of the logs follows.

### FIELD EXPERIENCE WEEKLY LOG

**Name:** \_\_\_\_\_ **Agency:** \_\_\_\_\_ **Week Dates** \_\_\_\_\_

Date:	Time In:	Time Out:	Time In:	Time Out:	Total Hours:
Date:	Time In:	Time Out:	Time In:	Time Out:	Total Hours:
Date:	Time In:	Time Out:	Time In:	Time Out:	Total Hours:

(Lunch hours should not be included in agency hours)

**Total hours for Week:** \_\_\_\_\_

Put an "X" by the following activities you were involved with this week:

X	Micro (Individuals)	X	Mezzo (Family/Groups)	X	Macro (Community/Admin)
	Observed staff during client interaction (in office setting)		Observed staff during group with clients (e.g.: support, counseling, education)		Read agency policy/procedure manuals
	Shadowed staff in the field		Observed staff during family interaction		Met with supervisor
	Read client files/prepared for client appt.		Co-facilitated group		Resource development
	Telephone contact with client		Actively participated in family meeting		Attended orientation meetings/trainings
	Observed initial assessment-intake		Observed clinical team meeting		Policy or legislative project
	Completed initial assessment-intake		Actively participated in clinical team meeting		Research project
	Observed assessment		Development of group work curriculum or activities:		Fiscal/budgetary project (e.g.: grant writing)
	Completed assessment		Other		Attended staff meeting
	Observed social history				Attended community meeting (e.g.: Non-profit coalition)
	Completed social history				Attended professional conference/seminar
	Developed and implemented intervention				Other administrative projects:
	Terminated client services				
	Information and Referral				
	Provided follow-up services				
	Completed agency documentation				
	Other:				

**Give a short narrative of activities completed this week:**

**What learning goals did you work on?**

**Identify one thing you learned this week?**

**How would you rate your performance and why?**

**Social work supervision:**    **yes;**    **no** (social work supervision should be scheduled each week for ½ hour to hour, and can be individual or group supervision)

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Field Instructor Confirmation\*:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Field Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*In order to verify the Field Instructor's confirmation of field hours, the email must come from the official address of the Field Instructor.

\_\_\_\_\_  
 Field Instructor Signature

## Whose Responsibility, is it?

In the following Table, check the appropriate person(s) for each task.

<b>Task</b>	<b>Student</b>	<b>Field Instruct.</b>	<b>Field Coord.</b>
Coordinate a schedule for each quarter when the student will be at the agency			
Provide orientation to the field agency			
Hand in Weekly Logs			
Sign Weekly Logs			
Approve Weekly Logs			
Attend scheduled Field Education Meetings (at the end of the quarter)			
Develop Learning Contract			
Communicate problems			
Provide Social Work Program In-service Training for Field Instructors			
Attend weekly Agency supervision			
Observe student's Micro, Mezzo, and Macro Learning Experiences and evaluate competency			
Be assertive in communicating needs and feedback in the Field Experience process			
Track the number of field hours accumulated each quarter			
Have knowledge of the Agency's policies regarding illness or absence, dress policies, comportment, and lunch			
Inform Field Instructor on the due dates of assignments and evaluations			
Provide grade for Field Experience and Integrative Field Seminar classes			
Support and uphold NASW Code of Ethics			
Make arrangements for absences related to Thanksgiving, Christmas, and Spring Breaks			
Attend and participate in weekly Integrative Field Seminar classes			

# Appendix A

## OVERVIEW OF PUC's FIELD EDUCATION PROGRAM

### **The policies, requirements, and curriculum design Curriculum Design of our Field Component**

The field education program at PUC is focused on helping students integrate the knowledge, practice skills, and ethics/values components of the program curriculum with the real-world skills of social work practice. Field education is comprised of a **three course Field Experience sequence** (I, II, & III) and a **three course Integrative Field Seminar sequence** (I, II, & III). A **minimum of 420 hours** of field experience are completed by students during their senior year at PUC: 150 hours in the Fall quarter, 120 hours in the Winter quarter, and 150 hours in Spring quarter. The requirement of 420 hours does not include travel time to and from the agency.

The Integrative Field Seminar sequence is taught on campus and is taken **concurrently** with the Field Experience sequence. The focus of the seminar is the integration of theory and practice issues, with particular emphasis on social work values and ethics and team consultation skills.

The Social Work Program at PUC offers a wide variety of field experience settings for BSW students. Field agencies are selected based on their ability to provide experience in generalist social work practice and their willingness to provide for the educational needs of students. Students are placed in agencies with the expectation that they will remain in these settings for three consecutive quarters. Every effort is made during the advisement process to ensure student/agency compatibility, but the site may be changed if extraordinary circumstances merit it. The Field Coordinator, in consultation with the student and Field Instructor or Director of the agency, will make the decision.

**Placements are coordinated, monitored and graded by the program's Field Coordinator.** Field Experience and Integrative Field Seminar courses are graded using the standard letter grade system. The program's Field Coordinator assigns grades based on student performance on course assignments, feedback from Field Instructors, and students' professionalism in interacting with fellow students, the Field Coordinator, their Field Instructor, and with other individuals in and related to their field agencies. **All grades are assigned by the Field Coordinator.**

**Students' practice experiences are guided by agency social workers (Field Instructors).** Additional practice experience guidance is provided by the Field Coordinator during field conferences with students, Field Instructors, and other agency personnel as needed.

## Who is the Field Coordinator? Who is the Field Instructor?

<b>Field Instructor</b> (The social worker at your agency)
<b>Field Coordinator</b> (Professor Ussery)
<b>Student</b> (You)

### Field Internship Process

#### Pre-Requisite Policies

#### The student:

#### PUC STUDENT PREREQUISITES FOR FIELD EXPERIENCE

#### To participate in Field Experience the student must:

1. *Gain full acceptance* into the Social Work Program or provisional acceptance with an approved plan for unmet prerequisites;
2. Successfully complete SOWK 382—Practice Theory I;
3. *Be enrolled in* SOWK 383—Practice Theory II;
4. *Complete* an “Application for Field Experience” Spring quarter prior to the academic year they plan to take Field Experience I;
5. Participate in an on-campus interview with the Field Coordinator;
6. Attend a pre-placement interview with Field Instructor;
7. Attend a scheduled orientation meeting with Field Instructor;
8. Have a current valid driver’s license, vehicle registration, and the approved level of automobile insurance (if driving);

#### The Field Instructor:

#### PREREQUISITES FOR AGENCY-BASED FIELD INSTRUCTOR SELECTION

An important component in field experience is a qualified and competent Field Instructor. It is essential that the Field Instructor for students in the field have certain credentials such as:

1. **One of the following qualifications from a CSWE-accredited school:**
  - A. Master’s level social work education (MSW) and a minimum of 2 years post-social work degree experience in social work practice; or
  - B. Bachelor of social work degree (BSW) and a minimum of 2 years post-social work degree experience in social work practice.
2. Employment at the field agency for at least six months prior to becoming a Field Instructor, or in the case of “out of agency” social work supervision, six months at

- their current agency;
3. Interest in social work education;
  4. Commitment to attend planned Field Instructor's meetings convened by the college.
  5. Ability to provide individual or group supervisory/evaluation conferences at least one hour per week, and additional instruction as needed;
  6. Ability to participate in a minimum of three 3-way meetings with the student and Field Coordinator during the course of a student's internship;\*from a CSWE accredited institution
  7. Willingness to assess student performance and give feedback—verbally and on evaluation forms; and
  8. Willingness to communicate to the student and to the Field Coordinator any conditions or problems as soon as they are evident.

## **The Agency:**

### **PREREQUISITES FOR AGENCY SELECTION**

Field Agencies are selected on their ability to provide students with the opportunity to acquire practical experience, interact with professionals, and receive directed instruction/activities which will result in preparation for professional entry-level social work. **The following criteria are used to assess agencies' capability to provide appropriate field placements:**

1. Committed to active participation as a partner in the professional education of social work students. This involves an acceptance of the NASW Code of Ethics, the PUC Social Work educational program, and a willingness to devote time and effort in the training of social work students; and
2. Are able to provide staff to serve as Field Instructors. Designated instructional staff are expected to have adequate time to devote to student learning.

### **In addition, affiliated agencies are expected to**

1. Assure the availability of an appropriate variety, quality, and quantity of practice learning experiences with individuals, families, groups, communities, and organizations;
2. Provide opportunities for learning experiences with staff, other social workers and professionals from other disciplines;
3. Provide adequate work space for students. This includes privacy for interviewing, access to a telephone, desk, forms and/or other resources necessary for home visits, dictation, and other services;
4. Follow through with the student until the expiration of the time agreed upon. An agreement between the agency, the student, and the Program is signed prior to the placement of the student (see Appendix);
5. Reimburse students for transportation while on agency business;
6. Involve the student in the preparation of student evaluations;

7. Inform the student and the Field Coordinator about any unusual developments, opportunities, conditions, or problems as soon as they are evident. Open communication is crucial for all parties involved;
8. Support students in completing agency-based research;
9. Interview students prior to placement;
10. Prepare agency staff, in advance of the student's arrival, and involve them in whatever way they can contribute most to the student's generalist social work knowledge and skill base;
11. Help the student integrate knowledge from life experience and theoretical knowledge with his/her present practice;
12. Working with the student, develop and implement his/her learning goals;
13. Orient the student to the agency, its policies and procedures as they are and as they have evolved; and
14. Provide feedback to the Fieldwork Coordinator and the school to help to improve the program.

## STUDENT LEARNING OUTCOMES FOR FIELD EXPERIENCE

Field Experience is designed to provide students with experience in working with individuals, families, groups, organizations, and communities. Students are afforded in this experience, opportunities to test knowledge and theories learned in the classroom. Individualized instruction and direct feedback are valuable components of Field Experience. **The field and integrative seminar components will enable and support students to:**

1. Develop self-awareness of their role in the problem-solving process;
2. Carry out social work functions equivalent to those of a new agency staff member;
3. Practice generalist social work skills; and
4. Develop professional identity as generalist social work practitioners.

Upon the Field Experience and Integrative Field Seminar sequences students will have attained:

1. **Knowledge of the following concepts:**
  - A. An understanding of the field agency in terms of its history, philosophy, programs, client population, funding, and organizational structure;
  - B. The professional social worker's role in terms of professional ethics, supervision, confidentiality, and accountability to client systems;
  - C. Their own values and ethics and how these influences work with culturally diverse groups, especially populations-at-risk for oppression and discrimination;
  - D. The structure and function of resource and delivery systems within the field agency and the community, with a focus on access and utilization of services by culturally and socioeconomically disadvantaged groups;
  - E. The fieldwork agency's organizational dynamics—including conflict management;
  - F. The problem-solving process including: preparing, beginning, exploring, assessing, contracting, working and evaluating, and ending/transition.
  - G. Communication and interviewing with individuals, families, groups, and organizations; and
  - H. Social change.
2. **Skills in:**
  - A. Operationalizing the problem-solving process from preparation through ending, involving client groups at every stage;
  - B. Using social service networks to link resources with assessed human needs, make referrals, and record results;
  - C. Recognizing and building on the strengths of diverse client-groups, especially populations-at-risk for oppression and discrimination— including those distinguished by their race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin;
  - D. Utilizing self through understanding one's values, and how they may help and interfere;
  - E. Relating to and working with clients, colleagues, and supervisors using effective

communication skills;

- F. Translating social work ethics into personal generalist practice;
- G. Clarifying and assessing one's own practice in relation to professional standards;
- H. Developing an identity as a generalist social work practitioner;
- I. Integrating and applying knowledge, research, and theory acquired in academic courses to actual social work situation;
- J. Assessing the effectiveness of helping systems. Where there are gaps, promoting and creating effective, just, and responsive service and resource systems; and
- K. Using evaluation research to evaluate one's own practice outcomes.
- L. Assignments in the Field Experience Component are designed to enhance the core competencies of its students.

## **Field Education-Standards and Expectations**

Field education is an **integral component of social work education** anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of Student Learning Objectives.

Social work programs, according to CSWE, are to administer field education consistent with program goals and objectives that:

- **Connects the theoretical and conceptual** contributions of the classroom and field settings.
- Provides **generalist practice opportunities** for students to demonstrate the social work competencies through in-person contact.
- Provides a **minimum of 400 hours** of field education - for baccalaureate programs.
- **Admits** only those students who have met the program's specified criteria.
- Specifies policies, criteria, and procedures for **selecting field settings**; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- **Specifies the credentials and practice experience of its field instructors** necessary to design field learning opportunities for students to demonstrate social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree, or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- Provides **orientation, field instruction training**, and continuing **dialog** with field education settings and field instructors.
- Develops policies regarding field placements in an organization in which the **student is also employed**. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment. *Accreditation Standard 2.2—Field Education (2015)*

## Appendix B

### Decorum

#### **Dressing for success**

*While most people understand the necessity of dressing well for an interview, there is confusion on how to dress when the company follows a business casual dress code. To clarify this confusion, **always** err on the side of being conservative. The company may be business casual, but you are not part of the company and until you are, apply the rules of interview attire and dress conservatively and more formally. The only exception is when a company representative **specifically asks you** to dress business casual.*

*Dressing conservative and formal is important. If you look successful, people perceive you that way. Here's some advice for dressing appropriately for the interview:*

#### **Men's appearance:**

- *If you have one, wear a suit or sport coat*
- *Wear your best shoes*
- *Wear a white long- sleeved shirt*
- *Do not wear heavy cologne; no cologne is preferred*
- *Do not wear pinky rings, necklaces or bracelets*
- *Wear hair and facial hair well-groomed*
- *Make sure hands and nails are clean*

#### **Women's appearance:**

- *Wear professional dress shoes*
- *Wear a conservative blouse and pants or skirt*
- *Keep jewelry to a minimum*
- *Have well-groomed hair*
- *Wear light makeup*
- *Do not wear heavy perfume - no perfume is preferred*
- *Make sure hands and nails are clean*

<http://www.internships.com/student/tools/interview/shine>

## Tips for Interviewing at an Agency:

**-Communication** with an agency should always be professional. So when setting up an interview time, make sure to keep messages concise and clear. Remember, your email account names ([foxylady@gmail.com](mailto:foxylady@gmail.com)) and voicemail messages (music...) may be the first impression an agency has of you.

**-Preparing for an interview is important.** Make sure to write down the date, time, and location of the interview when you make the appointment. Plan what you will wear to the interview. Internships.com gives the following advice:

**-Arriving on time.** Make sure to leave MORE THAN ENOUGH time for possible traffic delays and difficulty finding the agency. In case of an emergency though, it is a good idea to carry the telephone number of the agency with you—so you can contact them if some unavoidable delay occurs.

**-The interview.** All interviews invoke some level of anxiety in the interviewee. This is to be expected. However, practicing stress reduction techniques may lower your nervousness and allow you to be “more yourself” during the interview. This will allow your potential supervisor to get a better idea of your strengths and to determine whether the agency would be a “good fit” for you. Internships.com details ways that you can make a positive impression during your interview.

*“Personal attributes can be experienced through your interaction with interviewers, not just by what you actually say. When you are prepared, you can spend your time during the interview creating an environment where interviewers observe your confidence. If you do this, you will naturally exhibit more energy, enthusiasm and a better communication style. Review the following list of the most desired attributes.”*

<http://www.internships.com/student/tools/interview/sh>

## Other good advice on interviewing for an internship comes from ehow.com.

*“Internship interview candidates usually lack professional [work experience](#) so you will find that more and more companies when interviewing interns will focus on the necessary competencies (also referred to as behaviors) for the internship position rather than on actual task experience. Learn how to prepare for an interview.*

### **Personal and Professional Attributes**

**Personal:** Drive, Motivation, Energy, Confidence, Determination, Communication

**Professional:** Reliability, Honesty, Integrity, Pride, Dedication, Listening Ability, Responsibility

<http://www.internships.com/student/tools/interview/shine>

*Questions that explore the most common competencies identified for success in an internship.”*

They suggest the following steps:

#### **Step 1**

*Research the organization or business before your interview. Review its website and any available company literature. Also, ask if you could talk with a former intern to learn about her experience. Background knowledge on the organization is impressive to an interviewer.*

#### **Step 2**

*Dress well for the interview. Overdressing is better than dressing too casually. A male should wear a suit if possible, or nice slacks, a collared*

shirt, tie and [sports](#) jacket. A female should wear either a pantsuit or a skirt, blouse and blazer. Choose darker colors rather than light ones to look professional and conservative.

### Step 3

Rehearse answers to typical interview questions. You can find sample lists online. While you should practice your answers, don't memorize them because you should be genuine rather than robotic.

### Step 4

Prepare questions to ask. Interviewers often look down upon a potential intern who has no questions about the position. Ask about the type of work you'll be doing for the internship and what you'll learn.

### Step 5

Bring samples of your work. Design or writing samples, presentations, group projects and research papers are all examples of work that an employer might like to see, depending on the position.

### Step 6

Be yourself during the interview. If you're nervous and feel it's showing, simply mention that you're a bit nervous. Interviewers are usually sympathetic to that. Your goal is to show them who you are and what you can offer.

Read more: [How to Interview for an Internship | eHow.com](http://www.ehow.com/how_2191478_interviewinternship.html#ixzz0wKF68AWp)  
[http://www.ehow.com/how\\_2191478\\_interviewinternship.html#ixzz0wKF68AWp](http://www.ehow.com/how_2191478_interviewinternship.html#ixzz0wKF68AWp)

Another source where you can get help with interviewing techniques is the PUC Career Center.

Phone: (707) 965-7080 Email: [career@puc.edu](mailto:career@puc.edu)

## INTERVIEW FOR YOUR SOCIAL WORK INTERNSHIP

For this activity, go to the following websites and read the information presented. Then fill out the following worksheet.

<http://careers.socialworkers.org/findajob/>

Questions For You to Answer	Your Answer
What led you to interview at this agency:	
What interests you in working for our agency?	
What interests you about working with our clientele?	
What experience do you have working in this area? Have you done volunteer or paid work?	
What days do you have available next quarter?	
Have you ever done a Life Scan?	
Questions for you to ask	Other Questions You Could Ask: (come up with 4 other questions)
In reading about your agency, I noticed that your clients are primarily ___ can you tell me more about that?	1)
Have you had interns before? If so, how have you used them?	2)
I noticed your agency is a non-profit. I was wondering where your funding comes from.	3)
Can you tell me what a typical day for you might be like?	4)

## **TYPES OF PLACEMENT SETTINGS**

The following are services and types of placement settings that may be available to students. The student should choose the service or type of placement they are interested in when filling out the Application for Field Experience. Specific placements that are currently available can be discussed with the Field Coordinator during individual appointments.

- Adoptions
- Adult and Juvenile Corrections, Youth Diversion Adult Day Treatment
- Adult Protective Services Aging Services
- AIDS Treatment and Advocacy Chemical Dependency Centers Child Protective Services
- Community Social Change Organizations Court Intervention Programs Developmental Disabilities
- Dialysis Treatment Domestic Violence Family Resource Centers Foster Care
- Group Homes
- Half-Way Houses (for delinquents, mentally ill, and criminal offenders) Homeless Shelters
- Hospice
- Hospitals and Skilled Nursing Facilities Information and Referral
- Mental Health Services and Treatment Multi-service Community Centers Political and Legislative Action Probation (juvenile and adult)
- Residential Facilities (for mentally handicapped young adults, elderly) Residential Treatment Centers (adolescent offenders, young adult, mentally ill) Schools (public, alternative, and private)
- Sexual Assault Services

## **FIELD PLACEMENT “SELECTION” PROCESS POLICY**

The placement of a student into a field agency is a cooperative process between the student, individual field agencies, and the Field Coordinator. **The goal of the selection process is to match students’ interests with agencies that are interested in contributing to students’ social work education.**

The process outlined in the beginning of the workbook includes: Orientation Meeting, completing applications, meeting with Field Coordinator, interviewing with Agency, confirmation of acceptance, successful completion of SOWK 382, and providing all necessary documentation. At the time of acceptance an Agency/Student/College Contractual Agreement will be drafted and then signed by the student, an agency representative, and the college’s Director of Budgets and Fiscal Services. If the fit is not good, or the student is interested in interviewing with another agency, the process is repeated.

## **POLICY FOR PLACEMENT OF STUDENTS AT THEIR PLACE OF EMPLOYMENT**

On rare occasions students are able to make arrangements to have a social service agency they work for serve as their field experience site. Such arrangements can serve the interests of all parties involved but can also lead to conflicts between the educational goals of the social work program and employment-related goals of the agency. To minimize the likelihood and/or impact of such conflicts, the program has developed the following guidelines

1. The agency must meet the prerequisites for agency selection;
2. The student must be a new employee at the agency (0-3 months) or the agency must have the capacity to provide the student with learning assignments that differ from those of their current position;
3. The agency has a person qualified to serve as the student’s Field Instructor who is not the student’s work supervisor;
4. The student and the agency develop a plan for distinguishing between the student’s employment responsibilities and their learning experience; and
5. An Application for Field Experience in Place of Employment (see Appendix) is approved by the student, agency director, potential Field Instructor, Field Coordinator, and the Director Social Work Program prior to the beginning of the Field Experience course.

## Who is Responsible for What? Student:

Students who register for Field Experience make a commitment to meet the requirements of the course and accept the obligations associated with successful completion of the course. It is imperative that students assume a sense of responsibility for the assignments given and carry them through in a professional manner. **Once an agency assignment has been made, absences, tardiness, and unprofessional conduct can seriously affect students' ability to complete the course and continue in their placement.**

## All Field Experience students are required to:

1. Become familiar with their respective agency's holiday observances, dress standards, lunch period, breaks, etc. These times differ in various agencies and students are expected to function accordingly;
2. Report to their agency at scheduled times. If the students must be absent or tardy for reasons beyond their control (e.g., serious illness, death in family, etc.), the Field Instructor must be notified prior to starting time. If the Field Instructor is unavailable, a message must be left with a secretary or with another responsible person at the agency. **Absence from an agency without notification is not permissible.** In the event this occurs, students risk a reduction in grade. Once arrangements have been made with the Field Instructor, the Field Coordinator must be made aware of the arrangements;
3. Make up any time missed for whatever reason;
4. Make special arrangements for make-up time with the Field Instructor. All make-up time must be completed by the end of the quarter in which the course is taken;
5. Take responsibility for cancellation of appointments with clients. The appropriate arrangements for responsibilities must also be taken care of by the student during an absence;
6. Observe school holidays, when the agency is open, only after consultation with the Field Instructor;
7. Work and/or attend night meetings and programs that the agency may have as a part of their practicum experience;
8. Attend meetings or professional workshops outside the agency assignments as required by the college. Such experiences are regarded as a part of Field Experience;
9. Refrain from social visits and telephone calls on the job. Students should not permit their friends, families and/or others to make visits and/or calls during their work hours. The use of cell phones, the internet (e.g. Facebook, emails) and other personal activities are prohibited during field hours ;
10. Keep an accurate record of their field practice hours and submit them **weekly** to the Field Coordinator and Instructor;
11. Arrange for transportation to agency placements. It should be understood that the college in no way assumes any responsibility or liability in regard to transportation;

12. Support and uphold the NASW Code of Ethics (see Appendix);
13. Use professional standards and ethics as a guide when functioning in the agency;
14. Promote the effective and humane operation of systems that provide people with services, resources, and opportunities;
15. Communicate regularly and openly with Field Instructor and Field Coordinator;
16. Use interpersonal skills and develop meaningful relationships;
17. Demonstrate professional behavior and observe agency policies regarding service to clients;
18. Attend weekly seminars held on the PUC campus;
19. Submit all assignments on or prior to due dates. Students will be penalized for late assignments;
20. Make arrangements with the Field Instructor if special automobile insurance or malpractice insurance is required by the agency;
21. Submit mileage reimbursement forms at least monthly and never later than the end of finals week each quarter to avoid possible loss of reimbursement;
22. Participate in a minimum of 3 Field Instructor/Student/Field Coordinator meetings;
23. Promptly notify the Field Coordinator of any student behavior or agency circumstance that threatens the success of the internship; and
24. Complete and submit student, agency, and program evaluations.

### **The Field Instructor:**

1. Attend scheduled field education meetings;
2. Provide students with a thorough orientation to the field agency;
3. Aid students in developing Learning Contracts;
4. Provide a minimum of ½ hour to one hour of supervision of students on a weekly basis;
5. Orchestrate students' micro (individual), mezzo (group and family), and macro (community and administrative) social work learning experiences at the field agency;
6. Facilitate the involvement of multiple agency staff in students' learning experiences;
7. Aid students in accessing information needed to complete agency-based assignments, including agency-based research;
8. Monitor students' progress on meeting Learning Contract goals;
9. Participate in a minimum of 3 Field Instructor/Student/Field coordinator meetings;
10. Complete and submit student and program evaluations; and
11. Promptly notify the Field Coordinator of any student behavior or agency circumstance that threatens the success of the internship.

## Field Coordinator:

1. Identify available agencies and develop new placements;
2. Select field instructors and review resumes to assess if criteria is met to become a field instructor at PUC;
3. Develop field related documents and contracts;
4. Serve as liaison for program with agencies by providing information about the program curriculum and interpreting program policies;
5. Plan and conduct meetings with Field Instructors;
6. Develop and recommend Field Experience policies;
7. Develop and circulate calendar of field-related activities;
8. Review student files to facilitate the match of students and agency for Field Experience;
9. Conduct interview with students regarding educational needs and goals for Field Experience;
10. Visit agencies to monitor student progress;
11. Aid students in completing agency-based research, as necessary;
12. Teach concurrent Integrative Field Seminar courses;
13. Review student evaluations;
14. Assign students grades for all field related courses;
15. Evaluate Field Instructors throughout the year to determine their effectiveness and the appropriateness of retaining them in the program; and
16. Evaluate the experience of students in field agencies for the purpose of improving, renewing, and/or terminating the use of agencies.

## How Am I Evaluated?

<b>Student Learning Outcomes</b>
Supervision: Weekly with Field Instructor
Weekly Integrative Field Seminar Class Weekly Logs
Quarterly Mtgs. Field Instructor, Coordinator, & Student
Written Evaluations: -End of Qtr. Evaluation: Learning Contract Evaluation Observation of Micro (Winter), Mezzo (Spring), Macro (Fall)
During Spring
Qtr. Student Evaluation of Field Agency & Field Program

The evaluation process is comprised of various methods for assessing SLOs. It includes methods of direct observation, class assignments targeting the application of theory to practice, individual supervision from the Field Instructor and group supervision in Integrative Field Seminar. Students are provided with both verbal and written feedback on their progress throughout the year. At the end of the internship, the student is also expected to evaluate the effectiveness of the Field Agency and Field Program in attaining the SLOs. Each method of evaluation is described in more detail below.

## **SUPERVISION OF STUDENTS IN FIELD EXPERIENCE**

Students participating in Field Experience are supervised in a number of ways: **To serve as a foundation for field supervision, students receive a minimum of ½ hour to 1 hour of supervision from their agency-based Field Instructor (qualified social worker) each week.** Students may have other supervisors at their field agency who are not social workers, *but* in addition, each intern must have weekly supervision from a qualified social worker. All field agencies utilized by the program have made a commitment to this standard.

**Integrative Field Seminar** is the second method used by the program to supervise practicum students. Integrative Field Seminar I, II, and III (1 hour per week), in addition to serving as conduits for theoretical information, also provide students the opportunity to discuss agency related questions, concerns, and issues with the Field Coordinator. The courses also provide faculty the opportunity to assess students' integration of theory and knowledge with professional practice and conduct.

A **third method** of supervising students participating in Field Experience is the end of the quarter meetings that include the student, Field Instructor and Coordinator. These meetings will occur a **minimum of 3 times** during the students' practicum experiences. These meetings are used to establish a learning contract for the student, discuss student and agency needs, student evaluations, etc. In addition to agency visits, extensive use is made of written and phone correspondence. Additional visits to an agency may be scheduled as the need arises. During the practicum experience, the Field Coordinator is also available to meet individually with students to discuss their experiences at the agency (assignments, supervision, relationship with staff, etc.) and to provide guidance and instruction tailored to the specific needs of the student. Students should sign-up for an appointment during regularly posted office hours of the Field Coordinator.

## COMPLETION OF EVALUATION FORMS

### Pre-Practice Competency Evaluations (Classroom)

- ✓ Student fills out form
- ✓ Professor fills out form
- ✓ Meet to compare student's strengths and areas for growth

### Field Evaluations \* Learning Contract \* Observation Forms (Agency)

- ✓ Student fills out form
- ✓ -Field Instructor fills out form
- ✓ -Meet to compare student's strengths and areas for growth
- ✓ Other evaluations: Weekly Logs, Student evaluation of Field Agency & Field Program,

Although evaluation is viewed as an on-going process, there are specific times when formal evaluations are completed. Evaluations of the student are completed at the end of each Field Experience course by the student and the Field Instructor. The forms used for Field Experience I, II and III are based on the

Pre-Practice Competency Forms that students have been evaluated on since the Introduction to Social Work course. The forms have been redesigned to evaluate the student's core competencies within the practicum setting (as opposed to the classroom). Your Field Instructor (as opposed to your professor) will now be evaluating you at the end of each quarter. Students should **mirror the Pre-Practice Competency process that is used on campus**, by completing a self- evaluation and then meeting with Field Instructors to compare their evaluations in detail and sign each other's forms to indicate their participation in the process. If students or Field Instructors have disagreement with any portion of the other's evaluation, they have space on the form to voice their concern, state clearly the area of disagreement, and provide supportive evidence for their disagreement. Additional evaluation is accomplished through the use of Field Observation Forms. These evaluations, in addition to those mentioned above, are intended to indicate the student's level of functioning on practice behaviors within the agency and are **not a recommendation or suggestion of academic grade**. The responsibility of assigning a letter grade rests solely with the Field Coordinator.

In addition to participating in the evaluation process mentioned above, students are involved in at least **four other evaluation processes**.

The first are weekly self-assessments. These assessments are recorded on **Weekly Log Forms**, and are submitted to the Field Coordinator on a weekly basis. Weekly logs are an integral piece of the field work process. They allow the field instructor and coordinator the opportunity to assess the student's progress, activities, growth, and to verify internship hours completed. Students must complete these forms on a weekly basis, using the correct forms provided on Canvas. **If you are gone** during a week (due to some pre-approved reason or an illness) please **turn in a form** for that week anyway and note the reason for the absence. This will help us keep clear and concise records. The program considers the weekly submission of logs as a critical indicator of professional behavior, therefore, if students **fall more than 2 weeks behind** in submitting their weekly logs – they will be required to meet promptly with the Field Coordinator and may be in jeopardy of being temporarily removed from the field agency until logs are completed and submitted. In addition, **no hours completed during a quarter will be counted after the deadline** for the quarter has passed. All hours that have not been documented on Weekly Logs prior to the deadline will be lost.

**Accumulation of hours:** field hours **should be spaced** throughout the quarter. An **additional 20** hours can be worked either Fall or Winter quarters and counted towards the student's total requirement of 420 hours, **if** the student maintains a minimum overall G.P.A. above 2.25 and maintains minimum mean GPA of 2.5 in core and cognate classes. If the student's academic performance drops below these minimum standards, she or he will not be given credit for more than 15 hours of field work per week. The purpose of accumulating additional hours in the first two quarters, is to provide a buffer for illness and other unpredictable absences—it is not to complete the Field Experience requirements as quickly as possible.

The Social Work Assistant will maintain and post a current log in Canvas under the Field Experience course. Students may include 15 minutes per week on their weekly log hours for completing the log. Logs are due **weekly on Sundays by 11:59p**. All on time logs will receive 10 pts. Logs turned in after the deadline, will receive 5 pts. **No** points will be given for logs submitted 1 week past the deadline unless accommodations were pre-arranged in advance.

The second student-driven evaluation process is recorded on the **Student Evaluation of Field Agency Form** and is completed near the end of Field Experience III. This evaluation is useful in determining the effectiveness of the agency as a teaching resource for the student. The Field Instructor and the student review the evaluation together and then submit the completed form to the Field Coordinator.

The third evaluation the student completes is the **Student Evaluation of Field Program Form**. This too is completed near the end of Field Experience III. This evaluation focuses on determining the students' perspectives on how well the Field Coordinator and Field Program does in their role in attaining SLOs.

The final evaluation tool is **the BEAP tool Field/Practicum Placement Assessment Instrument**. Both Field Instructors and students will complete this tool that focuses on the 43 practices behaviors identified by CSWE.

At the end of the school year, a final evaluation meeting is held with the Field Instructor, student, and Field Coordinator. This meeting provides Field Instructors and students an opportunity to provide feedback to the program, be involved in the evaluation of the field work process for the year, and make suggestions for future years. Field Instructor and student comments, suggestions, recommendations, questions, and observations are given significant weight in the modification and/or development of field related policies and procedures (e.g., changing field placements from block placements to concurrent field placements). The meetings also serve as a forum for the Field Coordinator to share information about the Social Work Program, the curriculum, Counsel on Social Work Education Standards, and other critical program information.

***It should be noted that senior social work students also have an Exit Interview with the BSW Program Director at the end of Field Experience***

***While this interview process encompasses the Field Experience component, it primarily focuses on the BSW Program as a whole.***

## **What if there are problems? Conflict Resolution Skills**

### **PROCEDURE FOR RESOLUTION OF PROBLEMS**

The Social Work Program encourages open communication and regular conferences among students, the Field Coordinator, and Field Instructors to facilitate understanding and avoid unnecessary problems. However, in the event problems do occur, the Program has adopted a grievance procedure which deals solely with the field practicum experience. This grievance procedure does not replace the existing grievance procedure as described in the PUC Student Handbook, which relate to other problems at the college.

The step-by-step procedure is consistent with the PUC Social Work Program procedure and is to be followed in the order and timetable designated below.

1. Whenever a problem related to a student's field experience arises, the parties involved should make every effort to settle the matter. If the matter is not resolved, the student is to let the Field Instructor know of his/her intent to present the matter to the Field Coordinator. The student and/or Field Instructor should contact the Field Coordinator as soon as practically possible.
2. The Field Coordinator will hold a three way meeting with the student and the Field Instructor. If a satisfactory solution is not found, a third step may be taken.
3. The third step will involve the Program Director meeting with all parties involved in an attempt to reach a satisfactory resolution of the problem. If no solution is reached during this meeting, or planned follow-up meetings, the process will revert to the procedure found in the PUC Student Handbook.

## **CHANGING FIELD EXPERIENCE AGENCIES**

It is expected that the students will remain in the same field agency for all three quarters of their fieldwork. On rare occasions when the Field Coordinator, in consultation with the Program Director, determine that circumstances necessitate a transfer of a student to a new agency, a change will be considered. The change can be requested by the student, Field Instructor, or Field Coordinator. After the request is made, all three parties will discuss the reasons for the needed change, the type and structure of placement that will best suite the student, and possible actions the student should take in preparing for a new placement.

## **TERMINATION FROM A FIELD AGENCY**

Problems with a student's professional conduct and/or performance of generalist social work skills can result in a recommendation that the student be terminated from his or her field placement. Recommendations for termination can be initiated by the student, Field Instructor, Field Coordinator, Social Work Program Director, or the director of the agency were the student is placed. Based upon information obtained from the individual(s) making the recommendation, along with information obtained during a meeting of the student, Field Instructor, and Program Director, the Admissions Committee of the program will determine the strength of the recommendation. If it is determined that the student's field experience needs to be terminated, the Admissions Committee will then decide on the appropriateness of placing the student in another agency.

If it is decided that the student should be allowed to enter a new placement, the Field Coordinator and Program Director will identify agencies with experienced Field Instructors for the student to interview. In making arrangements for the interview, the Field Coordinator, with input from the student, will share information about the previous field placement with the potential Field Instructor. If all parties agree to the placement, the Field Coordinator will draft a contract between the student, the agency, and PUC. The Field Coordinator will also outline placement requirements such as number of hours to be completed and new Learning Contract goals.

In all cases, the student will be informed of the decision, and be made aware of her or his right to appeal the Admission Committee's decision. The student will also be provided guidance on available options for completing their college career if they are not allowed to enter a new placement.

# Appendix C

## Classes and Curriculum

### **The Curriculum: Bringing it all Together**

#### **CURRICULUM**

The Social Work Program's professional curriculum is built upon PUC's **liberal arts foundation** and integrates the **core competencies** in its design. The required and cognate course descriptions are listed below.

#### **DESCRIPTIONS OF REQUIRED CORE COURSES**

➤ **SOWK 121 – Introduction to Social Work (3 quarter hours)**

Introduction to the profession of social work and social interventions. Fields of practice, practice methods, and the knowledge, values, ethics, and skills of the profession. Focus on social work and populations-at-risk and issues of human diversity. Open to all students interested in the profession of social work and social interventions.

➤ **SOWK 232 – American Social Problems (4 quarter hours)**

An introduction to major social problems in current American society. Causality, current dynamics, and projections on the future climate of social change related to crime, violence, population, environment, family issues, discrimination, social and economic justice, and health care.

➤ **SOWK 275 – History and Philosophy of Social Welfare Institutions (3 hours)**

Exploration of changing value systems and philosophies and the attempts of society and social welfare institutions to meet human needs. Examination from both historical and current perspectives. Prerequisites: SOWK 121, PLSC 124 and HIST 101-102 or HIST 134-135 or permission of the instructor.

➤ **PSYC 322 – Research Design (4 quarter hours)**

Methods of inquiry in the behavioral sciences from conception of idea to analysis of data. Includes the experiment, survey research, observational methods, and program evaluation. Three lectures and one laboratory per week. The laboratory introduces the student to the Statistical Package for the Social Sciences (SPSS). Prerequisite: STAT 222.

➤ **SOWK 340 - Writing for Social Work (2 hour)**

This course emphasizes the process of critical thinking and analysis and the process of effective professional writing required in social work practice. Students will apply social work concepts to prepare various written samples. Guidelines for using electronic forms of communication will also be addressed.

➤ **SOWK 345-Social Work Professional Development (2 quarter hours)**

Students will investigate employment opportunities, credentialing regulations, professional goal-setting, lifelong learning, characteristics of professional organizations, and the use of available supports. This course looks beyond the student experience to prepare individuals for successful social service careers.

➤ **SOWK 368 - Principles of Counseling (4 quarter hours)**

A pre-practice introduction to the work, ethical issues, and theories of counseling. Emphasis on establishing a beginning personal philosophy of counseling. Recommended prerequisite: PSYC 344 or 358.

➤ **SOWK 376 - Human Behavior in the Social Environment I (3 quarter hours)**

The bio-psycho-social factors that impact or influence behavior from infancy through young adulthood from the person-in-environment perspective. Focus on the assessment process in generalist practice, with special attention to cultural awareness and factors of human diversity. Emphasis on research relevant to social work practice. Prerequisites: SOWK 275, BIOL 101 or 102, and PSYC 121.

➤ **SOWK 377 - Human Behavior in the Social Environment II (3 quarter hours)**

The bio-psycho-social-spiritual factors that influence behaviors of individuals from young adulthood through the elder years from the person-in-environment perspective. Focus on the assessment process in generalist practice, with special attention to cultural awareness and factors of human diversity. Emphasis on research relevant to social work practice. Prerequisites: SOWK 376.

➤ **SOWK 382 – Practice Theory I (4 quarter hours)**

Emphasis on the generalist model of practice with focus on work with individuals. The micro level on intervention as it relates to client engagement, problem assessment, data collection, goals, strategies, action, and evaluation to help the client or client system resolve problems. Three lectures and one laboratory weekly. Prerequisites: SOWK 368, 376, 377 or permission of the instructor. **Enrollment limited to B.S.W. majors.**

➤ **SOWK 383 – Practice Theory II (4 quarter hours)**

Emphasis on the generalist model of practice with small groups and family systems. The mezzo level of intervention as it relates to group goals, structure, dynamics and processes. Focus on development of basic group work skills and techniques in working with groups of various composition and age. Three lectures and one laboratory per week. Prerequisites: SOWK 368, 376, 377 or permission of the instructor. **Enrollment limited to B.S.W. majors.**

➤ **SOWK 394 – Colloquium (.2 quarter hours)**

Topics of current interest in social work and psychology. Includes guest speakers, progress reports on student and faculty research, and presentations on current professional issues. Required of all sophomore and junior majors. Must take 6 quarters.

➤ **SOWK 465 – Practice Theory III (4 quarter hours)**

Basic knowledge at the macro level necessary for functioning effectively in generalist social work roles. Focus on problem-solving methods for desired change within generalist practice; organizations and communities as they promote, restore, maintain, and enhance social functioning. Emphasis on community organization with diverse populations and on research techniques.

Prerequisites: SOWK 382 and 383. **Enrollment limited to B.S.W. majors.**

➤ **SOWK 468 – Social Welfare Policy and Contemporary Soc. Issues (3 hours)**

Focus on policy analysis, critical thinking, and current political issues at the state and federal levels as they impact diverse client populations. Emphasis on the active role of the generalist social worker in this process. Prerequisite: SOWK 275, ECON 261.

➤ **SOWK 476 – Field Experience I (5 quarter hours)**

A placement of 150 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 382. Must be taken concurrently with SOWK 383 and 486. **Enrollment limited to senior B.S.W. majors with full acceptance into the Social Work Program or provisional acceptance with an approved plan for unmet prerequisites.**

➤ **SOWK 477 – Field Experience II (4 quarter hours)**

A placement of 120 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 465 and 476. Must be taken concurrently with SOWK 487. **Enrollment limited to senior B.S.W. majors with full acceptance into the Social Work Program or provisional acceptance with an approved plan for unmet prerequisites**

➤ **SOWK 478 – Field Experience III (5 quarter hours)**

A placement of 150 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 477. Must be taken concurrently with SOWK488. **Enrollment limited to senior B.S.W. majors with full acceptance into the Social Work Program or provisional acceptance with an approved plan for unmet prerequisites**

➤ **SOWK 486 – Integrative Field Seminar I (1 quarter hour)**

A seminar session to facilitate the transition from theory to practice, with particular emphasis on social work values and ethics. Taken concurrently with SOWK 476.

➤ **SOWK 487 – Integrative Field Seminar II (1 quarter hour)**

A seminar session to facilitate a continued integration of theory and practice issues, with particular emphasis on learning goals. Taken concurrently with SOWK 477.

➤ **SOWK 488 – Integrative Field Seminar III (1 quarter hour)**

A seminar experience designed to provide opportunity for practicum students to exchange learning from their field settings. Emphasis on continued integration of theory and practice issues, with particular emphasis on team consultation skills. Taken concurrently with SOWK 478.

## **DESCRIPTIONS OF REQUIRED COGNATE COURSES**

➤ **BIOL 223 – Medical Terminology (2 quarter hours)**

The terminology of science and medicine.

➤ **PSYC 121 – General Psychology (4 quarter hours)**

Survey of the field of psychology: social processes, biological psychology, learning development, motivation, stress, personality, psychopathology, and therapies.

➤ **PLSC 124 – Introduction to American Government (3 quarter hours)**

The basic elements of the development and functioning of the American machinery of government and a study of the political processes, both formal and informal, in which the citizen is involved. **THIS IS ONLY OFFERED FALL QUARTER AT PUC.**

➤ **STAT 222 – Introduction to Statistics (4 quarter hours)**

Descriptive statistics, graphical methods, basic concepts of probability, binomial and normal probability distributions, central limit theorem, hypothesis testing involving means, confidence intervals, introduction to correlation and regression, and chi-square testing. Examples from a wide variety of disciplines, including business, the social sciences, and the life sciences, to prepare students with varying backgrounds and interests to become intelligent consumers and users of statistics.

➤ **ECON 261 – Principles of Economics: Macroeconomics (4 quarter hours)**

An analysis of the structure and functioning of the economy in the United States. Concepts and tools of economics are used to study how decisions of individuals, businesses, and governments relate to growth, income, employment, and inflation.

➤ **PSYC 358 – Abnormal Psychology (4 quarter hours)**

Overview of psychological disorders: description of symptoms, course of the disorder, etiology, and treatment. Includes survey of current biological and behavioral research in psychopathology and behavioral disorders.

➤ **PSYC 490 – Issues in Religion, Ethics, and the Human Sciences (4 hours)**

Explorations of tensions in belief, conduct, and identity that arise from being both a Christian and a person changed through contact with the human sciences. Special attention to issues for Christians entering professions in psychology and social work.

# Appendix Page D

## SLO's

### **PREPARATION FOR COMPETENT GENERALIST SOCIAL WORK**

It is the goal of the PUC Social Work Program to prepare students for competent entry-level generalist practice. This generalist foundation is comprised of social work knowledge, values, ethics, and skills—including the ability to work effectively with individuals, families, groups, organizations, and communities. This approach is based on the view that social workers are most effective when they are able to work with all systems in the environment from a bio-psycho- social-spiritual-cultural perspective, and that each system in the environment might become the social worker's "client", with strengths, weaknesses, and the potential for growth.

In meeting this challenge, the generalist social worker takes a practical problem-solving approach toward working with their client. They assess human needs and required resources, provide resources, and develop or improve resources. These activities are conducted with the goal of improving the interaction between people and their environment.

The problem-solving process taught at PUC borrows heavily from Cournoyer in *The Social Work Skills Workbook*, (2005) and is summarized in the following way:

1. **Preparing:** Arrange meeting place, gather historical information, and consult with colleagues, preparatory empathy;
2. **Beginning:** Introductions, build rapport, describe purpose and role, discuss policy and ethical factors, respond to indirect communication, and seek feedback;
3. **Exploring:** Attending, seeking clarification, questioning, identification of feelings, partializing problems, and record keeping;
4. **Assessing:** Organize data/information, tentative assessment;
5. **Contracting:** Establish goal(s), goal prioritization, identification of action steps, evaluation plan, establish contract;
6. **Working & Evaluation:** Rehearse and review action steps, support, demand for work, advocacy, referral, assessment of progress, record activities and progress; and
7. **Ending/Transition:** Identification of ending/transition, review work, plan for the future, closure, record closing summary

The Council on Social Work Education defines generalist practice as, “...grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” Educational Policy 2.0. (CSWE, 2015)

CSWE defines core competencies as, “...**knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.**” (CSWE, 2015) They have identified **nine competencies** that illustrate the social work knowledge, values, skills, and behaviors that are benchmarks of effective social work education. Our social work program has adopted these competencies as our **Student Learning Outcomes (SLOs)**. They are as follows:

### **Social Work Major Student Learning Outcomes (SLOs)**

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage diversity and difference in practice.
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

## Appendix Page E

### Student Application for Field Experience

## **COVER SHEET TO FIELD APPLICATION**

In order for this application to be processed and your field placement process begun, a signature from the BSW Program Director is required to confirm your status in the program.

This student, \_\_\_\_\_, currently has the following status in the BSW Program:

- Full acceptance
- Provisional acceptance
- Denied acceptance\*
- Has not completed the admissions process\*

BSW Director: \_\_\_\_\_ Date:

\*Per program policy, students in these categories will not be allowed to enter field experience until they acquire either Full or Provisional status.

# APPLICATION FOR FIELD EXPERIENCE

## PACIFIC UNION COLLEGE BSW PROGRAM



Pacific Union College

### Pacific Union College

### Social Work Program

#### APPLICATION FOR SOCIAL WORK FIELD PLACEMENT

Submit to the Field Education Director with a current resume.

#### Applicant Information

Full Name: \_\_\_\_\_ Date: \_\_\_\_\_  
*Last First M.I.*

Local Address: \_\_\_\_\_  
*Street Address Apartment/Unit #*

\_\_\_\_\_ *City State ZIP Code*

Phone: \_\_\_\_\_ PUC: \_\_\_\_\_  
Email \_\_\_\_\_

Advisor: \_\_\_\_\_ Overall GPA.: \_\_\_\_\_ PUC ID: \_\_\_\_\_  
Social Work GPA: \_\_\_\_\_

Have you applied to the Social Work Program? (Check one): YES  NO  If yes, were you accepted? (Check one): YES  NO

Do you have a reliable means of transportation? (Check one): YES  NO  Driver's License: (Check one): YES  NO

Please attach a copy of the following:  
CDL

Are You anticipating any transportation problems? YES  NO

Auto Insurance:  
Auto Registration:

Specify: \_\_\_\_\_

### Field Placement Preferences:

List two (2) types of client systems with whom you would most like to gain more practice experience: (e.g. victims of abuse, physically or mentally ill or disabled, children, families, elderly, criminal offenders, foster children, etc.).

\_\_\_\_\_

\_\_\_\_\_

In order of preference, list three (3) settings in which you would most like to be placed. (choose from the list provided)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Language Proficiency (Including ASL):

Please list all languages:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Interview

Best day/times for an interview at the field: \_\_\_\_\_

Best way to be contacted: \_\_\_\_\_

### Agency Experience

Please describe any experiences you have had with the settings and client systems you identified, experiences may include but are not limited to volunteer, employment, recipient of services, and/or friends or relatives employed by or being a recipient of these services.

## Background Check And/Or Fingerprinting

Many agencies require that students undergo comprehensive background checks and/or fingerprinting. The following is a list of items that are routinely researched when these checks are conducted.

- Adjudication or conviction of a felony, gross misdemeanor or misdemeanor in the United States.
- Court orders to register as a sex offender or the equivalent in the United States.
- Suspension or revocation of professional licenses or certificates in the United States.

Have you ever been convicted of, pleaded guilty to, or received any form of probation or suspended sentence for any criminal offense (misdemeanors and felonies), excluding minor traffic violations? \_\_\_Yes \_\_\_ No If yes, describe in full including dates, criminal offenses, location (city and state), and disposition (use additional sheet if needed) \_\_\_\_\_

Are you currently on probation or suspended sentence for any criminal offense? \_\_\_Yes \_\_\_ No If yes, describe in full, including dates, criminal offense(s), current status, expected date of completion, and the name(s) and telephone number(s) of the probation or parole officer or other person or persons to whom you report: \_\_\_\_\_

If you have any of the above identified issues and/or issues that might include recovery from drug or alcohol dependence, or a history of mental health concerns, we urge you to discuss these with the Field Education Director immediately. These issues may impact your ability to obtain a particular type of placement.

## Possible Conflict Areas:

Identify and discuss any situations or client populations that you are reluctant to work in or with (include agencies):

## Personal Statement

Please respond to the following questions and submit your typed responses (at least two pages) with your resume and this application form. Your responses to the following questions will be shared with your prospective field instructor and you are encouraged to put some thought into how you respond. Please be sure to put your name on the paper with your responses.

1. Discuss the qualities and capacities which you would bring to a field placement. These can be identified by reflecting on what others have told you about yourself and your capacities, the tasks and activities you look forward to as a generalist social worker, and/or the things you have discovered about yourself over the years through your life, volunteer, and/or work experiences.

2. Identify the capacities, knowledge, values, and skills you hope to acquire during field placement.
3. Describe the learning environment and the instruction/supervision styles with which you do your best.
4. Identify your career and professional goals including for the next year and the next 5 years.

### **Release of Information**

*I hereby authorize the PUC Social Work Program to release the information provided in the field placement application process and my personal statement and resume to potential field placement agencies and field instructors.*

Student

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

**Pacific Union College**

**Application for Field Experience in Place of Employment**

**Please fill out this form in addition to all other required application documents.**

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

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

Address: \_\_\_\_\_

Student's Work Supervisor: \_\_\_\_\_

Contact Information: \_\_\_\_\_

Student's potential Field Instructor:

\_\_\_\_\_

Contact Information: \_\_\_\_\_

Student's length of employment at agency:

\_\_\_\_\_

Hours student works at agency: \_\_\_\_\_

Current job title and description: \_\_\_\_\_

Typical work assignments and responsibilities:

Planned new assignments and responsibilities as part of field experience:

Any changes in hours due to field experience \_\_\_\_\_

Number of paid hours to be counted as Field Experience hours: \_\_\_\_\_

Plan for separating employment functions from field experience functions. (e.g., designation of employee days and field experience days).

By signing this document, you are confirming that you have read and understand all PUC policies related to the approval of field experience placements at the place of employment and agree to the plan of action outlined in this agreement.

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

Agency Director: \_\_\_\_\_ Date:

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

Field Coordinator: \_\_\_\_\_ Date:

BSW Program Director: \_\_\_\_\_ Date:

# Appendix F

## Utilizing Supervision

Weekly supervision is a critical part of field education. But what is supervision? Kadushin & Harkness (2002) in *Supervision in Social Work* does a nice job in describing the components of social work supervision. They include:

1. *Administrative function*: this area focuses on scheduling, assigning tasks, orientation, staffing, and coordination issues, among others.
2. *Supportive function*: sustaining staff morale, developing and maintaining sense of teamwork, support with stress and burn-out.
3. *Educational function*: providing training, in-services, staff development activities.

CSWE considers supervision of student interns as a critical component of field education. Subsequently they have specific standards related to a supervisor's qualifications and weekly requirements (please refer to Section 5 for the requirements.) Due to the diverse nature of agency settings, students may have a non-social work supervisor who works directly with the student on a daily basis (providing administrative and supportive functions). This can be a positive addition to a field placement, as it assists the student in developing knowledge of interdisciplinary teams and a broader awareness of other professions. However, all students must have a qualified social worker assigned to them for weekly supervision. This is vital in assisting the student gain a social work identity and in supporting competency in practice behaviors.

What roles do the student, Field Instructor, and Field Coordinator play in supervision? All three participants have responsibility to ensure that supervision is productive and educational.

### Field Coordinator responsibilities:

- Ensure the agency provides a qualified BSW, MSW, or LCSW supervisor for the intern
- Ensure the supervisor meets regularly with the student each week
- Educate the student on the process of supervision and their responsibilities in the process

### Field Instructor responsibilities:

- Provide consistent meeting times each week for supervision

- Provide the student with alternative supervision resources should they be unavailable. For instance, who should the intern approach with questions if the supervisor is not available.
- Assist the student in integrating theory into practice
- Challenge the student to focus on areas of growth
- Support growth and self-awareness
- Encourage initiative and assertiveness
- Hold students accountable for their responsibilities

Student responsibilities:

- Meet all supervision appointments
- Be prepared for supervision with written notes. These notes may include questions, observations, client situations—anything you would like to discuss with your supervisor. Look at your syllabi to make sure you know in advance when you need to get information from your supervisor for class assignments or schedule times for end of the quarter evaluations.
- Utilize supervision for professional growth issues. For instance, ask supervisor for suggestions for learning to be more assertive in staff meetings or how to deal with resistant teen clients. *Tap into your supervisor's wealth of knowledge and practice experience!!*

**Field Internship Quarterly Documents**

**FIELD EXPERIENCE 1 EVALUATION COMPETENCIES**

**SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5 – Excellent**

**NA: Not applicable**

<b>SKILL AREAS</b>	<b>RATING</b>
<b>Basic Skills</b>	
<b>Time Management:</b>	
· Prompt to appointments	
· Ability to handle multiple tasks and/or assignments	
· <b>Organizes time well-can manage increased diversity of workload (addition of caseload, projects)</b>	
· Utilizes an effective system to track deadlines and responsibilities	
· Takes initiative in asking for tasks , when necessary	
<b>COMMENTS:</b> <b>Average:</b>	
<b>Oral Communication:</b>	
· Asks for clarification or assistance when needed	
· Initiates comments in staff meetings, supervision, and/or team meetings	
· Effective oral presentation skills	
· Can effectively articulate ideas and opinions	
· Actively participates in agency activities (e.g.: client contact, interagency communication)	

· Demonstrates professional telephone skills	
<b>COMMENTS:</b> <b>Average:</b>	
<b>Written Communication:</b>	
· Demonstrates <b>professional</b> writing skills (e.g. spelling, grammar, sentence structure)	
· Effectively utilizes word processing programs for written tasks	
· Organizes content in effective manner	
· Is able to effectively meet the agency's documentation regulations (e.g.: intake forms, progress notes, quarterly reports, social histories)	
<b>COMMENTS:</b> <b>Average:</b>	

	<b>RATING</b>
<b>SKILL AREAS CONTINUED</b>	
<b>Interpersonal Skills:</b>	
· Demonstrates effective assertiveness skills	
· Is a team player	
· Has <b>developed</b> professional relationships with agency personnel	
· Demonstrates self-awareness	
· Is able to give and receive feedback	
· Demonstrates respect for diverse opinions and ideas	
· Demonstrates active listening skills (is respectful when others are talking)	
· Demonstrates a positive attitude	

<b>COMMENTS:</b> <b>Average:</b>	
<b>ACADEMIC SKILLS AND KNOWLEDGE:</b>	
· <b>Able to professionally represent the agency (its mission, purpose, and duties)</b>	
· <b>Adheres to agency policies and procedures</b>	
· Maintains confidentiality	
· Has <b>advanced</b> knowledge of specific practice area (e.g.: child welfare, homeless population, elderly, probation, AIDS)	
· Meets with instructor and/or supervisor as issues arise	
· Is prepared for weekly supervision (questions, issues)	
· Is prepared for daily responsibilities (meetings, home visits, groups)	
· <b>Takes initiative in seeking out educational/professional experiences and tasks</b>	
· <b>Is able to assertively represent the social work perspective in interdisciplinary settings</b>	
· Ability to effectively manage personal or <b>professional</b> issues or conflicts that arise	
· Demonstrates an understanding of core social work values and abides by them	
· Demonstrates an understanding of social work ethics and abides by them	
<b>COMMENTS:</b> <b>Average:</b>	

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

Date:

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

Date:

Field Coordinator: \_\_\_\_\_

Date:

**ADDITIONAL COMMENTS:**

## FIELD EXPERIENCE 2 EVALUATION COMPETENCIES

**SCALE:** 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5 – Excellent

**NA:** Not applicable

<b>SKILL AREAS</b>	<b>RATING</b>
<b>Basic Skills</b>	
<b>Time Management:</b>	
· Prompt to appointments	
· Ability to handle multiple tasks and/or assignments	
· <b>Organizes time well-can manage increased diversity of workload (addition of caseload, projects)</b>	
· Utilizes an effective system to track deadlines and responsibilities	
· Takes initiative in asking for tasks , when necessary	
<b>COMMENTS:</b> <b>Average:</b>	
<b>Oral Communication:</b>	
· Asks for clarification or assistance when needed	
· Initiates comments in staff meetings, supervision, and/or team meetings	
· Effective oral presentation skills	
· Can effectively articulate ideas and opinions	
· Actively participates in agency activities (e.g.: client contact, interagency communication)	
· Demonstrates professional telephone skills	

<b>COMMENTS:</b> <b>Average:</b>	
<b>Written Communication:</b>	
· Demonstrates <b>professional</b> writing skills (e.g. spelling, grammar, sentence structure)	
· Effectively utilizes word processing programs for written tasks	
· Organizes content in effective manner	
· Is able to effectively meet the agency's documentation regulations (e.g.: intake forms, progress notes, quarterly reports, social histories)	
<b>COMMENTS:</b> <b>Average:</b>	

	<b>RATING</b>
<b>SKILL AREAS CONTINUED</b>	
<b>Interpersonal Skills:</b>	
· Demonstrates effective assertiveness skills	
· Is a team player	
· Has <b>developed</b> professional relationships with agency personnel	
· Demonstrates self-awareness	
· Is able to give and receive feedback	
· Demonstrates respect for diverse opinions and ideas	
· Demonstrates active listening skills (is respectful when others are talking)	
· Demonstrates a positive attitude	
<b>COMMENTS:</b> <b>Average:</b>	

<b>ACADEMIC SKILLS AND KNOWLEDGE:</b>	
· <b>Able to professionally represent the agency (its mission, purpose, and duties)</b>	
· <b>Adheres to agency policies and procedures</b>	
· Maintains confidentiality	
· Has <b>advanced</b> knowledge of specific practice area (e.g.: child welfare, homeless population, elderly, probation, AIDS)	
· Meets with instructor and/or supervisor as issues arise	
· Is prepared for weekly supervision (questions, issues)	
· Is prepared for daily responsibilities (meetings, home visits, groups)	
· <b>Takes initiative in seeking out educational/professional experiences and tasks</b>	
· <b>Is able to assertively represent the social work perspective in interdisciplinary settings</b>	
· Ability to effectively manage personal or <b>professional</b> issues or conflicts that arise	
· Demonstrates an understanding of core social work values and abides by them	
· Demonstrates an understanding of social work ethics and abides by them	
<b>COMMENTS:</b> <b>Average:</b>	

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

Date:

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

Date:

Field Coordinator: \_\_\_\_\_

Date:

**ADDITIONAL COMMENTS:**

## FIELD EXPERIENCE 3 EVALUATION COMPETENCIES

**SCALE:** 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5 – Excellent

**NA:** Not applicable

	RATING
<b>SKILL AREAS</b>	
<b>Basic Skills</b>	
<b>Time Management:</b>	
<ul style="list-style-type: none"> <li>· Prompt to appointments, ability to handle multiple tasks and/or assignments, organizes time well-can manage increased diversity of workload (addition of caseload, projects), utilizes an effective system to track deadlines and responsibilities, takes initiative in asking for tasks, when necessary</li> </ul>	
<b>COMMENTS:</b>	
<b>Oral Communication:</b>	
<ul style="list-style-type: none"> <li>· Asks for clarification or assistance when needed, initiates comments in staff meetings, supervision, and/or team meetings, effective oral presentation skills, can effectively articulate ideas and opinions, actively participates in agency activities (e.g.: client contact, interagency communication), demonstrates professional telephone skills</li> </ul>	
<b>COMMENTS:</b>	
<b>Written Communication:</b>	

<ul style="list-style-type: none"> <li>Demonstrates professional writing skills (e.g. spelling, grammar, sentence structure), effectively utilizes word processing programs for written tasks, organizes content in effective manner, is able to effectively meet the agency's documentation regulations (e.g.: intake forms, progress notes, quarterly reports, social histories)</li> </ul>	
<b>COMMENTS:</b>	

<b>SKILL AREAS CONTINUED</b>	<b>RATING</b>
<b>Interpersonal Skills:</b>	
<ul style="list-style-type: none"> <li>Demonstrates effective assertiveness skills, is a team player, has developed professional relationships with agency personnel, demonstrates self-awareness, is able to give and receive feedback, demonstrates respect for diverse opinions and ideas, demonstrates active listening skills (is respectful when others are talking), demonstrates a positive attitude</li> </ul>	
<b>COMMENTS:</b>	
<b>ACADEMIC SKILLS AND KNOWLEDGE:</b>	
<ul style="list-style-type: none"> <li>Able to professionally represent the agency (its mission, purpose, and duties), adheres to agency policies and procedures, maintains confidentiality, has advanced knowledge of specific practice area, meets with instructor and/or supervisor as issues arise, is prepared for weekly supervision, is prepared for daily responsibilities, takes initiative in seeking out educational/professional experiences and tasks, is able to assertively represent the social work perspective in interdisciplinary settings, ability to effectively manage personal or professional issues or conflicts that arise, demonstrates an understanding of core social work values and abides by them, demonstrates an understanding of social work ethics and abides by them</li> </ul>	

<b>COMMENTS:</b>	
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**Please provide a narrative in the following areas. Include areas of strength and areas for growth.**

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

Date:

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

Date:

Field Coordinator: \_\_\_\_\_

Date:

## DIRECTIONS FOR COMPLETING THE FIELD EXPERIENCE OBSERVATION FORMS

An important part of the BSW curriculum is to ensure that students have the necessary knowledge, values, and skills to make them competent social work generalist practitioners upon graduation. One way to evaluate this competency- based approach is to have the Field Instructor observe and assess the student’s practice behaviors in a variety of practice environments. As discussed in the Field Experience Workbook, CSWE has identified 10 core competencies, along with 43 practice behaviors that operationalize these core competencies. (*CSWE, Educational Policy and Accreditation Standards, 2015*) Pertinent behaviors have been listed on the various assessment forms, as they relate to micro, mezzo, and macro practice.

Each quarter you will evaluate the student in a different area of focus. The table below provides a schedule of the assessments and ideas for practice situations that meet the criteria in each area (Please note that the identified behaviors vary from form to form).

Please write a brief description of the case situation/project being observed to provide a context on the assessment. Fill-out the form as comprehensively as you can, with the understanding that **not all** behaviors may be relevant in your student’s situation. If this occurs, please check the NA box on the evaluation form for this practice behavior. Any descriptive comments you make, either illustrating the student’s strengths or areas for growth, greatly enrich the learning process of both the student and the program.

Quarter	Ideas
<b>Fall Quarter</b>	
<b>Macro Observation</b>	Resource Development, Research, Grant or Proposal Writing, Presentation, Policy/Legislative Project, Fiscal or Budgetary Project, Other Administrative Project
<b>Winter Quarter</b>	
<b>Micro Observation</b>	Telephone contact with client, Completed initial assessment-intake, Completed assessment, Completed social history, Developed and implemented intervention, Terminated client services, Information and Referral, Provided follow-up services, Other.
<b>Spring Quarter</b>	

<b>Mezzo Observation</b>	Telephone contact with family, Completed initial assessment intake with family, Completed assessment with family, Developed and implemented intervention with family, Terminated family/group services, Information and Referral for family, Provided follow-up services for family, (Co) Facilitated support or psycho- educ. support group, (Co) Led training or workshop,  Other.
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## Micro Observation Form

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Brief explanation of case being observed (initial interview, termination, client demographics...):**

**SCALE:** 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent; **NA-** Not applicable

BEHAVIORS	COMMENTS	1	2	3	4	5	NA
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior.</b></p> <ul style="list-style-type: none"> <li>· make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations;</li> <li>· demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and</li> <li>· use supervision and consultation to guide professional judgment and behavior.</li> </ul>							
<p><b>Competency 2: Engage Diversity and Difference in Practice.</b></p> <ul style="list-style-type: none"> <li>· apply and communicate understanding of the importance of diversity and difference in shaping life experiences;</li> <li>· present themselves as learners and engage <b>clients</b> as experts of their own experiences; and</li> <li>· apply self-awareness and self-regulation to manage the influence of personal biases and values.</li> </ul>							

<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the <b>individual</b> level.</li> </ul>							
<p><b>Competency 4: Engage In Practice-informed Research and Research-informed Practice.</b></p> <ul style="list-style-type: none"> <li>• use practice experience and theory to inform scientific inquiry; and</li> <li>• use research evidence to inform and improve <b>practice</b>.</li> </ul>							

<p><b>Competency 6: Engage with Individuals.</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse <b>clients</b>.</li> </ul>							
<p><b>Competency 7: Assess Individuals.</b></p> <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from <b>clients</b>;</li> <li>• apply knowledge of human behavior and the social environment;</li> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within <b>clients</b>; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <b>clients</b>.</li> </ul>							
<p><b>Competency 8: Intervene with Individuals.</b></p> <ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of <b>clients</b>;</li> </ul>							

<ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment;</li> <li>• use inter-professional collaboration as appropriate;</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse <b>clients</b>; and</li> <li>• facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>							
<p><b>Competency 9: Evaluate Practice with Individuals.</b></p> <ul style="list-style-type: none"> <li>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• apply evaluation findings to improve practice effectiveness at the <b>micro</b> level.</li> </ul>							

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

## Mezzo Observation Form

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Brief explanation of case being observed (initial interview, termination, client demographics...):**

**SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent; NA- Not applicable**

BEHAVIORS	COMMENTS	1	2	3	4	5	NA
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior.</b></p> <ul style="list-style-type: none"> <li>· make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations;</li> <li>· demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and</li> <li>· use supervision and consultation to guide professional judgment and behavior.</li> </ul>							
<p><b>Competency 2: Engage Diversity and Difference in Practice.</b></p> <ul style="list-style-type: none"> <li>· apply and communicate understanding of the importance of diversity and difference in shaping life experiences;</li> <li>· present themselves as learners and engage <b>clients</b> as experts of their own experiences; and</li> <li>· apply self-awareness and self-regulation to manage the influence of personal biases and values.</li> </ul>							
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.</b></p> <ul style="list-style-type: none"> <li>· apply their understanding of social, economic, and environmental justice to advocate for human rights at the <b>system</b> level.</li> </ul>							

<p><b>Competency 4: Engage In Practice-informed Research and Research-informed Practice.</b></p> <ul style="list-style-type: none"> <li>• use practice experience and theory to inform scientific inquiry; and</li> <li>• use research evidence to inform and improve <b>practice.</b></li> </ul>							
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<p><b>Competency 6: Engage with Families and Groups.</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse <b>clients.</b></li> </ul>				
<p><b>Competency 7: Assess Families and Groups.</b></p> <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from <b>clients</b>;</li> <li>• apply knowledge of human behavior and the social environment;</li> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within <b>clients</b>; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <b>clients.</b></li> </ul>				
<p><b>Competency 8: Intervene with Families and Groups.</b></p> <ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of <b>clients</b>;</li> <li>• apply knowledge of human behavior and the social environment;</li> <li>• use inter-professional collaboration as appropriate;</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse <b>clients</b>; and</li> <li>• facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>				
<p><b>Competency 9: Evaluate Practice with Families and Groups.</b></p>				

<ul style="list-style-type: none"> <li>critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>apply evaluation findings to improve practice effectiveness at the, <b>mezzo</b> level.</li> </ul>								
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Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

## Macro Observation Form

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Brief explanation of case being observed (initial interview, termination, client demographics...):**

**SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent; NA- Not applicable**

BEHAVIORS	COMMENTS	1	2	3	4	5	NA
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior.</b></p> <ul style="list-style-type: none"> <li>· make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations;</li> <li>· demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and</li> <li>· use supervision and consultation to guide professional judgment and behavior.</li> </ul>							
<p><b>Competency 2: Engage Diversity and Difference in Practice.</b></p> <ul style="list-style-type: none"> <li>· apply and communicate understanding of the importance of diversity and difference in shaping life experiences;</li> <li>· present themselves as learners and engage <b>constituencies</b> as experts of their own experiences; and</li> <li>· apply self-awareness and self-regulation to manage the influence of personal biases and values.</li> </ul>							
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.</b></p> <ul style="list-style-type: none"> <li>· apply their understanding of social, economic, and environmental justice to advocate for human rights at the <b>system</b> level; and</li> </ul>							

<ul style="list-style-type: none"> <li>engage in practices that advance social, economic, and environmental justice.</li> </ul>							
<p><b>Competency 4: Engage In Practice-informed Research and Research-informed Practice.</b></p> <ul style="list-style-type: none"> <li>use practice experience and theory to inform scientific inquiry; and</li> <li>use research evidence to inform and improve <b>policy and service delivery.</b></li> </ul>							
<p><b>Competency 5: Engage in Policy Practice.</b></p> <ul style="list-style-type: none"> <li>identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>							
<p><b>Competency 6: Engage with Organizations and Communities.</b></p> <ul style="list-style-type: none"> <li>apply knowledge of human behavior and the social environment; and</li> <li>use empathy, reflection, and interpersonal skills to effectively engage diverse <b>constituencies.</b></li> </ul>							
<p><b>Competency 7: Assess Organizations and Communities.</b></p> <ul style="list-style-type: none"> <li>collect and organize data, and apply critical thinking to interpret information from <b>constituencies;</b></li> <li>apply knowledge of human behavior and the social environment;</li> <li>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within <b>constituencies;</b> and</li> <li>select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of <b>constituencies.</b></li> </ul>							

<p><b>Competency 8: Intervene with Organizations and Communities.</b></p> <ul style="list-style-type: none"> <li>critically choose and implement interventions to achieve practice goals and enhance capacities of <b>constituencies</b>;</li> <li>apply knowledge of human behavior and the social environment;</li> <li>use inter-professional collaboration as appropriate;</li> <li>negotiate, mediate, and advocate with and on behalf of diverse <b>constituencies</b>; and</li> <li>facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>							
<p><b>Competency 9: Evaluate Practice with Organizations and Communities.</b></p> <ul style="list-style-type: none"> <li>critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>apply evaluation findings to improve practice effectiveness at the <b>macro</b> level.</li> </ul>							

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

## FIELD INSTRUCTOR/STUDENT EVALUATION OF PUC FIELD PROGRAM

**SCALE:** 1- Strongly Disagree 2- Disagree 3- Somewhat Agree 4- Agree 5 – Strongly Agree

**NA:** Not applicable

Please rate each task in the different sections under Field Coordinator and Field Experience.

	RATING
<b>FIELD COORDINATOR</b>	
<ul style="list-style-type: none"> <li>· Showed concern and interest in my learning experience</li> <li>· Was available to meet with me in the field and on campus</li> <li>· Was able to give me constructive and appropriate feedback</li> <li>· Was able to provide support in the transition from classroom to field setting</li> <li>· Was a good liaison between the field agency and student</li> <li>· Adequately assisted with the learning contract process</li> </ul> <p><b>Comments:</b></p>	
<b>FIELD EXPERIENCE/FIELD SEMINAR</b>	



**COMMENTS:**

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

Date:

Field Coordinator: \_\_\_\_\_

Date:

Program Director: \_\_\_\_\_

Date:

## STUDENT EVALUATION OF FIELD AGENCY

**SCALE:** 1- Strongly Disagree 2- Disagree 3- Somewhat Agree 4- Agree 5 – Strongly Agree

**NA:** Not applicable

Please rate each task in the different sections under Field Coordinator and Field Experience.

	RATING
<b>SETTING</b>	
<ul style="list-style-type: none"> <li>· Policies and procedures of the Agency were made clear</li> <li>· Professional and paraprofessional staff were receptive of the student as part of the team</li> <li>· Appropriate facilities were available to the student</li> <li>· Resources within the Agency were made available to the student</li> <li>· Opportunities for professional development were available (trainings...)</li> </ul> <p><b>Comments:</b></p>	
<b>PRACTICE</b>	



<b>Overall rating of field agency as a field placement</b>	
___ Highly Unsatisfactory ___ Unsatisfactory ___ Satisfactory ___ Good ___ Exceptional	
<b>COMMENTS:</b>	

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

Field Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

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



9. All parties should keep a copy of this document each time it is changed and/or signed and dated.

This document is intended to be added to as needed when approved by the Faculty Liaison.

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

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes;
- Use supervision and consultation to guide professional judgment and behavior.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor’s Comments for Third Quarter:**

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

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present oneself as a learner and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor’s Comments for Third Quarter:**

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

- Apply one’s understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- Engage in practices that advance social, economic, and environmental justice.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor’s Comments for Third Quarter:**

**Competency #4: Engage in Practice-Informed Research and Research-Informed Practice**

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor’s Comments for Third Quarter:**

**Competency #5: Engage in Policy Practice**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor’s Comments for Third Quarter:**

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

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor’s Comments for Third Quarter:**

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the clients and constituencies.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor's Comments for Third Quarter:**

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

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

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**  
**First Quarter: Field Instructor’s**  
**Comments for Second Quarter:**

**Field Instructor's Comments for Third Quarter:**

**Competency #9: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Learning Activity	Task(Practice Behavior/Activities)Breakdown your goal into its sub-parts	Date Added	Date Completed	Quarter Evaluation		
				1st	2nd	3rd

**Field Instructor’s Comments for**

**First Quarter: Field Instructor’s**

**Comments for Second Quarter:**

**Field Instructor’s Comments for Third Quarter:**

**Additional Comments:**

<b>Role</b>	<b>Learning Contract Signature &amp; Date</b>	<b>1<sup>st</sup> Quarter Evaluation Signature &amp; Date</b>	<b>2nd Quarter Evaluation Signature &amp; Date</b>	<b>3<sup>rd</sup> Quarter Evaluation Signature &amp; Date</b>
<b>Student</b>				
<b>Field Instructor</b>				
<b>Field Supervisor</b>				