



**Nazareth College  
Baccalaureate Social Work Program**

# **Field Instruction Manual**

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**Dear Field Instructor,**

On behalf of the social work department, we wish to express our gratitude for your willingness to share your expertise and time with Nazareth's social work students. We thank you for accepting the responsibility of guiding our students on their journey to becoming competent social work generalist practitioners.

The senior field practicum is the culmination of rigorous study in the foundation areas of undergraduate social work education specified by the Educational Policy and Accreditation Standards of the Council on Social Work Education. This practicum offers our students opportunities to integrate classroom learning to social work practice settings.

The junior field experience is an additional opportunity for the student to learn about the human service system and social work practice in preparation for their senior practicum.

The social work department has enjoyed a strong relationship and connection with local and area agencies for many years. We continue to look to our field instructors to also educate the faculty regarding the realities of social work practice, and we seek your feedback about Nazareth's social work program and preparation of our students for responsible generalist practice.

With sincere gratitude for your commitment to undergraduate field education, we are

Sincerely yours,



Leanne Wood Charlesworth, PhD, LMSW  
Professor/Program Director BSW Program  
Program/Chairperson



Shirley Sharp, LMSW, ACSW  
Clinical Associate Professor of Social Work  
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## **INTRODUCTION AND HISTORICAL PERSPECTIVE**

Since 1926, Nazareth College students have enjoyed rewarding social service experiences in social agencies located in Rochester and other nearby communities. In the early days of Nazareth and during the Depression, many Nazareth students did volunteer work at Charles Settlement House and Genesee Settlement, helping to keep much-needed programs alive. From 1935 to 1965, graduates with a degree in sociology and social work found beginning-level jobs in these agencies and strengthened the ties between them and this service-oriented college.

Since 1965, the social work program has been restructured as a separate degree. During the 1977 academic year, the program earned full accreditation from the Council on Social Work Education; this qualifies our graduates for both entry-level professional social work employment and graduate social work education, including eligibility for application to advanced standing in MSW programs.

The strong alliance between Nazareth College and the Rochester area agencies has been carefully maintained and serves as one of the program's greatest assets. The Introduction to Social Work course includes field trips to and the profiling of seven to eight representative local agencies. During their junior year, students have a six-hours-per-week field experience each semester. Seniors complete a block placement of four full days per week during their final spring semester, totaling a minimum of 420 hours.

We are grateful for the enduring relationship with local agencies and for their generous cooperation in the education of our students. The faculty continues to recognize the indispensable contributions made by agency field instructors in the supervision of our students. We are eager to hear your ideas, the realities of practice, and any feedback about the program and the preparation of students for the field. We look forward to your comments, visits, and vital participation in the education of our students and ourselves.

# NAZARETH COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM

## Mission Statement

The mission of Nazareth College's baccalaureate social work program is to educate ethical, competent social workers prepared for generalist practice. The BSW program prepares students to engage in strengths-based practice, advance human rights as well as social, economic, and environmental justice, and respect diversity.

## Goals

The Nazareth College BSW Program...

1. Prepares ethical, strengths-based generalist practitioners capable of competent practice with diverse populations and committed to advancing human rights as well as social, economic and environmental justice.
2. Provides a supportive environment that facilitates learning among a diverse student body and emphasizes knowledge development to improve the effectiveness of social work practice, programs and policies.
3. Develops qualified candidates for graduate education and generalist practitioners dedicated to life-long learning.

The BSW program's curriculum design process was informed by theory of change and backward mapping concepts. The purpose and values of the profession and social work education provide the conceptual foundation and rationale guiding the program; the faculty identified the program's mission statement and competencies (and linked behaviors) and developed the curriculum necessary to facilitate student and program achievement of these outcomes.

As one component of this process, the BSW program identified critical courses social work majors must complete to establish an appropriate foundation upon which to build within the major. These courses ensure student comprehension of basic human biology and fundamental social science (e.g., Introduction to Sociology, Introduction to Psychology) and mathematical (e.g., Introduction to Statistics) concepts. Social work majors develop their communication and critical thinking skills through major requirements and simultaneous completion of the liberal arts core.

The social work major is comprised of a sequence of course and fieldwork experiences designed to prepare baccalaureate-level, generalist social work practitioners capable of skilled practice in the delivery of services to client systems of different sizes and types: individuals, families, groups, organizations, and communities.

The first social work courses majors complete are Introduction to Social Work (SWK 222), Human Behavior and the Social Environment I (SWK 304), and Social Work Practice (Methods) I/Field Experience I (SWK 383). Students who begin their college education at Nazareth College typically complete Introduction to Social Work as a freshman or sophomore. Transfer students must complete the course during their first semester at Nazareth. This course is designated as a "gateway" course, in a

sense, as it introduces students to fundamental social work values and principles. Students acquire core social work knowledge and skills through reading, class discussion, guest speakers (social workers), and agency visits. Upon completion of this course, students have begun to integrate the profession's knowledge, values and skills, and students and social work faculty alike are able to make a well-informed decision about each student's continuation in the major.

From a curriculum design standpoint, by the time the junior year closes social work majors have acquired key components of the foundation upon which subsequent social work courses build. Critical ingredients in this foundation are provided by two additional courses typically completed by the close of the junior year: Human Behavior and the Social Environment I (SWK 304) and Human Behavior and the Social Environment II (SWK 305). In the Human Behavior and the Social Environment I and II courses, students are introduced to the biopsychosocial-spiritual framework, human development, the systems theoretical perspective as well as additional theories of human behavior and development, the concepts of risk, protection and resilience, and micro to macro practice systems and practice contexts.

**Each Human Behavior and the Social Environment course emphasize the application of content to generalist practice, specifically the processes of engagement, assessment, intervention and evaluation across systems levels. Social Work Practice (Methods) I/Field Experience I addresses competencies six, seven, eight and nine in the context of generalist practice with individuals. Social Work Practice (Methods) II/Field Experience II addresses competencies six through nine in the context of generalist practice with families and groups.**

Additional competency achievement, at this point in the student's development, is dependent upon the additional 300-level courses taken during the junior year. Beyond Introduction to Social Work, Human Behavior and the Social Environment I and II, and Social Work Practice (Methods) I and II/ Field Experience I and II, juniors have somewhat individualized approaches to completing the additional 300-level required courses. Social Work Research Practice (Methods) (SWK 352) is designed to facilitate student achievement of Competency Four. Students typically complete this course during the sophomore or first semester of the junior year while simultaneously completing the first (junior-year) field placement in order to support achievement of Competency Nine and to provide a practice context for understanding the concepts "research-informed practice and practice-informed research."

In addition, to facilitate early progress toward achievement of Competencies Two and Three, juniors typically complete both Human Diversity and Oppression (SWK 300) and Human Rights and Social, Economic and Environmental Justice (SWK 309) by the close of the junior year as well. Health and Mental Health (SWK 323) is an additional required social work course focused on assessing mental health and health more generally from a strengths-based perspective.

Through the classroom and field-based learning that occurs in Social Work Practice (Methods) Field Experience I and II, combined with the critical knowledge and values learned through additional courses within the major, students emerge from their junior year demonstrating entry-level generalist practice knowledge and skills.

The junior year field experience plays a critical role in facilitating student proficiency by providing students the opportunity to apply their knowledge, values and skills to practice settings. This context for reflective application allows students and faculty alike the opportunity to evaluate student progress

toward beginning level generalist practice competence. Thus by the end of the junior-year, students are expected to demonstrate significant progress toward achievement of the practice behaviors with assigned dimensions associated with all nine competencies. Students demonstrate achievement of all nine competencies (and their linked behaviors with dimensions) through the senior field evaluation, exit questionnaire, and summative senior year portfolio evaluation.

All juniors must complete SWK 383 (Social Work Practice (Methods) I/Field Experience I) and SWK 384 (Social Work Practice (Methods) II/Field Experience II) in sequential order; the purpose is to broaden the student's understanding of and appreciation for practice settings, the use of generalist practice in these settings, and to enhance abilities and readiness for the senior practicum and social work as a career.

Upon entering the senior year, majors complete Social Services and Policy (SWK 420) and Social Work Practice (Methods) III (SWK 483). SWK 420 analyzes social policies in the context of social work practice, emphasizing the role of the social worker as change agent, advocate, and policy practitioner; SWK 483 focuses upon engagement, assessment, intervention, and evaluation with organizations and communities. Both Social Services and Policy and Social Work Practice (Methods) III build upon the generalist social work knowledge, values and skills learned during the junior year.

The culminating, linked courses in the curriculum are SWK 452 (Senior Integrative Seminar) and SWK 484 (Senior Field Instruction Practicum). SWK 452 and SWK 484 facilitate the integration of theory and practice, emphasizing the linkages between social work generalist practice, all other social work curriculum areas, and the liberal arts, while providing critical reflection, analysis, and synthesis of practice experience in the field. Students must complete SWK 484 concurrent with SWK 452 in order to ensure consistent structuring of the Senior Field Instruction Practicum, opportunities for analysis and reflection, close faculty monitoring of student experiences, and social work competency achievement.

### **Competencies**

Graduates of Nazareth College's baccalaureate social work program will be able to:

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 in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess with 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

## REQUIRED COURSES FOR SOCIAL WORK MAJORS

### **Math and Science (7 credits)**

BIO 109: Human Biology  
BIO 109L: Human Biology Lab (1 credit)  
MTH 207: Elementary Statistics

### **Social Sciences (9 credits)**

PSC 301: Introduction to American Government and Politics  
PSY 110: Introduction to Psychology  
SOC 101: Introduction to Sociology

### **Social Work (44 credits)**

SWK 222: Introduction to Social Work (3 credits)  
SWK 304: Human Behavior and the Social Environment I (3 credits)  
SWK 305: Human Behavior and the Social Environment II (3 credits)  
SWK 309G: Human Rights and Social Justice  
SWK 323: Health and Mental Health  
SWK 324G: SWK Practice & Cultural Diversity (3 credits)  
SWK 333: Social Work Research Methods (3 credits)  
SWK 383: Social Work Practice I / Field Experience I (4 credits)  
SWK 384: Social Work Practice II / Field Experience II (4 credits)  
SWK 420: Social Services and Social Policy (3 credits)  
SWK 452: Senior Integrative Seminar (3 credits)  
SWK 483: Social Work Practice III (3 credits)  
SWK 484: Field Instruction/Practicum (6 credits)

### **Non-credit Requirements**

SWK 050 (co-req of SWK 383 and for SWK 452)  
SWK 499 (Portfolio)  
Health & Wellness

## **PHILOSOPHY OF FIELD INSTRUCTION FOR UNDERGRADUATE SOCIAL WORK EDUCATION**

The social work department at Nazareth College upholds the eligibility standard for accreditation of baccalaureate social work programs that states, "The principal educational objective of the program is to prepare students for beginning generalist social work practice." This preparation is accomplished through a planned, sequenced curriculum of which field instruction is a major component.

The primary purpose of field instruction is to link classroom learning with practice experiences so the student can effectively utilize social work knowledge, values, and skills in the practice setting. Thus, the student can be prepared to conduct competent professional practice.

The undergraduate practitioner is trained as a generalist.

Generalist social work practitioners work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities, and organizations and furthering the goals of social justice.<sup>1</sup>

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<sup>1</sup> Discussed and advanced by the BPD Social Work Continuum Committee and approved by the Board of Directors, 2006.

# **FIELD INSTRUCTION FOR JUNIOR FIELD EXPERIENCE I AND II AND SENIOR PRACTICUM**

**Overview of Field Experiences I and II**

**Field Experiences I and II Seminar Objectives**

**Monthly Seminar for Social Work Practice and Field Experiences I and II**

**Field Instruction/Senior Practicum Requirements**

**Objectives of Senior Integrative Seminar and Field Practicum**

## OVERVIEW OF FIELD EXPERIENCES I AND II

Field Experiences I and II are field placements required of junior students for the fall and spring semesters. In conjunction with the field placement, an ongoing Social Work Practice I and Seminar (SWK 383) is conducted at Nazareth for all students in placements in the fall. Students meet twice weekly for Practice I; at least one class session per month is focused on field experiences, the support seminar for field placements. This concurrent theory and practice experience is repeated in the spring (Social Work Practice II and Field Experience II, SWK 384).

The purpose of the placements is to familiarize the student with the agency, its purpose, and function, and to expose the student to social work practice. These field experiences involve six hours per week for both semesters. The field instructors are requested to support the students and offer supervision which provides them with adequate understanding, guidance and direction, and specific learning assignments. In order to grow in knowledge, skills, and self-awareness, students will need a periodically scheduled time with their field instructors to review events and discuss what they have been experiencing.

In order to maximize the student's usefulness to the agency while also providing a quality learning experience for the student, it is felt that the student should be assigned to a specific supervisor. This person, in conjunction with the Nazareth College faculty liaison and the student, will explore, at the beginning of the semester, various learning possibilities within the agency in order to define a definite though flexible role for the student. It is required that a contract is written to clearly outline expectations of learning and responsibilities for both student and field instructor. A student learning contract is provided for this purpose.

The student will need to be oriented to the agency and the specific department in which the student will be placed. This will help the student to become familiar with the history and development of the agency, as well as its present purpose/goals and methods of functioning.

As part of the learning experience, it is hoped that the student will be able to observe various staff performing social service aspects of their jobs, and thus use these people as role models. As the field instructor, student, and agency staff become comfortable together, it is hoped that this can progress into a "learning by doing" situation, rather than just observing. As this occurs, most of the "doing" experiences should be handling relatively normal (for the agency) situations – "impossible," highly stressful, or crisis situations are usually not good learning experiences. Students look forward to and need the opportunity for direct practice with client systems. Some examples might be provision of supportive and problem-solving relationships, program planning and implementation, special projects, information and referral, and advocacy. To round out the educational experience, it is hoped that the student can sit in on staff meetings, case conferences, in-service training sessions, and any other similar events.

The field instructors complete, with the student, an evaluation at the end of the semester in order that the department may have a report as to the potential which the student possesses for further study in the field of social work. A form (Field Instructor's Evaluation of Student) is provided for this purpose. The faculty liaisons will also periodically check by phone with field instructors and through a three-way conference with the student and field instructor each semester to ascertain the progress of the students and to help work through any difficulties which may arise.

Both, Social Work I & II and Field Experience I & II constitute an integral part of the required learning in the social work program. Each area stresses divergent aspects of learning necessary for a successful career in social work. Hence, a student must pass both components in SWK 383 and SWK 384 (Practice I and II and Field Experience I & II). A failure in either component constitutes a failure for the course as a whole. On the Field Experience I evaluation for SWK 383, the student should receive a “3” (meets expectations) on each item included on the junior field evaluation. The student not attaining a “3” on each item must develop a plan of action with the director of field, the faculty liaison and agency field instructor to ensure the student receives a “3” on each item and meets expectations for SWK 384 Field Experience II, by the close of the junior year practice and field experience. At this point a student who fails to receive “3” on each item must consult with the director of field and BSW program director and may be required to register for SWK 385 (one credit). To receive a satisfactory (S) grade in SWK 385, the student must successfully complete an additional 72 hours of junior field experience during the summer preceding and/or fall semester of the senior year. If the student fails to meet these expectations, he/she will receive an unsatisfactory (U) grade in SWK 385 and be reviewed by the department regarding Social Work program status. Actions to address concerns may include the following:

- The student may choose to take a leave of absence from the program, and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
- The student may choose to withdraw from the program.
- The student may choose a different major.
- The student may be terminated from the program.

A student who believes that the case has not been handled appropriately or resolved to his or her satisfaction may appeal in writing to the Chair of the Social Work Department following established grievance proceedings as identified in this *BSW Field Instruction Manual* (see p. 28).

### **FIELD EXPERIENCES I AND II SEMINAR OBJECTIVES**

1. Use supervision and consultation appropriate to generalist practice, understanding it is an ethical obligation throughout the professional’s career.
2. Distinguish between the use of professional and personal self and develop skill competency in these areas, resulting in an integration and purposeful use of self in professional situations.
3. Gain ability to use self on behalf of client system, through direct experience in field placement.
4. Demonstrate professional social work behaviors especially mindful of social work, Code of Ethics.

## **MONTHLY SEMINAR FOR SOCIAL WORK PRACTICE AND FIELD EXPERIENCES I AND II**

A monthly supportive seminar is part of Social Work Practice and Field Experiences I and II and is designed to aid the students in their personal and professional growth and to see and understand the relationship that occurs between their personal development, classroom knowledge, and professional experience. The emphasis in the two semesters is on the student's observation of self with progression to more awareness and sensitivity to others, with the subsequent development of interpersonal effectiveness, forming the basis for genuine and trusting relationships. The student will be exposed to the process and content of building, strengthening, and then terminating warm and trusting relationships.

Through discussions, readings, journals, and the use of experiential exercises, the student will have a variety of experiences in building trust, giving and receiving constructive feedback, and in communicating ideas and feelings accurately and unambiguously. It is hoped that by the end of the two semesters the student will have a better sense of self, with increased understanding of his/her strengths and needs, greater confidence in the risking of self, and greater acceptance of self as well as others. The student then may be able to use his/her total self in a purposeful and helpful way.

It is stressed throughout both semesters that the student incorporates into his/her growing professional social work expertise the ability to express self clearly, effectively, and honestly, both orally and in writing. The journal is used each semester to assist the student in expressions of attitudes and feelings, to provide an opportunity for observation of self over time. It also provides the instructor with a vehicle for providing feedback to the student concerning the student's personal and professional growth. Of course, evaluation of self is an ongoing process both intrapsychically as well as interpersonally.

By the conclusion of these two semesters with a focus on personal and professional growth and exposure to field placement experiences, the student and instructor will be able to mutually assess to a large degree the student's abilities and readiness for social work as a career.

## FIELD INSTRUCTION/SENIOR PRACTICUM REQUIREMENTS

Field Instruction (SWK 484), the senior practicum, is the basic experience of the professional semester (spring semester of the senior year) for social work majors. One day of orientation is followed by 13-14 weeks in a block placement in a field agency. Students work in their agencies for four days each week (Tuesday-Friday) for eight hours each day, i.e., a 32-hour week. Supportive and integrative seminars are held on campus on Mondays to provide the important linkages between the academic program and the field experience.

Obviously the field placements will differ in content and character because of the variety of services offered by agencies and the varieties of settings. It is further realized that, in some agencies, a period of orientation, or learning and observing, is necessary before a student can comfortably begin any meaningful direct service. Bearing such thoughts in mind, we would like to ask the field instructor/agency to include in the student's experience:

1. A general profile of the agency, its history, management, policy formation, sources of income, philosophy, scope of services, etc.
2. An orientation to the necessary processes by which the agency services are used and recorded, and an exploration of its relationship to the community.
3. As many of the available learning and observing experiences as are appropriate for the student's learning needs and level of professional training. This would include lectures and seminars, in-service trainings, instruction in computer technology, sessions with key personnel, as well as independent reading and observation and attendance at social work conferences.
4. Opportunities for a variety of direct and indirect service experiences in which generalist social work skills may be learned, tested and evaluated. The student needs to carry primary responsibility, under supervision, for interaction with client systems of different sizes and types: individuals, families, groups, organizations, and communities. These would vary from agency to agency. Opportunities for learning could include interviewing techniques, case management, problem-solving skills, social group work, community organization procedures, home visits, committee work, referrals, contact with administration, teamwork and research projects.
5. Supervisory conferences on a regular and formal basis are one of the primary sources of the student's growth toward a professional who is reflective, self-evaluating, and knowledgeable. Some tools to help in this process are: simulations and role plays, process recording, videotapes or audiotapes and analyses of student-client interaction, learning contracts, progress review and feedback, weekly agenda developed by student, student's written and oral self-evaluations, field instructor observation and written evaluation of student.

Early in the practicum, the student and field instructor complete the Student Learning Contract. This learning contract provides the student with the opportunity to formalize learning goals and indicate how achievement of the goals will be identified. It also addresses the nine competencies established by the Council on Social Work Education with identified behaviors and dimensions used to evaluate the student's achievements (see Student Learning Contract, p. 82).

Field instructors will be asked to have at least two three-way conferences with the student and faculty liaison during the practicum to evaluate (midpoint and final evaluations) the student's experiences, assess progress, and identify learning goals (see Field Instructor's Midpoint and Final Evaluation of Student, p. 86). A midpoint evaluation is held to identify whether a student is meeting expectations for achievement of the nine required competencies. If a student is below a 3 in any competencies at midpoint, the student, field instructor, and the faculty/field liaison will develop a plan to improve his/her skill development in these areas for the remainder of the field placement. At the time of the final evaluation, students are expected to demonstrate an ability to practice a significant majority of behaviors composing each of the 9 competencies as designated by ratings of 3 or above on the field evaluation. If the student fails to complete an action plan satisfactorily and continues to receive below a "3" on their behaviors associated with the competencies, then the student will be reviewed by the department in an Academic Review regarding their social work program status. Actions to address these concerns are found on page 12 in this *Field Instruction Manual*. It is acceptable during the first half of the semester to have behaviors with associated competencies that cannot be evaluated. By the end of the semester, all behaviors must be evaluated.

Evaluations are a mutual process between student and field instructor with the provision for joint signing. If the student is not in agreement with the final written evaluation by the field instructor, the student may write an addendum to indicate that he/she is not in agreement.

### **Special Situations**

#### **Field Instructor Requirements**

Every effort is made to place the senior student with a field instructor who has a social work degree and the generalist perspective. In rare situations, however, where agencies offer educational experiences that provide the student with a generalist experience but cannot offer the professional social work supervision, the social work department will arrange for MSW supervision for the senior student.

A "Task Supervision" model is used in setting in which the day to day supervisor does not meet field instructor requirements when there is a qualified agency-based field instructor available to provide weekly formal supervision in collaboration with and in oversight of the day to day task supervision received by the student.

Additionally, there are occasions in which a quality field learning experience is identified in a setting that does not have a social work trained field instructor but can provide a quality day to day "task supervision" and meets all other field requirements. In order to consider these sites for placement approval either a faculty member is designated to offer the social work supervision or an Itinerant Field Instructor is selected. A new model of providing field instruction supervision was developed. The model for these settings is an "Itinerant Field Instructor." The itinerant field instructor is a social worker who meets all field instructor requirements but is not employed by the field agency. They hold an MSW degree from a CSWE accredited program, with at least two years post MSW degree practice experience and have a record of successful field instruction supervision.

The selected itinerant field instructors receive an adjunct faculty contract from Nazareth College to provide weekly field instruction to specific students placed in these settings to ensure students receive a social work perspective.

In settings in which a faculty member or itinerant field model is in use, the field agency must be in agreement to this arrangement and have a qualified day to day task supervisor willing to collaborate with the faculty member or itinerant field instructor and faculty liaison to ensure continuity of competency-based learning. The field faculty liaison works closely with faculty members and itinerant field instructor and task supervisor to ensure appropriate progression of the student's learning contract to assure opportunities for students to demonstrate generalist practice behaviors and competencies.

In order to maintain the continuity of linkage between the senior integrative seminars and field experiences, senior field placements are usually not spread over two semesters. The senior practicum is completed as a block placement in the spring semester. An exception to this policy is made for part-time students who must spread their senior field placements over fall and spring semesters to meet the required 420 hours. (Refer to p. 19 for further description of this alternative.)

Students follow the Nazareth College academic calendar, unless they make other arrangements with the faculty liaison/social work department prior to entering field placement. Such arrangements must be incorporated into the Student Learning Contract. An example of this would be for students placed in a school setting who would need to begin their placements in early January to complete the required minimum of 420 hours. Students normally begin their field placements the second week in January and continue through the end of April. Field placements should be completed on the calendar date (or as otherwise) specified by the social work department. If the student continues at the agency in a volunteer capacity, this is not to be viewed as an extension of the field placement.

A student may be removed from field placement at the request of the field agency/field instructor, the student, and/or the faculty liaison/social work department. This decision is a mutual one, involving all three parties (as noted above). An agency reserves the right to dismiss at any time any student whose condition or conduct jeopardizes the safety and well-being of the clients of the agency. Unless unusual circumstances occur, such dismissal should not occur without prior consultation with the social work department. The social work department has the responsibility for termination of a student's field experience. Reasons for such removal may include but are not limited to:

- physical or emotional condition which impairs the student's professional functioning;
- incompetence of the student;
- irresponsibility of the student;
- unsuitability of the field instructor and/or field placement agency for the student;
- violation of the NASW Code of Ethics.

#### Employment as Senior Practicum Site

The social work department generally discourages students from using their place of employment as a field practicum. The field office may grant this exception on a case by case review. If there is significant justification, the department will consider a student's request if the following criteria are met:

1. Student's practicum role and responsibilities must be clearly different from the paid employment.

2. This must be a new experience for the student which is educationally focused rather than solely centered on agency services.
3. The agency must agree to relieve the student from employment obligations and assign different responsibilities that meet student learning objectives or
4. Provide a separate field experience not related to the employment obligations outside of normal work hours.
5. Students must have a field instruction supervisor who is not their current supervisor in employment. The field instructor must hold a baccalaureate or master's degree in social work from a CSWE-accredited program in social work.
6. Students must submit a proposal and supply the following information to the director of field education:
  - A formal letter requesting consideration of an employment-based field instruction, including:
    - detailed description of current employment duties with a copy of current job description and signed by the employment supervisor
    - plan for completing field instruction to meet competency criteria separate from existing work responsibilities with a description of proposed field placement learning opportunities and signed by the assigned field instructor, (the name and contact information of the proposed field instructor)
  - A letter of agreement from the agency executive director indicating they are in agreement with this plan to provide a field placement opportunity that meets required criteria and will have a learning focus.

This proposal will be reviewed by the director of field education and the program director of the social work department. If this proposal is accepted, it will be copied and given to the field liaison to ensure compliance throughout the field placement. The student is informed in writing and also informed that they are not allowed to accept or pursue employment in the same agency in which he/she is in a field practicum during the period of the field placement without the expressed permission of the Field Education Director. The original copy is placed in the student's field file.

### Part-Time Senior Field Practicum Policy

Field Instruction/Practicum (SWK 484) is a supervised placement in a setting appropriate to the student's knowledge and skills in social work practice. This six credit hour practicum totals a minimum of 420 hours and is ordinarily completed in the spring semester of the senior year. Students unable to complete all 420 practicum hours associated with SWK 484 in the spring semester may, with approval of the Program Director and Field Director, complete SWK 484\*A1 (2 credit hours) in the fall semester of senior year, and SWK 484\*B1 (4 credit hours) in the spring semester of senior year. Students may request the two semester approach when: A) The field agency requires the placement be carried out in fall & spring **OR** B) The student is working in the human services field, continues to work, and has worked full time in the human services field for the year prior to the placement start date. This two-semester approach requires the student to sign an agreement (see Appendix V) with the social work department that indicates the student will:

- register for SWK 484\*A1 (2 credit hours) in the fall semester and SWK 484\*B1 (4 credit hours) in the spring semester of the senior year.

-students are responsible for determining how this two-part course will impact total credits of registration, billing, and financial aid.

-meet with a designated faculty member periodically during the fall semester, at dates and times set by the faculty member, and complete requirements associated with the senior field practicum as identified by the faculty member and field instructor.

-complete field practicum hours and responsibilities during the fall and spring semesters as identified in the SWK 484 learning contract. The student must complete a minimum of 10 to 12 hours per week during the fall semester, increasing hours per week during the spring semester, culminating in a total of 420 hours.

-receive an In Progress (IP) grade in SWK 484\*A1 in December at the close of the fall semester, which will remain in place until the end of the spring semester. For the fall semester only, if the summary score is lower than a 3.0, **the student may be asked to have an academic field review**. If the summary score is greater than a 3.0 but one or more of the competencies was scored below a 3.0, a remedial plan **MUST** be developed for each of those competencies. At the end of the spring semester, competencies in the practicum courses will be reviewed in their entirety (SWK 484\*A1 and SWK 484\*B1), and the same grade will be assigned to both courses, reflecting the student's status at the end of the practicum. If the student does not receive a satisfactory grade (S) in the practicum courses, s/he must repeat either SWK 484 or SWK 484\*A1 & SWK 484\*B1 (the entire 420 field practicum hours) in order to fill this major requirement.

-register for SWK 452 (Senior Seminar, 3 credits) in the spring semester.

## **STANDARDS FOR EVALUATING ACADEMIC PERFORMANCE, POLICIES, AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE AND ACADEMIC GRIEVANCES <sup>i</sup>**

### **Introduction**

This document sets forth standards for evaluating academic performance, and policies and procedures for review of academic performance and academic grievances. These standards, policies, and procedures apply to students enrolled in the BSW program. These standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of these policies is to help students have a successful experience in the BSW program.

Faculty and field instructors who teach and supervise students, along with the BSW Program Director, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

It is the belief of the baccalaureate program that students should demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics, in both the classroom and practice settings. Students are strongly advised to review the program handbook for further information about the program's competencies and behaviors as well as program standards, policies, and procedures. The BSW program faculty regularly reviews all students for academic progress which includes professional standards, behaviors and attitudes, professional performance-skills, and scholastic performance. Students should note that the Professional Behaviors Assessment tool is consulted during the BSW program faculty review of students. In social work courses, instructors may also choose to utilize the Professional Behaviors Assessment tool as a component of the course grade.

**Students whose performance is cause for concern are in academic jeopardy and will be notified in writing by the department as to next steps.**

All social work students will be provided with and expected to read the Standards for Evaluating Academic Performance, Policies, and Procedures; the National Association of Social Workers (NASW) Code of Ethics (2020)<sup>ii</sup>; and the *Baccalaureate Social Work Program Student Handbook*. Students will be asked to sign an acknowledgment that they have read, are aware of the contents, and will abide by, the documents. The signed form will be kept in the student's advisement file. All relevant federal, state, and local laws, as well as the institutional policies of Nazareth College of Rochester, are applicable to these standards.

### **Standards for Evaluating Academic Performance**

The BSW program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills, 2) mental health, 3) professional performance skills, and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards.

#### **1.0 Basic Abilities Necessary to Acquire Professional Skills**

**1.1 Communication:** Demonstrates sufficient written and oral skills to comprehend information and adequately communicate ideas and feelings.

**Written:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Possesses sufficient skills in written English to demonstrate understanding of content presented in the program and to complete adequately all written assignments, as specified by faculty.

**Oral:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Possesses sufficient skills in spoken English to demonstrate understanding of content presented in the Program, to complete adequately all oral assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.

**1.2 Interpersonal Skills:** Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession.

These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others; takes appropriate responsibility for own actions and considers the impact of these actions on others.

**1.3 Cognitive Skills:** Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research, including knowledge and skills in relationship-building, data-gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

**1.4 Physical Skills:** Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.

## **2.0 Health Necessary for Performance in the Program and Professional Practice**

**2.1 Stress Management:** Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

**2.2 Psychosocial, Emotional, and Mental Health Capacities:** Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance.
- Interfere with professional judgment and behavior.
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

## **3.0 Professional Performance Skills: Necessary for Work with Clients and Professional Practice**

**3.1 Professional Commitment:** Students need to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics, and a commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and her/his right to a just share of society's resources (social justice).

**3.2 Professional Behavior:** Students will show their potential for professional behavior as a social worker through parallel processes and behaviors in the classroom and program setting. These include, but are not limited to:

- Exhibiting behaviors that are in compliance with institutional policies and Code of Conduct, BSW program policies, professional ethical standards, and societal laws, in the classroom, field, and community.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work.

- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements.
- Works effectively with others, regardless of level of authority.
- Advocates in an appropriate and responsible manner and uses proper channels for conflict resolution.
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect a professional manner.

**3.3 Self-Awareness:** Exhibits knowledge of how one's values, attitudes, beliefs are demonstrated in the following ways:

- Incorporates professional knowledge, values, and skills in professional decision-making.
- Recognizes that in a helping process, emotions and past experiences affect thinking, behavior and relationship.
- Accurately assesses one's own strengths, limitations, and suitability for professional practice.
- Shows awareness of self and how one is perceived by others.
- Reflects on one's own limitations as they relate to professional capacities.
- Is willing to examine and change behavior when it impedes productive and effective work with clients and other professionals.

**3.4 Ethical Obligations:** Current behavior in classroom, as well as field performance, demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include (but are not limited to):

- Adherence to the NASW Code of Ethics.
- Systematic evaluation of practice, service, policies, and programs in an unbiased, factual fashion; is aware of and attempts to suspend personal biases during interactions with others.
- Comprehension of another individual's way of life and values. The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others including the client's rights to freedom, choice, and self-determination.
- Respect for and demonstration of confidentiality in professional and personal practices as it relates to (but not limited to): classmates, classroom activities, and field placements (including service-learning settings and volunteer experiences).
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications.
- Demonstration of honesty and integrity by doing one's own work, giving credit for the ideas of others, and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries: does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients,

supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; participate in dual relationships where conflicts of interest may exist.

#### **4.0 Scholastic Performance**

Students are considered to be in academic difficulty if their grade point average drops below a 2.3 for all required social work courses, below a 2.0 overall, if they receive an unsatisfactory (U) grade for field, or a grade below C in any required social work<sup>iii</sup> course.

#### **Policies and Procedures for Review of Academic Performance and Academic Grievances**

##### **Academic Review**

An academic review is a formal review process. An academic review will be called when a student has not met or maintained academic requirements as stated under Scholastic Performance; fails to meet any of the standards set forth in this document; behaves in violation of the NASW Code of Ethics; threatens or attempts to harm oneself or someone else; or has a consistent pattern of unprofessional behavior as defined in 3.2.

The BSW faculty responsibilities include monitoring students' academic performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student's academic performance to assess if an academic performance concern is identified in a specific area and to identify patterns of concern being assessed. The Standards for Academic Performance (as identified in this document) are utilized as the criteria to assess academic performance. If concerns are identified, several steps may be chosen to address the concerns with the student before an academic review is called. The program may engage in informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily. The following are examples of pre-review activities: an individual meeting between the faculty member and student to discuss the academic performance concern; an informal group meeting with the student, student's academic advisor, and faculty identifying the academic concern. In such situations, should there be no resolution of the concerns, the Academic Review Committee (ARC), comprised of BSW program faculty, will be notified.

There are, however, extenuating situations in which the academic performance concerns assessed by faculty require immediate referral for an academic review to the ARC. In these cases, the Academic Review: Policies and Procedures will be followed without pre-review activities.

##### **Academic Review: Policies and Procedures**

###### **(A) Scholastic Performance**

- Students who are in danger of receiving less than a C grade in any social work course will receive a warning letter during the semester.
- When students are in academic jeopardy after grades are posted in December, May, and summer sessions, the chair will 'red flag' the identified students for review.
- The program director will convene a meeting of the committee members, including the student's advisor, in December, May, and after summer session II to review students' academic records/documentation and make recommendations, within 24 to 48 hours.

- Students will receive a letter of dismissal when the grade point average in required social work courses is 2.1 or less; a letter of probationary status for those students with a grade point average of 2.0-2.3 in required social work courses. The content of the letter includes: issues of concern, concrete next steps, consequences when next steps are not met, and specific time frames to meet next steps.
- Within a week of receiving a letter (or within a week of the start of the next semester), a contract and action plan are developed between the student and the faculty advisor. The student and advisor meet during the semester to review the progress of the achieved/not achieved action steps defined in the contract. In all phases of this process, it is the **student's** responsibility to be familiar with these procedures and to contact the advisor to arrange meetings.

**(B) Academic Performance (including field):**

- The review is convened by the program director and will include the student, the student's advisor, and one other BSW faculty having direct knowledge of the student's academic performance.
- If this is a field review, the director of field convenes the review and will include the student, the student's advisor, the field instructor and the faculty liaison. If the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The student, advisor, and BSW faculty may present information both verbally and in writing as part of the review. Additionally, in the field review the faculty liaison will summarize in writing the contacts and actions taken to resolve concerns.
- The review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the ARC may elect to go into executive session.
- Written decisions must be made within ten business days of the review and placed in the student's permanent student record.
- Formal student notification of the review decisions must be made within ten business days of the review, either by formal letter and/or certified mail.
- Remedial actions to address the concerns may include the following:
  - a) The student may be required to take specific actions to address academic concerns related to the four performance standards (basic abilities to acquire professional skills, health, professional performance skills, and scholastic performance). The remedial actions identified should specify implementation actions to be taken, demonstrated outcomes, and timeframe. If a field review, the student may be required to complete additional field hours, a change of placement may be made, or the student may be required to complete the entire field practicum of 420 hours.
  - b) The student may choose to take a leave of absence from the program and or repeat and reapply at a later date. If this option is chosen, the leave of absence should include specific tasks that must be accomplished in order to be considered for return to the program.
  - c) The student may choose to withdraw from the program.
  - d) The student may be terminated from the program.

**General Academic Review Appeal**

A student who believes that the case has not been handled appropriately or resolved to her/his satisfaction may appeal in writing to the chair of the social work department, following established grievance procedures as identified in the *Baccalaureate Social Work Program Student Handbook*.

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<sup>i</sup> These standards were adapted in part from policies developed by the University of Texas at Austin, School of Social Work. The social work department at Nazareth College acknowledges with gratitude the contributions made by the School of Social Work.

<sup>ii</sup> National Association of Social Workers. (2020). *Code of Ethics of the National Association of Social Workers*. Washington, DC: Author.

<sup>iii</sup> Only courses with the prefix SWK fall in this category. Required courses outside the social work department (e.g., MTH 207) do not require a C grade.

## **STUDENT REQUIREMENTS: JUNIOR FIELD EXPERIENCES I AND II AND SENIOR PRACTICUM**

Steps in the Application Process for Junior Field Experiences I and II

Criteria for Students Entering Field Instruction/Senior Practicum

Steps in the Senior Practicum Application Process

## **STEPS IN THE APPLICATION PROCESS FOR JUNIOR FIELD EXPERIENCES I AND II**

1. In April, informational meetings are held with prospective junior students – both Nazareth sophomores and interested transfer students – to acquaint them with the required placement process and paperwork and the expectations of the social work department work for the prospective junior entering the junior field experience.
2. After these informational meetings, students submit required paperwork (Résumé and Personal Statement, Field Placement Application, Release of Information form, and Field Placement Policy and Training Agreement) and meet with the director of field education prior to their departure from campus for the summer vacation. Transfer students who are admitted to the college during the summer months submit their paperwork and are interviewed at this time.
3. The director of field education begins to form a tentative list of student placements, reviewing the requests of the student and matching that with the needs and services of a field placement agency.
4. Prospective field placement agencies and field instructors are then contacted to determine their interest in and willingness to interview a student for a junior-year field experience. If they agree, the prospective student's résumé, personal statement, and cover letter are then sent to the agency.
5. Before students return to campus in the fall as juniors, or shortly thereafter, they are contacted and informed of the proposed field agency and field instructor whom they are instructed to telephone to discuss the possibility of a field placement and arrange an interview.
6. After completion of these interviews, the prospective student and field placement agency informs the other of acceptance (or not) of this agency as a field placement site. The director of field education is also informed of the decision. Confirmation letters are sent to the student and the field placement agency (field instructor).

## **CRITERIA FOR STUDENTS ENTERING FIELD INSTRUCTION/SENIOR PRACTICUM**

1. Successful completion of junior-year field experiences, totaling a minimum of 144 hours in a practice setting.
2. Successful completion of all required social work courses with a grade of C or higher. Exceptions must be approved by the department.
3. Completion of all remaining required courses for the social work major, with the exception of SWK 452 (Senior Integrative Seminar), taken concurrently with the SWK 484 (Senior Practicum).
4. A cumulative social work GPA of 2.5-2.9.
5. Absence of cheating, plagiarism, and any other activities which are designed to deceive an instructor in the evaluation of the level of the student's academic achievement.
6. Demonstrated commitment – through attitudes, feelings, and behavior seen in the classroom setting and field experiences – to the values of the social work profession and ethics as delineated in the NASW Code of Ethics.

## STEPS IN THE SENIOR PRACTICUM APPLICATION PROCESS

1. In late January, informational meetings are held with junior students to acquaint them with the required placement process and paperwork and the expectations of the social work department for the prospective senior entering the Senior Field Practicum.
  2. After these informational meetings, students submit the required paperwork (Résumé and Personal Statement, Field Placement Application, Release of Information form, and Field Placement Policy and Training Agreement) by early February. At this time, students also meet with the director of field education. Discussion focuses on specific agencies and/or client populations at which they prefer to be placed, as well as learning needs and learning style.
  3. The director of field education begins to form a tentative list of student placements. The needs, strengths, and interests of the student are matched with the needs and services of a field placement agency.
  4. Prospective field placement agencies and field instructors are contacted to determine their interest in and willingness to interview a student for a senior practicum. If they agree, the prospective student's résumé, personal statement, and a cover letter are then sent to the agency.
  5. Students are given the name of the proposed field agency and field instructor whom they are instructed to telephone for an appointment to discuss the possibility of a field placement. A list of questions is given to them, and the field instructor, to help in facilitating this meeting. (see page 102-104 in this manual).
  6. After completion of these interviews, the prospective student and field placement agency informs the other of acceptance (or not) of this agency as a field placement site. The director of field education is also informed of the decision, contacts the agency, and writes a confirming letter to the agency and student.
  7. On the student's return to campus in January for the spring semester, and immediately prior to the start of their block senior practicum, orientation to the field is held, covering:
    - Internal Placement Tracking (IPT)
    - responsibilities of the social work department, field agency, field instructor, and student
    - learning contracts with explanation of the 9 competencies
    - role of faculty liaison/three-way meetings
    - evaluation of student's performance with explanation of expectations for students to meet a significant majority of behaviors associated with each of the 9 competencies with a rating of 3 or above.
    - student's evaluation of field instructor
    - overview of senior seminar and assignments
    - small group discussion – possible issues or problems arising during senior practicum
    - open question-and-answer session
    - establishment of a collaborative learning environment.
    - HIPPA expectations and requirements
- (All field forms are found on IPT and Nazareth social work website, including the Field Instruction Manual at <https://www2.naz.edu/dept/social-work>)

(For part-time senior students, orientation to the field is held in early September.)

8. As part of orientation, students receive training in suicide assessment/intervention. Additionally, within SWK 452 & SWK 383, all students take an on-line course in Child Abuse and Neglect Mandated Reporter training.

## **FIELD INSTRUCTION RESPONSIBILITIES**

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**Responsibilities of Nazareth College Social Work Department**

**Responsibilities of Field Instruction Agency**

**Responsibilities of Agency Field Instructor**

**Responsibilities of Student in Field Instruction**

**Responsibilities of Faculty Liaison**

**Responsibilities of Director of Field Education**

## **RESPONSIBILITIES OF NAZARETH COLLEGE SOCIAL WORK DEPARTMENT**

1. Selection and screening of field instruction agencies and field instructors to be used for field placement. The selection of agency field instructor will be by joint agreement of agency and school. The field instructor is expected to possess a BSW or MSW degree from an accredited program in social work. In the rare situation where the field instructor does not have these social work degrees, the social work department will arrange for MSW supervision.
2. Selection and screening of social work faculty to be used as field liaisons with agency. Monitor of student's placement, plan for learning, and performance evaluation.
3. Selection and screening of social work students to be placed in the agency. Responsibility for sending to the agency the student's vita and other placement papers. Provision of training in Child Abuse and Neglect Mandated Reporting and HIPPA Compliance.
4. Development and instruction of the integrative seminars for Senior Practicum to be offered concurrently with the experience in the field. Integrative seminars are also held for Field Experiences I and II for junior students.
5. Coordination of at least two meetings for senior students during the field practicum of the faculty field liaison, the agency field instructor, and the student in field placement to implement and evaluate the learning between class and field. These meetings additionally focus on expectations and student performance in the field. One meeting is coordinated each semester for junior field experiences.
6. Planning for at least two annual workshops for agency field instructors and social work faculty on current issues in the field, on issues in field instruction, on social work education, and curriculum in the program.
7. Determination of satisfactory/unsatisfactory grade for senior students' fieldwork practicum SWK 484). Junior students receive a letter grade by their instructor as part of their courses, SWK 383 and SWK 384.
8. Termination of a student's field experience when either the student or the agency is in violation of their respective responsibilities and contracted agreement.
9. Determination of length of field experience or required number of hours to be completed by the student and suggested vacation days according to the Nazareth College calendar.

## **RESPONSIBILITIES OF FIELD INSTRUCTION AGENCY**

1. A description of the tasks, responsibilities, and experiences planned for the student in the agency and the community. For the senior student, these descriptions should be broad enough in scope to include direct practice with individuals, groups, families, organizations, and community.
2. Identification of an agency field instructor prior to accepting a student for a social work field placement. For the senior student, the field instructor's training and experience must meet requirements of the social work department.
3. Provision of a minimum of one hour formal weekly field supervision with the senior student in field placement. A minimum of one-half hour formal weekly supervision is requested for junior students.
4. Provision of workspace and other necessary supports, e.g., equipment and supplies, for the student in field placement.
5. Agency support of attendance by agency field instructor and/or other designated agency staff at agency/department meetings, workshops, and seminars planned by the social work department.
6. Interviewing interested student(s) in the agency as a potential field student. Reporting back to the student and the social work department regarding acceptance, or not, of the student.
7. Agency support of other educational resources in the agency, such as staff meetings, in-service trainings/seminars/conferences.

## **RESPONSIBILITIES OF AGENCY FIELD INSTRUCTOR**

1. Preparation of agency staff for student's arrival.
2. Provision personally, or in conjunction with other agency staff/resource persons, of an orientation to the setting, staff, and community.
3. Provision of weekly formal supervision for the student in keeping with the needs of the student; helping the student monitor the plans of their learning contract and establish assignments to meet behaviors for the 9 competencies.
4. Joint responsibility with the student for writing a contract for learning, stating the tasks and responsibilities of the student in the agency as well as times for supervision, plans for monitoring student's performance, and stated learning goals of the student.
5. Selection of the workload for the student so that it is attuned to the setting, taking into consideration the student's capacity, interests, past experiences, learning style, life patterns, and goals of the department. It should insure the student's exposure to the agency, client systems, and the community.
6. Helping the student integrate a liberal arts foundation with social work knowledge, values, and skills in professional helping.
7. Contacting the faculty liaison if and when there are problems in the student's adjustment or performance or if the agency is unable to meet expectations of the social work department. No student should receive an unsatisfactory final rating or be terminated without first contacting the faculty liaison and the social work department, and discussing the concerns.
8. Attending at least two conferences with the faculty liaison and senior student at appropriate intervals in relation to the student's professional development, progress in meeting goals and competencies of learning contract, and performance evaluation. One conference is held each semester for junior field experiences.
9. Evaluation of student's learning and performance with a final written evaluation to be sent to the social work department at the end of the each semester. Evaluations are a mutual process between field instructors and student. In the interest of standardization, the required department form should be completed, but the field instructor and/or the student may also add an addendum. Evaluation forms are co-signed by both student and field instructor, and copies are suggested for each.
10. Attending at least one workshop or seminar during the academic year planned by the social work department.
11. Monitoring student's field hours on department form for this purpose.
12. Periodically completing an evaluation of the Faculty Liaison and the Field Education process.

## **RESPONSIBILITIES OF STUDENT IN FIELD INSTRUCTION**

1. Act responsibly in all activities undertaken in the agency, acknowledging confidentiality and loyalty to the agency, staff, and clients. Reflect social work values and the NASW Code of Ethics and HIPPA confidentiality guidelines.
2. Complete assigned tasks and responsibilities on time and in a professional manner.
3. Act as a representative of this agency and social work education by behavior and appearance appropriate to the setting.
4. Accept and abide by agency policies and regulations. Do not openly criticize agency policy and personnel unless the meaning of the policy is understood and discussed responsibly with agency personnel and the faculty liaison.
5. Be open-minded about new experiences; be creative and use initiative in performance while in the agencies. Attempt to gain experience in working with all types and sizes of client systems. Integrate human behavior theory into practice.
6. Participate fully in activities planned for students, including conferences, seminars, training sessions, and orientations.
7. Assume an active and responsible role in planning the learning experiences and specific responsibilities in the field placement with the field instructor and faculty liaison. Complete the contract for learning for the field placement, with the field instructor, faculty liaison, and self, each receiving copies.
8. Keep the faculty liaison informed of field learning experiences through open communication and the written journal, which should also respect confidentiality of clients, agency, and field instructors.
9. Contact field instructor if problems within the setting arise which need clarification and response and cannot wait until the next scheduled supervision conference. (If student cannot reach field instructor, he/she can contact faculty liaison or other designated agency staff in the absence of the field instructor.)
10. Cooperate with other students in the placement and with the entire staff of the agency.
11. The student is expected to report to the agency every placement day and follow agency guidelines regarding starting and leaving times. If for some valid reason a student is unable to report to the agency, she/he should notify both the agency and the faculty liaison as soon as possible. The student is expected to make up any time missed for illness, inclement weather, and the like. The student is expected to keep track of field hours on the department forms in IPT.
12. The student is entitled to the regular vacation and holiday leave granted by the college to the college community. The exception here is for the student doing a field placement in a school setting; the student abides by the holiday schedule of the school setting.

13. Assume responsibility for evaluative conferences and preparation of the student evaluation form. This is a learning opportunity and a mutual process with the field instructor.
14. Assume responsibility for preparation for weekly supervision conferences bringing relevant case materials, questions, and issues for discussion. The use of an agenda can help in this preparation and provide a record of your learning for the field experience.
15. Complete evaluations of self, the field experience, and field instructor. The student is expected to actively participate in their growing professional self-awareness and effective use of self in practice.

## **RESPONSIBILITIES OF FACULTY LIAISON**

1. Provision of the linkage between the school, the agency, and the student – between the agency and the student, between the student and the social work department, and between the agency and the school. Provision of interpretation of policies and expectations between these parties.
2. Acts as mediator in resolution of problems/conflicts between student and field instructor and/or other agency staff, and between students. In consultation with field instructor, student, and director of field education, determine whether a student needs to be reassigned to another agency. The final decision for termination of a student from a placement lies with the social work department.
3. Acts as monitor of the student's learning experience to ensure the student is working and progressing on individualized learning needs and goals and the core competencies, as well as the objectives of the field experience.
4. Provision of consistent contact with the field instructor and student through a visit to the agency at least one time each semester for junior students and two times for senior students, and phone contacts during the experience. Participates in a final evaluation conference with student and field instructor to assess the student's professional development and performance. Assigns the senior student's grade for the field practicum (SWK 484) as satisfactory or unsatisfactory. Assigns the junior student's letter grade for the courses, SWK 383 and SWK 384, Field Experience I & II. Completes a written description of field visits through IPT (Internal Placement Tracking).
5. Offers evaluation of the field agency and field instructor, strengths and weaknesses as a field instruction setting, and makes recommendations for continued use of the agency and field instructor as a field instruction site.
6. Assists students with the integration of classroom learning with field learning as the faculty member assigned to the Senior Integrative Seminar. A faculty member is also assigned to the monthly seminar for junior Field Experiences I and II.
7. Works in collaboration with the "Itinerant MSW Field Instructor" if one is assigned for the agency, especially as relates to construction of the student's Learning Contract and Final Field Evaluation.
8. Ensures completion of all learning contracts, timesheets, and evaluation forms.

## **RESPONSIBILITIES OF DIRECTOR OF FIELD EDUCATION**

1. Identify and dialogue with agencies willing to offer field placements for both junior field experiences and senior field placements.
2. Distribute and collect field placement information forms from potential placement agencies. Maintain a current listing of available placement opportunities that will provide students with a more detailed view of agencies' expectations and likely role and responsibilities.
3. Distribute and collect from students the completed field placement preference forms, vita forms, and signed policy agreement forms. In addition, offer informational and orientation meetings regarding field placement planning and responsibilities as students.
4. Follow up with personal contact, face to face and/or phone, the student information provided in returned forms.
5. Match students and agencies, referring students for interviews to finalize placements; complete all required correspondence to students and agencies.
6. After securing placements, notify field instructors to locate placement forms in IPT, e.g. learning contracts, evaluation forms, timesheet. The Field Instruction Manual can be found on our website: <https://www2.naz.edu/dept/social-work>
7. Each semester compile a field placement roster listing each student, agency, type of service, field instructor, faculty liaisons and corresponding addresses and phone numbers.
8. Update and revise as needed the field instruction manual and other related documents.
9. Plan and implement each academic year at least one workshop/educational program for field instructors.
10. Organize the annual senior student's and field instructors' recognition reception.
11. In conjunction with the faculty liaisons, participate in orientation breakfast for senior students and field instructors prior to beginning their senior placements and an orientation/breakfast for junior students' field instructors prior to the students beginning their junior field experiences.
12. Collaborate and meet, on an as-needed basis, with the seminar instructors/faculty liaisons and field instructors or other agency personnel.
13. Process requests for Arts Center vouchers for field instructors.
14. Facilitate sessions of "Learning to Teach, Teaching to Learn" and/or other field education topics for interested field instructors.
15. Select (in consultation with social work faculty) and arrange for speakers for the senior student orientation and for the Helen Guthrie Memorial Lecture each spring.
16. Periodically conducts evaluation of faculty liaisons by the field instructors.

## **FIELD INSTRUCTION AGENCIES AND FIELD INSTRUCTORS**

- Criteria for Selection of Field Instruction Agencies
- Criteria for Selection of Field Instructors
- Insurance Coverage – Social Work Field Instruction
- Contractual Agreement between the Social Work Department and the Field Placement Agency
- Reciprocity for Agency Field Instructors
- Field Instruction Sites

## **CRITERIA FOR SELECTION OF FIELD INSTRUCTION AGENCIES**

To be considered as a field instruction site, the setting must have:

- a commitment to excellence in the provision of services to its client systems and practice settings.
- a commitment to undergraduate social work education.
- a willingness to offer the student a significant and supervised practice experience at the micro, mezzo, and macro levels of intervention for a minimum 420-hour block practicum for senior students; a minimum of 144 hours over fall and spring semesters for junior students.
- a willingness to offer senior students a minimum of one hour weekly of formal and purposeful supervision and opportunities to participate in appropriate auxiliary functions within the agency such as workshops, staffings, in-service training, etc.; for junior students, one-half hour weekly.
- a willingness to offer, in some form, an orientation to the student addressing the purpose and function of the agency.
- a willingness to provide an appropriate work space and other necessary supports such as equipment and supplies.
- a willingness to comply with the policies of the social work department and engage in a "partnership" approach to learning with the student and social work department's faculty liaison.
- a commitment to competent and ethical practice guided by the NASW Code of Ethics with no involvement in any legal suit or disputes involving unethical and unprofessional practices or violations of clients' rights.

## CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

To be considered as a field instructor, the department seeks individuals who have:

- a commitment to the mission and program objectives of the social work department and the 9 competencies developed by the Council on Social Work Education.
- a commitment to the values and standards of the social work profession and practice guided by the NASW Code of Ethics.
- a willingness to abide by the field policies designed by the social work department.
- a willingness to maintain open communication and enter into a three-way partnership with the student and faculty liaison.
- a willingness to attend at least one workshop offered to field instructors by the social work department.
- a willingness to complete all paperwork required by the school.
- a willingness to be involved in two three-way meetings with the senior student and faculty liaison and one three-way meeting each semester with the junior student and faculty liaison.
- the capacity to act as a positive role model for the student and assist the student in analyzing his/her use of self, application of social work knowledge, development of practice skills, knowledge of community resources, and enhance the student's professional growth and personal self-development.
- a willingness to be available and accessible to the student beyond the required formal supervision.
- a willingness to design a learning contract based on the strengths and learning needs of the student in addition to the service needs and goals of the agency.
- a willingness to provide placement experiences which would enable the student to integrate social work knowledge, skills, and values, awareness of diversity, social justice and all other "classroom learning" with social work practice experience.
- a willingness to provide a final written evaluation of the student's learning and performance.
- no sanction levied against them by NASW or any other professional or client advocacy group.
- an MSW degree or a BSW degree with at least two years post-BSW experience; if the field instructor does not have the BSW or MSW degree, the social work department will arrange for MSW supervision for the senior student. A degree in social work is not always required for the junior student.
- A commitment to engage students in discussions of social justice issues and their impact on client(s), field instructor and student.

## **INSURANCE COVERAGE SOCIAL WORK FIELD INSTRUCTION**

### **Insurance**

Nazareth College of Rochester maintains both general liability and professional liability insurance with limits of \$1,000,000 per occurrence and \$3,000,000 in the aggregates, with insurers reasonably acceptable to the site.

### **Health Insurance**

Students are responsible for having their own medical insurance during fieldwork as personal medical expenses NOT covered by worker's compensation through their fieldwork site or the College's insurance policies. Students are personally responsible for all of their health care expenses. Neither the College nor any of the fieldwork sites are responsible for any medical expenses that may occur while enrolled in the program.

Students are required to immediately report any injuries insured during a fieldwork placement to the site supervisor and the Director of Fieldwork in the Department of Social Work.



# AFFILIATION AGREEMENT

This Affiliation Agreement (this “*Agreement*”) is made by and between Nazareth College OF ROCHESTER, a New York educational institution, with its principal place of business at 4245 East Ave., Rochester, NY 14618 (“*Nazareth*”), and

Name of Counterparty: \_\_\_\_\_

a State of Organization and Entity Type: \_\_\_\_\_ with its principal place of business at \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Zip Code: (the "Site") as of \_\_\_\_\_ Date: \_\_\_\_\_ (the

"Effective Date"). \_\_\_\_\_

**Whereas**, Nazareth offers programs in Art Therapy, Music Therapy, Nursing, Occupational Therapy, Physical Therapy, Public Health, Social Work, and Speech-Language Pathology, (the “*Program*”); and

**Whereas**, Nazareth desires to provide students with access to certain Program-relevant experience and instruction for its students; and **Whereas**, the Site wishes to be a training site for Nazareth's students and the Site operations would be a suitable training site; and **Whereas**, the Site and Nazareth wish to achieve an understanding of their obligations and entitlements under this Agreement.

**Now, Therefore**, for the mutual covenants set forth herein, and for other good and valuable consideration, the sufficiency and receipt of which is hereby acknowledged, Nazareth and the Site agree as follows:

### 1. The Program.

a *Student Participation at Site.* Nazareth Directors of Clinical Education or Academic Fieldwork Coordinators will assign students (each, a “*Student*”, collectively “*Students*”) to work with the Site as part of their curriculum, and will be the direct contact during a student's clinical affiliation. Nazareth will be responsible for the selection of Students and any disciplinary action taken with respect to Students. Nazareth will communicate the educational goals of the Program to the Site.

b *Objectives.* During the Student's placement at the Site, the Student's knowledge and skills will be enhanced and expanded through progressive responsibility in a supervised environment. The Student will complete all assigned tasks in a responsible manner and shall follow all Site and Nazareth procedures and policies. When a student's placement includes telehealth services, the student will provide services and be supervised remotely in the online setting according to all applicable state and federal regulations, as well as the standards of the relevant professional certifying body. All other provisions of this agreement will be understood to apply as appropriate to the online setting as they do in face-face circumstances.

2. **Term.** This Agreement shall be effective as of the Effective Date listed above and shall continue in effect for a term of three (3) years, unless earlier terminated as provided herein (the “*Initial Term*”).

### 3. Termination.

a *For Convenience.* Either party may terminate this Agreement for any reason, or no reason, upon six (6) months' prior written notice.

b *For Cause.* Either party may terminate this Agreement if the other party is in breach of any provision of this Agreement, and such breach is not cured within thirty (30) days of receipt of written notice from the non-breaching party.

c *Bankruptcy.* Nazareth may terminate this Agreement by providing written notice to the Site if the Site becomes insolvent, files a petition for bankruptcy or commences or has commenced against it proceedings relating to bankruptcy, receivership, reorganization or assignment for the benefit of creditors.

d *Effect of Termination.* Except as provided in Section 10.k, upon termination of this Agreement, the parties' respective rights and obligations under this Agreement shall terminate and be of no force or effect. Notwithstanding the foregoing, if, at the time of such termination, any Student is currently working with/assigned to the Site, the terms of this Agreement shall be extended solely with respect to such Students to permit such Students to complete their current term at the Site.

#### 4. **Site Responsibilities.**

a *Experience.* The Site will provide the opportunity for Students to receive educational training and practical experience under the supervision of a Site employee and a Nazareth faculty member (if faculty member supervision is desired by Nazareth). The specific learning objectives and requirements associated with the Site experience, including the length and schedule of the Site experience, will be provided prior to the placement.

b *Clinical Site Information Form.* The Site will provide Nazareth with a complete Clinical Site Information Form (CSIF) or Fieldwork Data Form. This will include the name and professional and academic credentials of the clinical instructor(s) for approval by Nazareth prior to commencement of the clinical education experience.

c *Access to Site.* The Site will provide Nazareth faculty reasonable access to the premises and/or telehealth sessions in order to supervise the learning experience, observe student progress, and assist in the resolution of disputes.

d *Supervisor.* The Site will appoint a supervisor (the "**Site Supervisor**") who will assume administrative, educational, supervisory, and formal evaluation responsibility for the Student. The Site Supervisor will collaborate with Nazareth and will obtain prior approval for any changes in assignments or responsibilities that may affect or alter the Student's experience or would result in a modification of the Program

e *Orientation.* The Site will provide the Student with relevant information regarding the Site including, without limitation, policies, procedures, rules, confidentiality obligations, safety rules and obligations, and customary practices of the Site.

f *Equipment and Use of Facilities.* The Site will provide all equipment and supplies necessary for the Student's training and experience.

g *Evaluations.*

i. The Site Supervisor will provide written evaluations of the Student's experience and skills in accordance with performance evaluations provided by the Program.

ii. The Site Supervisor will inform Nazareth if he or she believes that the Student's continued Site participation would be detrimental to Nazareth, the Student, and/or the Site. The parties will cooperate in good faith to determine the appropriate response.

iii. The Site Supervisor will inform Nazareth of any Site-related Student conduct that may violate Nazareth's Student Code of Conduct and/or the Site's workplace standards, policies or procedures. The parties will cooperate in good faith in determining the appropriate response.

h *Responsibility.* The Site retains full responsibility for all decisions, care and/or treatment, as applicable, and retains ultimate authority to control decisions by Students and Faculty.

i *Compliance with Laws.* The Site shall comply with and abide by all applicable laws, statutes, rules and regulations.

#### 5. **Nazareth Responsibilities.**

a *Educational Plan.* Nazareth is responsible for planning and executing its educational programs. Prior to a Student's assignment to the Site, Nazareth will submit to the Site (i) the number of Students expected to be assigned to the Site, (ii) a description of the types of educational experiences each Student is expected or required to receive while assigned to the Site, and (iii) the dates during which the Students will be assigned to the Site. In addition, Nazareth will provide to the Site the names, professional credentials, and evidence of licensure (if applicable) of Nazareth's faculty who will supervise the Students (the "**Faculty**").

*b. Changes to the Educational Plan.* Nazareth will inform the Site as soon as reasonably practicable of any changes in the information provided pursuant to Section 5.a, and will update the Educational Plan.

*c. Compliance with Site Rules.* Nazareth will advise the Student and Faculty that they are to complete all tasks in a professional manner and shall comply with all rules and restrictions of the Site and the reasonable instructions of Site personnel, including knowledge of and compliance with all confidentiality requirements

*d. Compliance with HIPAA.* Nazareth will instruct students in appropriate documentation and communication procedures for compliance with the HIPAA (Health Insurance Portability and Accessibility Act).

*e. Medical Record.* Nazareth will advise Students that they may be required to provide the Site with the following information: evidence of student's physical examination, immunization history, results of tuberculin Mantoux test, completion of required Bloodborne Pathogens training, and CPR certification.

*f. Background Checks.* Nazareth will advise Students that they may be required to have completed a criminal background check and provide the Site with evidence that they have completed a criminal background check meeting the Site's requirements. The Site may refuse to accept for enrollment any Student for whom satisfactory evidence has not been provided.

*g. Evaluation of Student.*

- i. Nazareth will inform the Site Supervisor if Nazareth believes that the Student's continued Site participation would be detrimental to Nazareth, the Student, and/or the Site. The parties will cooperate in good faith in determining the appropriate response.
- ii. Nazareth will inform the Site Supervisor of any Site-related Student conduct that may violate Nazareth's Student Code of Conduct and/or the Site's workplace standards, policies or procedures. The parties will cooperate in good faith in determining the appropriate response.
- iii. In any event, Nazareth shall have the authority, in its sole discretion, to remove a Student from the Site and from the Program.

## 6. **No Compensation and No Employment Relationship.**

*a. To the Student.* Neither Nazareth nor the Site will pay any wages or provide any benefits to the Student. Neither the Student nor any Faculty member will be an employee of the Site.

*b. Volunteers.* To the extent applicable at the Site, Students may be classified as volunteers by the Site.

## 7. **Insurance.**

*a. By Nazareth.* During the term of this Agreement, and for two (2) years thereafter, Nazareth will maintain professional liability insurance with limits of at least \$1,000,000 per claim and \$3,000,000 in the aggregate, with insurers reasonably acceptable to the Site. Upon written request, Nazareth will provide the Site with proof of insurance.

*b. By the Site.* During the term of this Agreement, and for two (2) years thereafter, the Site will maintain professional liability insurance with limits of at least \$1,000,000 per claim and \$3,000,000 in the aggregate, general liability insurance with limits of at least \$1,000,000 per claim and \$3,000,000 in the aggregate, and statutory workers' compensation insurance, all with insurers reasonably acceptable to Nazareth. Upon written request, the Site will provide Nazareth with proof of insurance.

## 8. **Records; Confidentiality.**

*a. Maintenance of Records.* Nazareth and the Site will each maintain complete and accurate books and records concerning this Agreement.

*b. Access to Records.* Upon reasonable advance notice and during normal business hours, the Site will provide Nazareth with access to its books and records pertaining to this Agreement.

*c. Confidentiality.* Nazareth and the Site each acknowledge that they may receive confidential or proprietary information from the other party. Each party shall maintain the confidentiality of all such information using the same efforts it uses in protecting

its own confidential information, but no less than reasonable efforts, and shall advise the Student and Faculty that such information is confidential. Nazareth and the Site further acknowledge that certain information received during the term of this Agreement may be protected by applicable law including, without limitation, the Family Educational Rights and Privacy Act (“FERPA”) and/or the Health Insurance Portability and Accountability Act of 1996 and the regulations promulgated thereunder (“HIPAA”), and other state and federal confidentiality requirements, and each party agrees to protect any such information in accordance with applicable law.

*d Ownership of Materials.* All information disclosed by one party to the other under this Agreement shall remain the sole property of the disclosing party, and the disclosing party does not grant any license or any other intellectual property rights in or to any such information.

*e HIPAA Compliance.* To the extent HIPAA is applicable, the Student will be considered to be an employee of the Site for the sole purpose of complying with HIPAA.

*f Use of Information.* Nazareth may utilize non-student related information received under this Agreement, provided that such use shall be for educational purposes only and any such information shall be de-identified in accordance with applicable law, so as to remove all personally identifiable information of individuals with whom the Student comes into contact during the on-Site experience. If Nazareth believes that such personally identifiable information is necessary to share within Nazareth, it will only do so upon notice to the Site.

## 9. Indemnification.

*a By the Parties.* Nazareth and the Site (each, an “*Indemnifying Party*,” as applicable) shall each indemnify, defend and hold harmless the other party, their respective affiliates, and their respective directors, trustees, officers, members, managers, employees, and agents from against all suits, actions, claims, losses, liabilities, demands, costs, and expenses (including reasonable attorneys' fees) arising out of the Indemnifying Party's performance of this Agreement.

## 10. Miscellaneous.

*a Notices.* All notices and other communications required to be sent under this Agreement shall be in writing and shall be deemed to have been given (i) when delivered by hand, (ii) when received by the addressee if sent by a nationally recognized overnight courier, or (iii) on the date sent by email of a PDF document if sent during normal business hours, and on the next business day if sent after normal business hours. Such communications must be sent to the respective parties at the following address:

If to  
Nazareth: Nazareth College of  
Rochester 4245 East Ave  
Rochester, NY 14618

Attn: Cathy Rasmussen Email:  
crasmus0@naz.edu Lynne Vick  
lvick1@naz.edu

If to the  
Site: Site Name:

Address

City: State: Zip Code:

Attn: Email:

a *Headings.* The headings in this Agreement are for reference only and shall not affect the interpretation of this Agreement.

b *Entire Agreement.* This Agreement constitutes the sole and entire agreement of the parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings and agreements, both written and oral, with respect to such subject matter.

c *Amendment.* This Agreement may be amended, modified or supplemented only in writing signed by an authorized representative of Nazareth and the Site.

d *Governing Law; Venue.* This Agreement shall be governed by and construed in accordance with the internal laws of the State of New York without giving effect to any choice or conflict of law provision. Any suit, action or proceeding arising out of this Agreement shall be instituted in the federal or state courts located in Monroe County and Wayne County, New York, and each party hereby irrevocably consents to the personal jurisdiction of such courts.

e *Waiver.* No waiver by either party of any of the provisions of this Agreement is effective unless explicitly set forth in writing and signed by such party. No failure to exercise, or delay in exercising, any right, remedy, power or privilege arising from this Agreement operates, or may be construed, as a waiver thereof. No single or partial exercise of any right, remedy, power or privilege hereunder precludes any other or further exercise thereof or the exercise of any other right, remedy, power or privilege.

f *Severability.* If any provision of this Agreement is deemed to be invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other provision of this Agreement. Upon such determination that any provision is invalid, illegal or unenforceable, the parties will negotiate in good faith to modify this Agreement so as to effect the original intent of the parties as closely as possible.

g *Successors and Assigns; Assignment.* This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors, and permitted assigns. Neither party may assign this Agreement without the prior written consent of the other party, such consent not to be unreasonably withheld, conditioned, or delayed. Any purported assignment absent such consent shall be void.

h *Independent Contractors.* The relationship between the parties shall be that of independent contractors, and nothing contained in this Agreement shall be construed as creating any agency, partnership, joint venture or other form of joint enterprise, employment or fiduciary relationship between the parties and neither party shall have authority to contract for or bind the other party in any manner whatsoever.

i *Force Majeure.* Neither party shall be liable or responsible to the other party, nor be deemed to have defaulted or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement when and to the extent such failure or delay is caused by or results from acts or circumstances beyond the reasonable control of the affected party including, without limitation, acts of God, flood, fire, earthquake, explosion, governmental actions, war, invasion or hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, national emergency, revolution, insurrection, epidemic, lockouts, strikes or other labor disputes (whether or not relating to either party's workforce), or restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials, materials or telecommunication breakdown or power outage.

j *Survival.* Sections 7, 8, 9, and 10 shall survive termination of this Agreement.

k *Counterparts; Electronic Signatures.* This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same document. The parties acknowledge and agree that this contract may be executed by electronic signature, which shall be considered as an original signature for all purposes and shall have the same force and effect as an original signature. Without limitation, "electronic signature" shall include faxed versions of an original signature or electronically scanned and transmitted versions (e.g., via PDF) of an original signature, or signed version by implemented e-signature.

**In Witness Whereof**, the parties have executed this Agreement as of the date first written above.

Nazareth College of  
Rochester

The Site:

Signed   
by: Interim Dean  
School of Health and Human  
Title: Services

Signed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_

**COVID-19 ADDENDUM TO AFFILIATION AGREEMENT**

**This Addendum to the Affiliation Agreement** (this “*Addendum*”) is made as of \_\_\_\_\_, 2020, to that certain Affiliation Agreement, dated \_\_\_\_\_ (the “*Agreement*”), entered into between **Nazareth College of Rochester** (“*Nazareth*”), and \_\_\_\_\_ (the “*Site*”) (collectively, the “*Parties*”). This Addendum is an integral part of the Agreement. Except as otherwise defined herein, capitalized terms used herein shall have the meanings ascribed thereto in the Agreement.

**Whereas**, the Parties have previously entered into the Agreement, whereby Students are assigned to the Site to receive Program-related clinical experience;

**Whereas**, the novel coronavirus, COVID-19, is a highly infectious, life-threatening disease declared by the World Health Organization to be a global pandemic;

**Whereas**, in an effort to continue the relationship under the Agreement, and promote a safe and healthy clinical experience during this COVID-19 pandemic, the Parties wish to achieve an understanding of their obligations and entitlements during the pandemic;

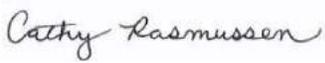
**Now, Therefore**, in consideration of the mutual covenants and agreements hereinafter set forth and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. The Site shall comply with all applicable federal, state, and local laws, regulations and mandates governing business operations during the COVID-19 pandemic.
2. The Site shall adhere to applicable guidance issued by the Centers for Disease Control and Prevention (the “*CDC*”).
3. The Site shall communicate to Students the details any Site-specific health and safety policies, procedures, and rules related the COVID-19 pandemic.
4. The Site shall train Students on how to use Site-provided Personal Protective Equipment (PPE) and any other supplies required during the COVID-19 pandemic for the clinical environment to which the Students are assigned.

**In Witness Whereof**, the duly authorized representatives of each of the Parties have executed this Addendum as of the date first written above.

Nazareth College of  
Rochester

The Site:

Signed   
by: Interim Dean  
School of Health and Human  
Title: Services

Signed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Title:

## **RECIPROCITY FOR AGENCY FIELD INSTRUCTORS**

The social work department of Nazareth College offers field instructors of senior and junior students the following opportunities:

- Spring workshops planned by the social work department.
- A breakfast in January for field instructors of senior students; a breakfast in September for field instructors of junior students.
- A reception in late April for field instructors and senior students.
- Current field instructors may take a Nazareth College offered CEU training for \$10.00. Previous field instructors may take a CEU training for half price. Prices: \$50 for 2-2.5 contact hour workshops, half price \$25.00, \$60 for 3-4 contact hour workshops, half price - \$30, \$80 for 6-8 contact hour workshops, half price \$40.

## FIELD INSTRUCTION SITES

These are examples of field agencies that have been used by the social work department. Placement is, however, not limited to these listed agencies.

### **Alcohol and Substance Abuse Services**

Catholic Family Center  
Restart Substance Abuse Services

Unity Health Systems

Community Place of Greater Rochester

ABC – Action for a Better Community. New Directions/Action-Front Community

Delphi Rise

FLACRA

### **Child Welfare**

1. Catholic Family Center  
Preventive Services  
Adoption Services
2. Hillside Family of Agencies  
Residential Services  
Crestwood Children's Center  
Family Resource Centers  
Health Homes
3. Monroe County Department of Human Services  
Child Protective Intake and Maintenance Teams
4. Villa of Hope  
Community Based Program  
Residential Services
5. Society for the Protection and Care of Children  
TAPPS Program  
Visitation Program

### **Services for the Elderly**

1. Catholic Family Center  
Elder Services  
EISEP
2. Fairport Baptist Home  
Life Times Adult Day Care
3. Jewish Home of Rochester  
Adult Day Services
4. Kirkhaven
5. Elm Manor Nursing Home
6. St. Ann's Community
7. St. John's Home
8. Wesley Gardens Nursing Home
9. Creekview Nursing Home
10. Cobbs Hill Nursing Home

### **Health Services**

1. Trillium
2. Highland Hospital
3. Rochester Regional Health Services
4. Strong Memorial Hospital – University of Rochester
6. Anthony Jordan Health Center
7. Clinton Family Health Center
8. Thompson Hospital
9. Ibero-Health Homes

### **Mental Health Services**

1. Newark-Wayne Community Hospital
2. Strong Behavioral Health

### **Criminal Justice**

1. Monroe County Probation
2. Sociolegal – Monroe County Mental Health
3. Monroe County Sheriffs Office

### **School Social Work Services**

1. East Irondequoit Central Schools
2. Hilton Central Schools
3. Rochester City Schools
4. West Irondequoit Central Schools
5. East Rochester Schools
6. Mt. Morris Central Schools
7. Williamson Center School
8. Canandaigua School System
9. Sodus School System

### **Services for Developmental Disabilities**

1. Al Sigl Center  
Mary Cariola Children's Center  
Rochester Rehabilitation
2. Association for the Blind and Visually Impaired
3. The Arc of Monroe County
4. School of the Holy Childhood
5. Center for Disability Rights
6. Life Prep Program at Nazareth

### **Services for Women**

1. Willow Center
2. Catholic Family Center  
Hannick Hall  
Liberty Manor  
Women's Place
3. YWCA - Young Adult Services
4. Jennifer House, Spiritus Christi
5. Step by Step – Volunteers of America
6. Sojourner House at Pathstone

### **Settlement House and Community Services**

1. Baden Street Settlement House
2. M.K. Gandhi Institute for Non-Violence
3. Charles Settlement House
4. Community Place of Greater Rochester
5. Salvation Army  
Emergency Family Assistance  
Booth Haven
6. Metro Justice Center
7. Social Welfare Action Alliance
8. Jonathan Child – Enrichment Housing
9. Catholic Family Center - Francis House, Freedom House

### **Services for Youth**

1. Center for Youth
2. Community Place of Greater Rochester
3. City of Rochester Department of Parks and Recreation
4. Urban League of Rochester

5. Hillside - Residential Services, Health Homes
6. Planned Parenthood - In Control
7. Genesis House
8. Liberty Partnership
9. Ibero

**Services for Refugees**

1. Mary's Place
2. Catholic Family Center Refugee Program
3. Refugees Helping Refugees

## **DOCUMENTS USED IN THE FIELD INSTRUCTION PROCESS**

### **Documents Common for the Junior Field Experience and Senior Practicum**

Résumé and Personal Statement & Release of Information  
Field Placement Policy and Training Agreement  
Late Submission of Field Information Documents  
Pre-placement Interview Outcome (student)  
Field Notes (IPT)  
Field Instructor Survey  
Professional Behavioral Assessment

### **Documents for the Junior Field Experience**

Field Placement Application  
Student Learning Contract  
Field Instructor's Evaluation of Student  
Student's Evaluation of Self and of the Field Placement  
Timesheet for Junior Field Experiences I and II  
Pre-placement Interview Outcome Fieldwork Data Form (field instructor)

### **Documents for the Senior Practicum**

Field Placement Application  
Student Learning Contract  
Field Instructor's Midpoint and Final Evaluation of Student  
Student's Evaluation of the Field Placement  
Evaluation of the Faculty Liaison by Field Instructor  
Timesheet for Senior Field Practicum  
Pre-placement Interview with the Field Agency  
Pre-placement Interview Outcome Fieldwork Data Form (field instructor)  
Part-time Senior Field Document

## RÉSUMÉ AND PERSONAL STATEMENT

### **General Framework for a Résumé for Field Placement Application**

There are many formats that are appropriate for résumés. This information is provided to ensure that your résumé contains the basic required information for a social work field placement application.

#### **Contact Information:**

Name, address, daytime and alternate phone numbers, e-mail address.

#### **Placement Objective:**

A broad statement reflecting your area of field placement interest.

*Example:* "Seeking a social work field placement with child welfare focus" or "I am interested in securing a community-based placement that embraces a client-empowerment perspective," etc.

#### **Educational Background:**

Schools and degrees awarded, area of concentration or focus, GPA (optional); include that you are a social work student at Nazareth College.

*Example:* Nazareth College of Rochester, B.S. with a concentration in Social Work  
Anticipated Date of Graduation: May 2013

#### **Certifications:**

List all relevant certifications; this can include CPR or other first aid, drug and alcohol, or any other relevant certification.

#### **Awards or Honors:**

List all relevant forms of recognition for your work or service.

#### **Work Experience:**

List all jobs in chronological order beginning with the most recent; list dates of employment, job title, and major responsibilities, accomplishments, or skills utilized/acquired. It is important to include internships in this category.

#### **Volunteer Experience:**

Include relevant volunteer experience.

#### **Workshops:**

If you have presented any workshops or trainings within an agency or at a conference, you should include these.

#### **Additional Skills:**

If you have other skills or talents, you may want to include these. Examples might include additional languages you speak, computer skills, etc.

**References available upon request** (some agencies will require references)

### **Personal Statement**

For what reasons have you chosen social work as a career? What strengths would you bring to the profession? How would you be an asset to your field placement agency and the profession of social work? (*limit 500 words*)

**Nazareth College Social Work Department  
BSW Program**

**FIELD PLACEMENT POLICY AND TRAINING AGREEMENT**

All junior-year and senior-year field placements must be arranged by the director of field education of the social work department. The department's official documentation must be completed and approved policies followed.

A student may suggest a possible field placement, but the placement must be screened and negotiated by the director of field education. Community agencies prefer to communicate with one contact person from the institution who is knowledgeable about the department's requirements and social work accreditation standards.

All field agencies and field instructors for senior interns must meet the requirement for field education as stated in the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE) and the social work department. The CSWE specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's degree in social work. There are rare exceptions to this guideline.

Both the field placement agency and Nazareth's social work department reserve the right to terminate placement planning as well as any placement when the student is unable to observe placement norms or when the agency is unable to meet the social work department's requirements for student learning.

The student acknowledges that the agency retains the ultimate authority to control decisions by students in regard to client services and interventions.

The student agrees to observe the rules, regulations, policies and procedures, and dress codes of the agency.

The student agrees to follow the NASW Code of Ethics and abide by HIPPA confidentiality guidelines. Specifically, the student will never reveal the identity of clients or provide any identifying information about clients, such as in educational classes; the student will never take client files outside of the agency/organization setting.

The social work department does not permit transporting field practicum clients in the student's vehicle during field practicum (see Transportation of Clients policy, p. 106 in this *Field Instruction Manual*). The student shall assume full responsibility for his/her traveling, parking, and associated expenses while assigned to the field agency. The student acknowledges understanding that Nazareth College and NYS have no liability for the student's transportation; the student further acknowledges that he or she assumes responsibility through his/her own liability automobile insurance for any traveling during field practicum/field experiences.

The student declares that he/she is free from any health impairment that is of potential risk to patients or to other staff or employees or that may interfere with the performance of his/her duties, including habituation or addiction to behavior-altering substances.

The student should be aware that many healthcare agencies, child welfare agencies, and schools require the field intern to have a health screening and tuberculin test. Many agencies, especially those serving children, will require screening for felony convictions and will also screen the student through the child abuse central registry.

Students must recognize that the social work context has increasing potential for risk to personal safety. Students are expected to conform to the standards established by the fieldwork agency regarding personal safety. Students are expected to use discernment regarding personal safety, particularly when making visits in the community and in the homes of clients. Students are expected to become familiar with the safety guidelines (see Safety Planning

in the Field Placement, p. 104 in the *Field Instruction Manual*). Safety training is also offered to all students by the Monroe County Office of Probation.

This agreement protects both agency and social work student from unhappy and unproductive experiences regarding field instruction and helps the social work department to sustain good working relationships with the field instructors.

*Documentation:* Official placement of a student in an agency for field instruction cannot be completed unless the appropriate documentation (Field Placement Application, Release of Information form, Résumé/Personal Statement, and this Field Placement Policy and Training Agreement) has been submitted to the director of field education by the specified date. Field papers received after the due date will have an impact on the availability of placements; also, the student will have to petition the social work department for determination of continued enrollment in SWK 383: Social Work Practice I/Field Experience I or SWK 483: Social Work Practice III.

**Policy Agreement**

I accept the policies and procedures of the social work department at Nazareth College and will work cooperatively with the social work faculty in all matters pertaining to my field placement and field instruction.

*By signing this form, the student agrees to be bound by the terms of this agreement.*

\_\_\_\_\_  
Student name (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student signature

**RELEASE OF INFORMATION**

I give the director of field education in the social work department at Nazareth College my permission to share my résumé, personal statement and field placement application to any prospective field placement agency.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Name (please print):

Address:

## **LATE SUBMISSION OF FIELD INFORMATION DOCUMENTS**

Any student who submits field information documents after June 1 will not have a field placement and therefore cannot be enrolled in SWK 383, Social Work Practice I/Field Experience I, or SWK 484, Field Instruction-Practicum. The exception is for those students who are admitted to the college after this date.

After June 1, in order to be able to participate in these courses, the student must submit the field papers and **MUST PETITION THE SOCIAL WORK DEPARTMENT** before the beginning of fall classes and explain why the field papers were not submitted on time. The social work department will advise the student if he/she can continue in the practice courses.

Finding a right match for students in the field setting is a thoughtful and time-consuming process. Impacting the field planning process is the volume of students from other BSW and MSW programs in the Rochester area that also need field placements. Therefore, it is imperative that field documents are submitted on or before the due date.

It is also imperative that the student contacts the perspective field instructor within one week of receiving the pre-placement letter from the director of field education. The student needs to arrange for an interview as soon as possible (even if the interview is scheduled for August when the student returns to campus). Because of the volume of schools looking for field placements, students should not anticipate that an agency will hold a possible placement for them indefinitely.

The student is responsible to contact the director of field education after the interview so that the field placement arrangements can be finalized.

**Nazareth College Social Work Department  
BSW Program**

**PRE-PLACEMENT INTERVIEW OUTCOME FIELDWORK DATA FORM**

*To be completed by student and returned to field education office within three business days of the interview.*

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

**Date of interview** \_\_\_\_\_

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

**Agency** \_\_\_\_\_

**Specific program (if applicable)** \_\_\_\_\_

**Address/city/state/zip** \_\_\_\_\_

**Name of person(s) you met with for interview:**

\_\_\_\_\_

**Outcome of interview:**

\_\_\_\_\_ Field placement was offered and accepted.

Please provide a brief description of the field placement assignment:

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

\_\_\_\_\_ Field placement decision is pending.

If decision is pending, please provide reason or next steps planned (e.g., second interview, awaiting agency decision, etc.):

\_\_\_\_\_ Field placement was offered but not accepted by student at time of this report.

*(A student is expected to accept a field placement assignment. In some instances, a student may decline a field placement assignment for compelling reasons. Please list the reasons below and contact the field education office to discuss concerns.)*

\_\_\_\_\_

\_\_\_\_\_ Field placement offer declined by agency (describe reason).

**Student signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## *Nazareth College Social Work Program Field Instructor Survey*

The BSW Program is committed to ongoing assessment, and as part of that commitment, we are continually reviewing components of our field education program. Importantly, field instructors play a critical role in field education, and your feedback to us is critical in the assessment process. Please take a few minutes to respond to this survey. Your responses will not be associated with you as an individual but rather aggregated anonymously. Should you have any questions, please do not hesitate to contact me. Thank you for your kind attention to this.

Shirley Sharp, LMSW  
 Director of Field Education (BSW)

### **I. Evaluation of Nazareth BSW faculty liaison**

*Please rate the faculty liaison in the following areas:*

	<i>NIA</i>	<b>Strongly Disagree 1</b>	<b>Disagree 2</b>	<b>Neutral 3</b>	<b>Agree 4</b>	<b>Strongly Agree 5</b>
1. Completed an agency visit at least two times during the semester of the field practicum.						
2. Reviewed student learning tasks and assignments.						
3. Inquired about the nature and quality of student's work with clients and client systems.						
4. Discussed field instructor's or task supervisor's, and student's experience of supervision.						

### **II. Administration of the Nazareth BSW field education component.**

*Please rate the administration of the field education component of the BSW Program in the following areas:*

	<i>NIA</i>	<b>Strongly Disagree 1</b>	<b>Disagree 2</b>	<b>Neutral 3</b>	<b>Agree 4</b>	<b>Strongly Agree 5</b>
1. The field education office was available in resolving concerns and/or problems when needed.						
2. The field manual provided clear expectations of field policies.						
3. Mailings and correspondence from the field education office were timely and helpful.						
4. Field Instructor Orientations were well planned, timely, and educational in provision of internship information.						

Comments and/or Recommendations:

## Professional Behaviors Assessment (PBA) Rubric

Student Name \_\_\_\_\_ Year: \_\_\_\_\_FR \_\_\_\_\_SO \_\_\_\_\_JR \_\_\_\_\_SR

Instructor Name \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

Criteria	Target	Acceptable	Not Yet Acceptable
Punctuality and attendance	Student always arrives to class, field appointments, and meetings prepared at the designated or agreed-upon time. Unavoidable changes in schedule or absences are reported prior to scheduled obligations.	Student usually arrives to class, field appointments, and meetings prepared at the designated or agreed-upon time. Unavoidable changes in schedule or absences are reported prior to scheduled obligations.	Student does not consistently arrive to class, field appointments, and meetings at the designated or agreed-upon time. Unavoidable changes in schedule or absences are not reported in a timely manner.

Respect for others	Student is consistently respectful to Nazareth College faculty, staff, colleagues, and agency staff and clients. Student respectfully self-advocates when necessary.	Student is usually respectful to Nazareth College faculty, staff, colleagues, and agency staff and clients. With occasional prompting, the student willingly resolves issues respectfully. Student respectfully self-advocates when necessary.	Student is consistently disrespectful to Nazareth College faculty, staff, colleagues, and/or agency staff and/or clients. Student is disrespectful when trying to self-advocate.
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Professional appearance	Appearance always shows good professional judgment. Choices reflect a balance between personal expression and professionalism. Student's level of personal grooming indicates a high level of self-confidence and self-respect.	Appearance usually shows good professional judgment. Student usually has consistency in appropriate personal grooming and professional appearance.	Appearance indicates that the student needs to be more mindful of expectations regarding professional appearance. Student's lack of personal grooming or attention to professional appearance is a distraction in the classroom or at agency.
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Criteria	Target	Acceptable	Not Yet Acceptable
Professional responsibility	Student demonstrates preparedness for all professional responsibilities by submitting assignments and field paperwork on time. Student independently and effectively accomplishes class and field responsibilities.	Student demonstrates preparedness for all professional responsibilities by submitting assignments and field paperwork on time with assistance. Student usually accomplishes field and class responsibilities.	Student does not demonstrate preparedness for professional responsibilities; class assignments are submitted late or not at all. Student does not accomplish field or class responsibilities.

Self-reflection and commitment to lifelong learning	Student consistently demonstrates the ability to reflect on personal and professional characteristics and to respond in ways that indicate a desire to improve as a professional. Student sees learning as an important and lifelong endeavor. Student listens carefully to feedback, sees feedback as an opportunity for growth, is not defensive and does not make excuses.	Student usually demonstrates the ability to reflect on personal and professional characteristics and attempts to respond in ways that indicate a desire to improve as a professional. Student sees learning as a long-term endeavor. Student listens reluctantly to feedback and makes changes that are suggested, but has difficulty not being defensive.	Student does not demonstrate self-reflection and/or does not show willingness to respond to self-reflection and does not value or sees learning as a short-term endeavor. Student ignores constructive feedback and does not incorporate feedback, therefore does not use feedback as an opportunity for growth. Student becomes defensive and makes excuses.
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Ethical demeanor	Student demonstrates advanced knowledge of NASW Code of Ethics and ethical behavior in all interactions with colleagues, faculty, and clients.	Student actively strives to become more knowledgeable about the NASW Code of Ethics. Student asks questions when unsure of the ethical code. Student demonstrates ethical knowledge and behaviors in the majority of interactions with colleagues, faculty, and clients to the best of student's ability.	Student does not know, or disregards, the NASW Code of Ethics. Student acts in an unethical fashion with colleagues, faculty, and/or clients.
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Criteria	Target	Acceptable	Not Yet Acceptable
Diversity and open-mindedness	Student consistently demonstrates an appreciation for differences among people; has a strong ability to interact, work, and be with people who have characteristics different from self; and continually seeks opportunities to learn more about others' perspectives. Student is open to considering a myriad of new attitudes, beliefs, ideas, and opinions.	Student strives to learn more about others and expand existing viewpoints, has improving ability to work with others who have different characteristics, and attempts to set an example of openness and inclusion for others. Student, when prompted, is open to considering a myriad of new attitudes, beliefs, ideas, and opinions.	Student does not seek opportunities to learn others' viewpoints, limits interaction with others who have different characteristics, and may participate in ridicule, insensitivity, and/or exclusion. Student has no or very limited ability to consider a myriad of new attitudes, beliefs, ideas, and opinions.

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Technology use	Student <i>consistently</i> demonstrates the professional and appropriate use of social media and all technology, including, but not limited to, computers, cell phones, iPod/notebook/iPad devices. Examples of professional use include: cell phones and other devices silenced during all college and field-based activities, no texting or calling during college and field-based activities, respect for confidentiality and professionalism in all technological interactions.	Student, <i>when prompted</i> , demonstrates the professional and appropriate use of social media and all technology, including, but not limited to, computers, cell phones, iPod/notebook/iPad devices. Examples of professional use include: cell phones and other devices silenced during all college and field-based activities, no texting or calling during college and field-based activities, respect for confidentiality and professionalism in all technological interactions.	Student's inability to demonstrate the professional and appropriate use of social media and all technology is an obstacle to working in the college and field environments. Student leaves electronic devices on in class or is repeatedly interrupted or distracted by phone or other electronic devices. Student is distracted or distracts others through use of technology during class or other interpersonal interactions; student displays lack of professionalism in social media use.
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**Reflect on your responses; provide an explanation for each response at target and not yet acceptable level.**

Student signature \_\_\_\_\_ Instructor signature \_\_\_\_\_ Faculty advisor signature \_\_\_\_\_

**Nazareth College Social Work Department  
BSW Program**

**JUNIOR FIELD EXPERIENCES I AND II**

**FIELD PLACEMENT APPLICATION**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Student ID No.

\_\_\_\_\_  
Home address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Summer address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Nazareth e-mail address

\_\_\_\_\_  
Cell phone

Briefly describe your learning goals? What do you want to learn from your field placement?

What is your learning style? Do you learn by "doing" or do you prefer to shadow and observe initially?

What traits are you looking for in your field instructor?

What are three practice areas in social work of interest to you?

- 1.
- 2.
- 3.

Do you have any special needs or additional considerations, such as disabilities, geographical preferences, or time constraints?

Is there any other information you would like to share with the director of field education to assist in arranging your field placement?

Will you have a car available for transportation to field placement?      yes \_\_\_\_\_      no \_\_\_\_\_

**Nazareth College Department of Social Work  
BSW Program**

**JUNIOR FIELD EXPERIENCES I AND II**

**STUDENT LEARNING CONTRACT**

<b>Student:</b>	<b>Date:</b>
<b>Agency:</b>	
<b>Specific program (if applicable):</b>	
<b>Field instructor:</b>	
<b>Faculty/field liaison:</b>	
<b>Days/times of fieldwork:</b>	

Field Experiences I and II are required of junior students for the fall and spring semesters. In conjunction with the field experience, an ongoing Social Work Practice I (fall semester) and Practice II (spring semester) are conducted. The purpose of the field experience is to familiarize the student with a social-service setting, agency, its vision and programs, and to expose the student to social work practice.

A minimum total of 144 hours of fieldwork is required for the two semesters. The student will report for fieldwork promptly each day. If it is impossible for the student to be in, or if it is necessary to be late, she/he will contact the agency. If the field instructor is absent on a fieldwork day, she/he will make sure that another staff member is designated as a backup to whom the student can turn for supervision; the student should know what, in the field instructor's absence, is expected of her/him.

It is hoped that opportunities can be offered through which the student will explore and evaluate field experiences and those appropriate to meet the following knowledge, values, and skills requirements.

<b>KNOWLEDGE</b>	
1	Student demonstrates the ability to think critically within the context of professional social work practice on all levels of practice: individual, family, and community.
2	Student demonstrates the ability to synthesize and apply knowledge of various aspects of human behavior in relation to functioning in the environment (biopsychosocial-cultural-spiritual).
3	Student has the ability to recognize oppression of and social injustice toward individuals, groups, and communities.
4	Student demonstrates the ability to analyze and understand social problems within the context of social work values and social justice principles.
5	Student demonstrates an understanding of the strengths and empowerment perspectives to working in partnership with clients and other systems to address biopsychosocial and social welfare issues.
6	Student demonstrates knowledge of agency policies (and larger system policies) impact on all levels of practice: individual, family, community.
7	Student utilizes professional literature and research to enhance practice in all phases of helping.

**Practice tasks/assignments and target dates:**

**SKILLS**

1	Student uses appropriate skills for communicating and interacting with client groups of all sizes.
2	Student demonstrates interviewing skills appropriate for the client systems served by the agency.
3	Student is able to communicate clearly and effectively, both orally and in writing.
4	Student demonstrates ability to identify, critically assess, and define problems through the use of data collection.
5	Student demonstrates recording/documentation skills appropriate for the agency setting.
6	Student demonstrates knowledge of a variety of skills in problem-solving and intervention, using a generalist approach to service delivery.
7	Student demonstrates the ability to function within the structure of the field agency and service delivery systems.
8	Student is able to advocate for the needs of the client system.
9	Student takes initiative in learning about community resources.

**Practice tasks/assignments and target dates:**

**VALUES**

1	Student demonstrates the ability to practice within the values and ethics of the social work profession.
2	Student has begun to develop a professional identity based upon social work ethics, theory, skills, and values.
3	Student demonstrates the adaptability to address the needs of diverse client systems.
4	Student demonstrates an understanding of the differences, as well as similarities, among cultures within our society.
5	Student is sensitive to the needs and challenges faced by individuals and groups in a diverse society.

6	Student demonstrates a commitment to developing cultural competence.
<b>Practice tasks/assignments and target dates:</b>	

<b>PROFESSIONALISM</b>	
1	Student demonstrates professional work habits (e.g., dresses appropriately, is punctual, keeps contracted hours, calls when absent, completes tasks in a timely manner, ethical use of internet technologies).
2	Student communicates effectively and appropriately with supervisor and other professionals.
3	Student interacts in a professional manner with clients and has some awareness of her/his impact on client systems.
4	Student is responsive to constructive supervisory feedback and is open to learning more about self.
<b>Practice tasks/assignments and target dates:</b>	

**Plans for monitoring and evaluating student's performance** (including time, frequency, and purpose of supervision, ways to evaluate the student's work, as well as a plan for completing both the student's and field instructor's final evaluation forms):

Field instructor signature \_\_\_\_\_ Date \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

*(copies to social work student, field instructor/agency, faculty liaison/department of social work)*

**Nazareth College Department of Social Work  
BSW Program**

**JUNIOR FIELD EXPERIENCES I AND II**

**FIELD INSTRUCTOR'S EVALUATION OF STUDENT**

<b>Student:</b>	<b>Date:</b>
<b>Agency:</b>	
<b>Field instructor:</b>	
<b>Specific program (if applicable):</b>	
<b>Faculty/field liaison:</b>	
<b>Dates in placement:</b>	
<b>Total hours of fieldwork:</b>	

This evaluation is intended to give the student feedback about her/his performance. Field Experiences I and II may be the first opportunity for the student to be in a social-service setting for learning purposes. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. (Not every agency setting will be able to offer all areas of experience for evaluation of each student).

<b>Student's tasks and responsibilities:</b>
--

**Please evaluate the student's level of achievement in each area using the following rating scale. Indicate N/O in any area in which you have not had the opportunity to evaluate the student.**

- 1** Does not meet expectations
- 2** Progress needed
- 3** Progress shown or meets expectations
- 4** Above average
- 5** Outstanding
- N/O** No opportunity to evaluate

<b>KNOWLEDGE</b>							
1	Student demonstrates the ability to think critically within the context of professional social work practice on all levels of practice: individual, family, and community.	1	2	3	4	5	N/O
2	Student demonstrates the ability to synthesize and apply knowledge of social work theories and various aspects of human behavior in relation to functioning in the environment (biopsychosocial-cultural-spiritual).	1	2	3	4	5	N/O
3	Student has the ability to recognize oppression of and social injustice toward individuals, groups, and communities.	1	2	3	4	5	N/O
4	Student demonstrates the ability to analyze and understand social problems within the context of social work values and social justice principles.	1	2	3	4	5	N/O
5	Student demonstrates an understanding of the strengths and empowerment perspectives to working in partnership with clients and other systems to address biopsychosocial and social welfare issues.	1	2	3	4	5	N/O
6	Student demonstrates knowledge of agency policies (and larger system policies) impact on all levels of practice: individual, family, community.	1	2	3	4	5	N/O
7	Student utilizes professional literature and research to enhance practice in all phases of helping.	1	2	3	4	5	N/O
<i>Examples or comments:</i>							

<b>SKILLS</b>							
8	Student uses appropriate skills for communicating and interacting with client groups of all sizes.	1	2	3	4	5	N/O
9	Student demonstrates interviewing skills appropriate for the client systems served by the agency.	1	2	3	4	5	N/O
10	Student is able to communicate clearly and effectively, both orally and in writing.	1	2	3	4	5	N/O
11	Student demonstrates ability to identify, critically assess, and define problems through the use of data collection.	1	2	3	4	5	N/O
12	Student demonstrates recording/documentation skills appropriate for the agency setting.	1	2	3	4	5	N/O
13	Student demonstrates knowledge of a variety of skills in problem-solving and intervention, using a generalist approach to service delivery.	1	2	3	4	5	N/O
14	Student demonstrates the ability to function within the structure of the field agency and service delivery systems.	1	2	3	4	5	N/O
15	Student is able to advocate for the needs of the client system.	1	2	3	4	5	N/O
16	Student takes initiative in learning about community resources.	1	2	3	4	5	N/O

*Examples or comments:*

**VALUES**

17	Student demonstrates the ability to practice within the values and ethics of the social work profession.	1	2	3	4	5	N/O
18	Student has begun to develop a professional identity based upon social work ethics, theory, skills, and values.	1	2	3	4	5	N/O
19	Student demonstrates the adaptability to address the needs of diverse client systems.	1	2	3	4	5	N/O
20	Student demonstrates an understanding of the differences, as well as similarities, among cultures within our society.	1	2	3	4	5	N/O
21	Student is sensitive to the needs and challenges faced by individuals and groups in a diverse society.	1	2	3	4	5	N/O
22	Student demonstrates a commitment to developing cultural competence.	1	2	3	4	5	N/O

*Examples or comments:*

**PROFESSIONALISM**

23	Student demonstrates professional work habits (e.g., dresses appropriately, is punctual, keeps contracted hours, calls when absent, completes tasks in a timely manner, ethical use of internet technologies).	1	2	3	4	5	N/O
24	Student communicates effectively and appropriately with supervisor and other professionals.	1	2	3	4	5	N/O
25	Student interacts in a professional manner with clients and has some awareness of her/his impact on client systems.	1	2	3	4	5	N/O
26	Student is responsive to constructive supervisory feedback and is open to learning more about self.	1	2	3	4	5	N/O

*Examples or comments:*

**In-service/conferences/trainings in which the student participated or attended:**

**Areas of strength:**

**Areas needing strengthening:**

**Overall assessment and comments:**

**My field instructor has discussed this evaluation with me, and I have received a copy.**

I *agree* with the evaluation as written.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Field instructor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

I *disagree* with the evaluation as written. A copy of areas of disagreement is attached.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Field instructor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*(copies to social work student, field instructor/agency, faculty liaison/department of social work)*



3. How do you assess your professional and personal growth during this period? (Keep in mind some of the following opportunities for growth: self-awareness; new knowledge and skills; relationships with client system(s), supervisor, peers, staff, faculty).

4. Comment on the quality of supervision and general supportiveness of the agency during your field placement. (Keep in mind some of the following criteria: access to supervisor, amount of time spent in formal and informal discussions, techniques used by field instructor to assess performance, orientation to agency, clearly defined expectations of learning and performance.)

5. What was your role in the supervisory process, in the learning process? Did it change throughout the practicum? If so, how?

6. What difficulties did you encounter in the field placement and how did you seek to resolve these difficulties?  
(What learning will you take with you for future practice?)

7. Where do you see your area of greatest need at this point in your professional growth? How do you plan to strengthen this area?

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Field instructor signature \_\_\_\_\_ Date \_\_\_\_\_

*(copies to social work student, field instructor/agency, faculty liaison/social work department)*

**Nazareth College Social Work  
Field Placement Timesheet**



Student Name:

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

Semester  Fall  Spring Year:

# Hours

	Dates	Hours completed	Student Signature	Field Instructor Signature
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Click to add new row](#)

Student Signature [Click to sign Completed Document](#)

Field Instructor Signature:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

[Printable Version](#)

Nazareth College Social Work Department  
BSW Program

**PRE-PLACEMENT INTERVIEW OUTCOME– JUNIOR FIELD EXPERIENCES I AND II**

*To be completed by field instructor and returned to field education office within three business days of the interview.*

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

**Date of interview** \_\_\_\_\_

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

**Agency** \_\_\_\_\_

**Specific program (if applicable)** \_\_\_\_\_

**Address/city/state/zip** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Email** \_\_\_\_\_

**Fax** \_\_\_\_\_

**Outcome of interview:**

\_\_\_\_\_ Field placement was offered and accepted.

Please provide a brief description of the field placement assignment:

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

\_\_\_\_\_ Field placement decision is pending.

If decision is pending, please provide reason or next steps planned (e.g., second interview, awaiting agency decision, etc.):

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

\_\_\_\_\_ Field placement was offered but not accepted by student at time of this report.

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

\_\_\_\_\_ Field placement offer declined by agency (describe reason).

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

**Field instructor signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Nazareth College Social Work Department  
BSW Program**

**SENIOR PRACTICUM**

**FIELD PLACEMENT APPLICATION**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address/City/State/Zip (*during academic year*)

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
Cell Phone

\_\_\_\_\_  
Work Phone

\_\_\_\_\_  
Permanent Address/City/State/Zip (*if different from address listed above*)

**Employment, Volunteer, and Field Placement Experience**

*List positions you have held, beginning with the most recent, and indicate if it is paid, volunteer, or internship.*

	<b>Name and Address of Organization</b>	<b>Position and Description of Skills/Responsibilities</b>	<b>Dates</b>	<b>Status</b>
<b>1</b>				<input type="checkbox"/> Paid <input type="checkbox"/> Volunteer <input type="checkbox"/> Internship
<b>2</b>				<input type="checkbox"/> Paid <input type="checkbox"/> Volunteer <input type="checkbox"/> Internship
<b>3</b>				<input type="checkbox"/> Paid <input type="checkbox"/> Volunteer <input type="checkbox"/> Internship
<b>4</b>				<input type="checkbox"/> Paid <input type="checkbox"/> Volunteer <input type="checkbox"/> Internship

**List other pertinent skills and training.**

\_\_\_\_\_

\_\_\_\_\_

**Describe the types of environments that enhance your learning (e.g., fast-paced setting, small program, etc.). What is your learning style?**

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**Describe the social work knowledge and skills you would like to develop (your learning goals).**

---

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**What qualities are you looking for in a field instructor?**

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**Describe in general terms the types of opportunities you are interested in experiencing in your field placement, and indicate if you have interest in a specific agency or practice setting (e.g., population setting, experiences).**

---

---

**Please indicate three practice areas of interest (1 = first choice, 2 = second choice, etc.).**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> adolescent services          | <input type="checkbox"/> court/justice system       | <input type="checkbox"/> older adult services     |
| <input type="checkbox"/> adult protective services    | <input type="checkbox"/> developmental disability   | <input type="checkbox"/> school social work focus |
| <input type="checkbox"/> advocacy                     | <input type="checkbox"/> older adult services       | <input type="checkbox"/> social justice           |
| <input type="checkbox"/> children and family services | <input type="checkbox"/> domestic violence          | <input type="checkbox"/> other _____              |
| <input type="checkbox"/> children's services          | <input type="checkbox"/> drug and alcohol treatment | _____   |
| <input type="checkbox"/> child protective             | <input type="checkbox"/> mental health              | _____   |
| <input type="checkbox"/> community organization       | <input type="checkbox"/> medical social work focus  |   |

**Have you or your family ever received services from any of the agencies in which you might be placed?**

yes     no    If yes, which ones: \_\_\_\_\_

---

**Some agencies require a criminal history, finger printing or child abuse registry background check. Please indicate if you have had a conviction and/or if your name has been listed in the child abuse registry. If you answer yes, please provide information to assist the field office in planning for your field placement. (Note: these may be at student's expense)**

yes     no    If yes, please describe: \_\_\_\_\_

---

Health screenings, immunization records, results of Tuberculin Mantoux test, completion of required Bloodborne Pathogens Training, and CPR certification may be required by the agency.

**Do you have any special needs or considerations (e.g., geographic or time constraints, accommodation needs related to a disability, etc.)?**

\_\_\_ yes \_\_\_ no If yes, please specify: \_\_\_\_\_

\_\_\_\_\_

**Do you have a clean driving record?**

\_\_\_ yes \_\_\_ no If no, please explain: \_\_\_\_\_

\_\_\_\_\_

**Will you have a car available for transportation to field placement?** \_\_\_ yes \_\_\_ no

(This application form is intended to convey information that will be helpful in determining fieldwork placements. Although the experiences and interests of the student are taken into consideration, educational needs may take precedence over other factors in the determination of a “good educational fit” for the student.)

**Nazareth College Social Work Program  
Generalist Field Education Learning Contract**

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

**Agency Name:** \_\_\_\_\_ **Field Instructor Name** \_\_\_\_\_

**Field Instructor Phone and email** \_\_\_\_\_

**Task Supervisor (as relevant)** \_\_\_\_\_ **Faculty Liaison:** \_\_\_\_\_

**Instructions for completing the Field Placement Learning Contract:**

This contract is to be developed collaboratively between the Field Instructor and student. The faculty liaison will review and provide feedback on the learning contract drafts. The 9 competencies that are specified in this form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. More information on the competencies themselves as well as competency-based social work education can be found here: [2015 CSWE Educational Policy and Accreditation Standards](#)

**Competency 1–Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession.

Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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; and
- use supervision and consultation to guide professional judgment and behavior.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

### **Competency 2- Engage Diversity and Difference in Practice**

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

- 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 themselves as learners 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.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

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

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

- apply their 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.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

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

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

- 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.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

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

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

- 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.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

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

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

- 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.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social

workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- 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 clients and constituencies.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- 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.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

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

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

- 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.

**Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)**

**Field Placement Days of Week and Hours:** \_\_\_\_\_

**Day/time of Weekly MSW Supervision:** \_\_\_\_\_

**Signature of Agency Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Task Supervisor, if needed** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Student Intern:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Faculty Liaison:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Nazareth College Social Work Program  
Generalist Field Practicum Evaluation of Student**

**Fall Semester**

**Spring Semester**

**# of Field Hours:** \_\_\_\_\_

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

**Field Instructor Name:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_

*This field practicum evaluation provides an outcome performance approach in assessing students' generalist level knowledge, values and skills. In this evaluation, there are nine core competencies. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. Students must be rated on the overall competency (knowledge, values, skills, cognitive/affective processes, and associated behaviors) [2015 CSWE Educational Policy and Accreditation Standards](#)*

**Rating Scale**

<b>5</b>	<b>Excellent</b> Able to skillfully demonstrate knowledge, values, skills, as well as cognitive and affective processes. Observable behaviors are performed in a highly capable manner, and the student demonstrates high levels of understanding and proficiency.
<b>4</b>	<b>Above Average</b> Consistently demonstrates knowledge, values, skills, as well as cognitive and affective processes. Observable behaviors are performed in a capable manner, and the student demonstrates high levels of understanding and proficiency.
<b>3</b>	<b>Satisfactory</b> Consistently demonstrates professional growth and application of knowledge, values, skills, as well as cognitive and affective processes required for beginning generalist level practice. Observable behaviors are appropriate and the student demonstrates satisfactory level of understanding and proficiency.
<b>2</b>	<b>Insufficient Progress</b> Inconsistently demonstrates knowledge, values, skills, as well as cognitive and affective processes. Student has difficulty demonstrating observable behaviors in a consistent manner and does not demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.
<b>1</b>	<b>Unacceptable Progress</b> Unable to demonstrate awareness, knowledge, values, skills, and/or cognitive and affective processes. Observable behaviors do not demonstrate a fundamental level of understanding and proficiency.
<b>N/O</b>	<b>No Opportunity</b> to develop this competency in practice and/or assess during this semester. This rating is only allowed in fall semester (or midterm if block placement) and a plan must be developed to assess the competency for the final evaluation).

## Competency 1–Demonstrate Ethical and Professional Behavior

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

- 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;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- use technology ethically and appropriately to facilitate practice outcomes

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- use supervision and consultation to guide professional judgment and behavior.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 5)</b>	<b>Competence 1 =</b>
<u>Comments:</u>	

**Competency 2- Engage Diversity and Difference in Practice**

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 3)</b>	<b>Competence 2 =</b>
<u>Comments:</u>	

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- engage in practices that advance social, economic, and environmental justice.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 2)</b>	<b>Competence 3 =</b>
<u>Comments:</u>	

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

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

- use practice experience and theory to inform scientific inquiry and research;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- use and translate research evidence to inform and improve practice, policy, and service delivery.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 3)</b>	<b>Competence 4 =</b>
<u>Comments:</u>	

**Competency 5- Engage in Policy Practice**

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- assess how social welfare and economic policies impact the delivery of and access to social services;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 3)</b>	<b>Competence 5 =</b>
<u>Comments:</u>	

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

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient	<input type="checkbox"/> 1: Unacceptable	<input type="checkbox"/> N/O: No
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		Average		Progress	Progress	Opportunity
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- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 2)</b>	<b>Competence 6 =</b>
<u>Comments:</u>	

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- 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;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 4)</b>	<b>Competence 7 =</b>
<u>Comments:</u>	

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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 4)</b>	<b>Competence 8 =</b>
<u>Comments:</u>	

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

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

- select and use appropriate methods for evaluation of outcomes;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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<b>Summary (add sum and divide by 3)</b>	<b>Competence 9 =</b>
<u>Comments:</u>	

Summary of Scores (worksheet)*				<b>Unsatisfactory</b>  <b>Fall Semester:</b> Sum of Scores is 2.9 or lower.  <b>Spring Semester:</b> Any competency scored below 2.9	<b>Satisfactory</b> <b>Fall Semester:</b> Sum of scores is 3.0 or higher.  <b>Spring Semester</b> Each Competency must be scored 3.0 or higher.
Competency 1		Competency 6			
Competency 2		Competency 7			
Competency 3		Competency 8			
Competency 4		Competency 9			
Competency 5		<b>Sum of scores divided by 9*</b>			

*\*For the fall semester evaluation ONLY: If the summary score is lower than a 3.0, the student may be asked to have an academic field review. If the summary score is greater than 3.0 but one or more of the competencies was scored below a 3.0, a remedial plan **MUST** be developed for each of those competencies.*

**Field Instructor Section:**

<b>Please describe the student's strengths and areas of accomplishment:</b> <i>(Please attach additional sheets as needed)</i>
<b>Please indicate areas requiring further development and improvement:</b> <i>(Please attach additional sheets as needed)</i>

**Student Section:**

<b>I am in agreement with this evaluation. (circle Yes or No)</b>	<b>Yes</b>	<b>No</b>
<b>Student Comments:</b> <i>(Please attach additional sheets as needed)</i>		

**Signature of Agency Field Instructor:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Faculty Liaison:** \_\_\_\_\_ **Date** \_\_\_\_\_

## Student Evaluation of the Field Placement

**Student Name:**

**Date:**

**Placement Type:** ( ) Generalist Level

( ) Advanced Level

**Agency Name:**

**Field Instructor Name:**

<b>Regarding the Agency-Based Field Instructor</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Showed an attitude toward professional social work education that fosters a positive relationship for agency-based learning				
Distinguished internship learning and evaluation from staff performance expectations and incorporated these differences in the evaluation process				
Creatively provided field practicum experiences that enabled me to integrate social work knowledge, skills, values, awareness of diversity, and classroom learning into the field experience				
Created a learning environment that recognized my learning needs				
Offered a sound educational experience by providing feedback and input into new practice directions and trends				
Provided regularly scheduled weekly supervision on a consistent basis.				
<b>Regarding the Agency</b>				
Demonstrated a commitment to professional development				
Provided adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions				
Provided adequate information about safety procedures while doing agency work				
Demonstrated a commitment to the profession's values and ethics				
Provided agency-based learning opportunities with different system levels				
Provided educational activities within a supportive learning environment				
Provided agency training and in-service opportunities				
<b>Regarding opportunities for Field Education Goals. The field practicum provided students opportunities to:</b>				
Integrate class room experiences with direct application of social work knowledge and skills				
Practice at micro, mezzo and macro levels in a collaborative manner				
Apply professional values and ethics in practice at deepening levels				
Identify professional use of self in a variety of practice situations				

<b>(continued)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Practice in an environment that values diversity and social justice				
Be supervised by an experienced social work trained practitioner				
Explore professional contexts of practice (policy, advocacy, research, etc.				
Utilize evaluation to assess practice and program effectiveness				
<b>Regarding opportunities to build core competencies:</b> The field placement provided me an opportunity to:				
Identify as a professional social worker				
Apply social work ethical principles to guide professional practice				
Apply critical thinking to inform and communicate professional judgments				
Engage diversity and differences in practice				
Advance human rights and social and economic justice				
Engage in research-informed practice, and practice-informed research				
Apply knowledge of human behavior and the social environment				
Engage in policy practice to advance social and economic well-being and to deliver effective services				
Respond to contexts that shape practice				
Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.				

<b>Overall</b>				
This placement provided me an excellent opportunity to learn				
I would recommend this placement to other students				

**Comments: Please attach additional sheets as needed:**

*Signatures indicate all parties have reviewed this evaluation*

Student Signature	Date	Faculty Liaison Signature	Date
Field Director Signature	Date	Other Reviewer Signature	Date

***Evaluation of the Faculty Liaison by Field Instructor***

The Social Work Program is committed to ongoing assessment, and as part of that commitment, we are continually reviewing field administration components of our field education program. Importantly, field instructors play a critical role in field education, and feedback by Field Instructors' is critical in the assessment process. Please take a few minutes to respond to this survey. Your responses will not be associated with you as an individual but rather aggregated anonymously. Should you have any questions, please do not hesitate to contact us. Thank you for your kind attention to this.

Shirley Sharp, LMSW  
Director of Field Education (BSW)

Michael Rood, LMSW  
Director of Field Education (MSW)

**Evaluation of Nazareth BSW \_\_\_\_\_ MSW \_\_\_\_\_ faculty liaison: \_\_\_\_\_**

***Please rate the faculty liaison in the following areas:***

	<i>N/A(0)</i>	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Agree (3)</b>	<b>Strongly Agree (4)</b>
1. Completed an agency visit at least two times during the field practicum.					
2. Reviewed student learning contracts, tasks and assignments.					
3. Inquired about the nature and quality of student's work with clients and client systems.					
4. Discussed field instructors, task supervisors, and student's experiences with supervision.					
5. Provided opportunity for open discussion of any issues and/or concerns, assisted in resolution of problems experienced in the agency.					
6. Was available to deal with questions, expectations, policy requirements during site visits and by email, phone for ongoing dialogue.					
7. Inquired about quality of preparation for the student's field experience and the "fit" between school curriculum and experiences in the agency.					
8. Addressed learning contract updates and experiences for remainder of field placement.					

9. Worked collaboratively with student and field instructor and/or task supervisor, providing support and guidance to both.					
(continued)	<i>N/A</i>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
10. Valued and supported the role of field instructor/task supervisor.					

**I. Administration of the Nazareth BSW/MSW (circle one) field education component.**

*Please rate the administration of the field education component of the Social Work Program in the following areas:*

	<i>N/A</i>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. The Field Education Office was available to resolve concerns and/or problems when needed.					
2. The SW Field Manual provided clear expectations of field policies.					
3. Mailings and correspondence from the Field Education Office were timely and helpful.					
4. Field Instructor Orientations, breakfasts, receptions were well planned, timely, and educational in provision of internship information.					

**III. Demographics (check all that apply):**

- Field Instructor for MSW generalist year student.
- Field Instructor for BSW student.
- Field Instructor for MSW advanced year student.
- Current Field Instructor
- Previous field Instructor

**Comments and/or Recommendations**

9.13.19

**Nazareth College Social Work  
Field Placement Timesheet**



Student Name:

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

Semester:  Fall  Spring Year:

# Hours

	Dates	Hours completed	Student Signature	Field Instructor Signature
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Click to add new row](#)

Student  
Signature

[Click to sign Completed Document](#)  
Signature [Click to sign Completed Document](#)

Field Instructor  
Signature

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

[Printable Version](#)

## **PRE-PLACEMENT INTERVIEW WITH THE FIELD AGENCY**

Each student is asked to set up an appointment at a potential field placement site. Both the student and the contact person at that site will explore the appropriateness of this practicum assignment. The agency can decide if it can meet the student's supervisory and educational needs and whether it wants to accept the student.

The student can decide if the agency can give them what they want and need educationally and whether the student would feel comfortable working with the person who interviews them. If the proposed person for supervisor does not do this interview, then the student needs to request an interview with that person.

Below is a list of questions which the student and the contact person might want to consider discussing during this initial appointment.

1. What kinds of activities and programs does this agency undertake?
2. What activities, tasks, and/or projects will I be able to undertake? Will I be able to have a generalist experience in this setting?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are general characteristics of clients and communities served by this agency?
6. What is the approach to and structure of supervision?
7. What amount of interaction does a student have with other students and with permanent staff?
8. What opportunities exist for interprofessional collaboration or cooperation?
9. What types of in-service training or workshops and conferences will be available to me?
10. What kinds of cases and/or projects do you anticipate assigning to me?
11. What kinds of skills do you hope a student will bring to the agency?
12. How much independence and initiative do you expect me to demonstrate?
13. What has your previous experience been like with students?

### Questions Potential Field Instructors Might Ask the Student

1. Why do you want to do a field placement with this agency, client population?
2. What kind of work or volunteer experience have you had and how has it prepared you for your choice of social work as a career?

3. What have past field placement experiences been like? What learning has taken place in them?
4. What are your career goals?
5. What are your strengths and areas for further growth?
6. What are your learning goals for this field placement experience?
7. What are your expectations of a field instructor? What is your experience with past field instructors? What supervisory style best fits your learning style?
8. How do you learn best or what is your learning style?
9. How would you handle problems in the student/field instructor relationship? What would you do if you found that the learning opportunities were not meeting your learning needs?
10. What has been your experience in working with persons in positions of authority?

Helpful Topics for Discussion for Agency and Students in this Pre-placement Interview

1. Any required orientations prior to the start of field placements.
2. Any required screenings and/or immunizations, such as TB test, criminal background check.
3. Clarification of the use of vehicles: any parking expenses, agency reimbursements for mileage if required to travel between agency sites and/or for home visits.

Nazareth College Social Work Department  
BSW Program

PRE-PLACEMENT INTERVIEW OUTCOME FIELDWORK DATA FORM –  
SENIOR FIELD PRACTICUM

To be completed by field instructor and returned to field education office within three business days of the interview.

Student \_\_\_\_\_

Date of interview \_\_\_\_\_

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

Agency \_\_\_\_\_

Specific program (if applicable) \_\_\_\_\_

Address/city/state/zip \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Fax \_\_\_\_\_

**Outcome of interview:**

\_\_\_\_\_ Field placement was offered and accepted.

Please provide a brief description of the field placement assignment:

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

\_\_\_\_\_ Field placement offer declined by agency.

Please provide reason(s):

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

**If field placement was offered and accepted by the student, please complete the following:**

Position/title/job responsibility \_\_\_\_\_

Immediate and/or direct supervisor \_\_\_\_\_

Degree received \_\_\_\_\_, year \_\_\_\_\_, college/university \_\_\_\_\_

If you are licensed to practice social work in NYS, indicate: \_\_\_ LMSW \_\_\_ LCSW \_\_\_ license pending

Have you ever been a field instructor? \_\_\_ No \_\_\_ Yes If yes, for which institution(s): \_\_\_\_\_

Have you attended any field instructor orientations? \_\_\_ No \_\_\_ Yes Year(s) \_\_\_\_\_

Field instructor signature \_\_\_\_\_ Date \_\_\_\_\_



Social Work Department, Undergraduate Program  
Social Work Senior Field Practicum Agreement

By signing this document, I am indicating I understand that:

Field Instruction/Practicum (SWK 484) is a supervised placement in a setting appropriate to the student’s knowledge and skills in social work practice. This six credit hour practicum totals a minimum of 420 hours and is ordinarily completed in the spring semester of the senior year. Students unable to complete all 420 practicum hours associated with SWK 484 in the spring semester may, with approval of the Program Director and Field Director, complete SWK 484\*A1 (2 credit hours) in the fall semester of senior year, and SWK 484\*B1 (4 credit hours) in the spring semester of senior year. *Continuation in SWK 484\*B1 in the spring semester is contingent upon adherence to the guidelines of professional practice and expectations outlined in the Undergraduate Social Work Student Handbook.*

I am requesting permission to complete this two-semester approach, agreeing that I will:

- Complete SWK 484\*A1 (2 credit hours) in the fall semester and SWK 484\*B1 (4 credit hours) in the spring semester of the senior year;
- Be responsible for determining how this two-part course will impact total credits of registration, billing, and financial aid;
- Meet with a designated faculty member periodically during the fall semester, at dates and times set by the faculty member, and complete requirements associated with the senior field practicum as identified by the faculty member and field instructor;
- Complete field practicum hours and responsibilities during the fall and spring semesters as identified in the SWK 484 learning contract;
- Complete a minimum of 10 to 12 hours per week during the fall semester, increasing hours per week during the spring semester, culminating in a total of 420 hours;
- Receive an In Progress (IP) grade in SWK 484\*A1 in December at the close of the fall semester, which will remain in place until the end of the spring semester. I understand that at the end of the spring semester, competencies in the practicum courses will be reviewed in their entirety (SWK 484\*A1 and SWK 484\*B1), and the same grade will be assigned to both courses, reflecting my status at the end of the practicum. If I do not receive a satisfactory grade (S) in the practicum courses, I understand that I must repeat either SWK 484 or SWK 484\*A1 & SWK 484\*B1 (the entire 420 field practicum hours) in order to fill this major requirement. If for any reason I am unable to complete SWK 484\*B1 in the spring semester, I understand that an IP grade in SWK 484\*A1 can remain in place for no more than two semesters (excluding summer), after which it will convert to a “U” and must be repeated.
- Register for SWK 452 (Senior Seminar, 3 credits) in the spring semester.

**Note – Field Director submits completed form to Registrar, who then adds the student into the designated course.**

**Fall Term Approval**

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Name (Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
BSW Program Director (Print)

\_\_\_\_\_  
BSW Program Director (Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
BSW Field Director (Print)

\_\_\_\_\_  
BSW Field Director (Sign)

\_\_\_\_\_  
Date

**Spring Term Approval**

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Name (Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
BSW Program Director (Print)

\_\_\_\_\_  
BSW Program Director (Sign)

\_\_\_\_\_  
Date

\_\_\_\_\_  
BSW Field Director (Print)

\_\_\_\_\_  
BSW Field Director (Sign)

\_\_\_\_\_  
Date

**Office use only:** Initial/Date Fall registration\_\_\_\_\_

Initial/Date Spring registration\_\_\_\_\_

## **FIELD POLICIES FOR THE SOCIAL WORK DEPARTMENT**

**Safety Planning in the Field Placement**

**Transportation of Clients**

**Community & Belonging (Nondiscrimination Policies)**

## **SAFETY PLANNING IN THE FIELD PLACEMENT**

The social work department provides safety training to both junior and senior students prior to their entry into their junior field experiences and senior practicum. The department expects that the field instructor will also discuss the safety policies of the agency regarding home visiting, safety protocols within the agency, any policies regarding emergency situations, and guidelines on how to de-escalate a potentially agitated and/or violent client.

Students are expected to abide by the standards and policies of the field placement agency regarding personal safety in the agency, on home visits, and in the community. Students are also expected to read and adhere to the Safety Guidelines and Risk Reduction Strategies provided in Appendix A of this manual.

Students should feel free to discuss any safety concerns with both the field placement agency and the social work department. Students always need to inform the field instructor and/or faculty liaison of any threatening situations. Remember, it is not possible to eliminate risks, but strategies can be employed to reduce threats to personal safety.

## **TRANSPORTATION OF CLIENTS**

It is the policy of the social work department that students do not transport agency clients in their personal vehicles. The student acknowledges that the social work department (Nazareth College) has no liability for the student's transportation of agency clients on agency business, and that he or she assumes responsibility through his or her own liability automobile insurance for any traveling, including travel to and from the agency, parking, and in conducting home visits to agency clients.

The social work department transportation policy also includes no transportation of clients in agency cars.

## COMMUNITY AND BELONGING

### Nazareth College Statement of Respect and Diversity

**Preamble:** Nazareth College embraces a society that is both diverse and inclusive, and values both respect for the person and freedom of speech. Respect for the dignity of all people is an essential part of the College's tradition, mission, and vision for the future as we advance a socially just and equitable community. The College promotes civility and denounces acts of hatred, violence, and/or intolerance.

**Statement:** We define diversity as a continuum of individual, group, and social differences, both visible and invisible. This definition compels us to confront inherent privilege, power, and marginalization to achieve equity and social justice. Diversity at Nazareth is concerned with, but not limited to: race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religious and spiritual belief, ability, national origin, veteran status, age, and those individuals with cultural characteristics that have been historically underrepresented and underserved.

Nazareth College is dedicated to inclusion, the active pursuit of conscious and sustained practices and processes that value and respect differences. This commitment to diversity and inclusion informs our curriculum, teaching, learning, scholarship, creative activities, co-curricular activities, residential life, community involvement, and support of these endeavors by the Nazareth Community.

This commitment includes:

- engaging in a continual process of education, critical self-reflection and dialogue regarding privilege, power, and marginalization,
- promoting greater access and inclusion through systemic and structural change, and
- ensuring that all students, faculty, and staff reach their fullest potential individually and collectively.

This endeavor is essential in meeting the goal of preparing our students and ourselves for meaningful lives in a diverse and global society.

For more information, please visit the Nazareth College Office for Community and Belonging.

<https://www2.naz.edu/community-belonging/>

## APPENDICES

- A. Safety Guidelines and Risk Reduction Strategies**
- B. Guidelines for the Field Instructor in the Practice of the Supervisory Role**
- C. Bibliography for Field Instruction**
- D. NYS Education Dept. Practice Standards (LMSW & LCSW) & Education Law, Article 154, Social Work**
- E. Summary presented by CSWE: Internships – Department of Labor Regulations & Social Work Education.**
- F. NASW Code of Ethics**
- G. CSWE Educational Policy and Accreditation Standards**
- H. Sexual Misconduct Policy 2021-22**

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## SAFETY GUIDELINES AND RISK REDUCTION STRATEGIES

### HOME VISIT

#### **Pre-visit Preparation**

1. Get very clear directions to the home.
2. Plan and use the safest and most direct route; carry a map in your car or global positioning system. Note cross-street information and/or major landmarks.
3. Know the road conditions in inclement weather situations, particularly in rural areas.
4. Be sure your car is well maintained and has a full tank of gas.
5. Plan with your supervisor whether you should go in pairs.
6. Carry a cell phone if possible.
7. *Always leave a schedule of your home visits with your office, including phone numbers and/or addresses. Let your office know when you are finished in the field for the day.*
8. Never wear expensive or flashy jewelry; wear clothes that will allow you to run if necessary and that are non-suggestive, closed-toe flat shoes instead of heels, and no "flip flops."
9. Call the client as you leave for the visit; you can't get into some buildings unless residents come for you and unlock the main door. Check to see if anyone else will be in the home during the visit and how they are related; are there pets and will they be in a contained area?
10. Become familiar with stores, businesses, police and fire department locations, and other "safe havens" within your community of service.
11. If using a bus, use well-lighted and busy bus stops. Stand with other people whenever possible. Sit near the front, close to the driver. If someone is harassing you, tell him/her firmly and loudly, "Leave me alone!" Persistent persons should be reported to the driver. Be alert to who gets off the bus with you. If you feel uneasy, walk directly to a place where there are other people.
12. Review all available information about client/family, any previous episodes of violent behavior in the home and/or immediate community; are there safety issues (drug-dealing) on the street?

#### **Arrival at the Visit:**

1. If an area looks unsafe when you arrive, drive away; call your client if possible to determine whether to make the visit.
2. Stay alert to your surroundings, look confident and purposeful, walk assertively.
3. If large animals are unrestrained in your parking area, do not get out of your car. Honk your horn and wait for someone to come out, or call your client.

4. Be organized. Have materials ready beside you in your car. Plan your activities so that you do not spend much time taking things out of your car or trunk.
5. Have your car keys in your hand when leaving and returning to your car, look into the back seat before getting in, lock your doors immediately.
6. Do not carry a purse or briefcase; carry your ID, phone, and money in a pocket, possibly a small flashlight (for homes/apartments which are not well lighted).
7. Park close to home on the same side of the street but not in the driveway; do not parallel park or park behind a van.
8. Stand to the side of door when knocking; do not enter until client invites you in; do not stand in front of windows.
9. If in an apartment building, if you are worried about someone who is waiting for an elevator with you, pretend you forgot something and don't get on. Get off if someone suspicious enters, and look inside before you get on to make sure nobody is hiding inside.
10. On the sidewalk, use the part farthest away from shrubs, doorways, and alleys, where people can hide.

### **The Visit:**

1. Make honest discussion of safety issues a routine part of home visits. In addition to standard discussion of home safety, you may decide to include:
  - gun safety; ask client to express his/her view
  - outdoor safety (street or community)
2. Choose a safe place to sit (living room is better than kitchen); sit with your back against the wall and close to door or exit; preferable to sit in a hard and movable chair rather than an overstuffed chair or couch.
3. If you begin to feel unsafe, schedule another visit and leave.
4. If you observe drugs or weapons, reschedule the visit and leave.

### **After Visit:**

1. If it doesn't look safe outside, ask the client to accompany you or wait awhile.
2. Have your car key in hand as you approach your car.
3. Check inside your car before entering; lock car doors immediately.
4. If you are being followed, go immediately to a police or fire station or to a public place.

### **General Safety Points:**

1. Use good judgment, use your observational skills, and always consider safety first.
2. Trust your instincts; if you sense trouble, seek help.
3. Never take unnecessary risks; you are ultimately responsible for your own personal safety.
4. Discuss situations of discomfort or concern regarding your client and/or community with your field instructor, especially if there is concern for the safety of family members or self.
5. At your first meeting with your field instructor, ask about:
  - dress code (what and what not to wear for safety)
  - where to park, especially if at night
  - is someone available to escort you to and from the agency if at night
  - safety of immediate neighborhood
  - their home visiting and safety policies
  - agency training regarding safety

### **OFFICE VISIT**

1. Arrange furniture in the office so you are closest to the door; if possible, client should also have access to an escape route.
2. If the door and/or office does not have a window, leave the door open during "higher risk" interviews. Speak quietly for confidentiality reasons.
3. Clear all items, such as staplers, cups, pictures, from the work desk, as they could be used as weapons.
4. Ask another worker and/or field instructor to check on you if there is risk potential. Never remain alone in a building/agency seeing clients.
5. Work out a code or strategy to alert other staff if there is potential danger.

## ***DEALING WITH THE POTENTIALLY VIOLENT CLIENT<sup>1</sup>***

- Remember that past behavior is the best single predictor of future behavior. Before meeting with a client that you do not know and who may be dangerous, consult agency records or the local police in search of information that may help you assess the risk.
- Be very cautious when dealing with a person who is under the influence of alcohol or drugs, even when you know the person fairly well. A person under the influence of chemicals should be viewed as inherently unpredictable.
- Be cautious when around persons who may be involved in illegal activities such as manufacturing or selling drugs and may, therefore, feel threatened by your presence or by what you have seen. They may be willing to harm you in order to protect themselves from discovery by police.
- Remove all potential weapons from your office when dealing with a potentially dangerous client, including scissors, staplers, paperweights, and other small but heavy objectives.
- Leave your office door partly open during an interview with a potentially dangerous client.
- Notify others if you are planning to meet a potentially dangerous client in your office and arrange for way to signal for help. Arrange your office so that you are closest to the door. Place a desk or other barrier between you and the dangerous client.
- Avoid meeting with clients when you are alone in the office. If you must have the meeting, turn lights on in other offices and lead clients to believe that others will be coming into the office.
- Remember that worker attitudes play a role in either controlling or provoking threatening behavior. Maintain a positive, nonjudgmental attitude toward clients.
- Recognize that both increased structure and decreased stimuli may help clients remain calm and gain self-control.
- Remember that clients use threats and violence when other forms of communication fail them, so utilize skills that facilitate communication and help clients express themselves in words.
- Address the person by name. Do not argue with or criticize an angry person. Avoid doing anything that might be perceived as ridiculing or embarrassing the person.
- Trust your instincts. Assume that you have a built-in unconscious mechanism that can recognize danger more quickly than your rational thought processes. If you feel afraid, assume that you are in danger, even if you cannot clearly identify why you feel this way.
- Remember that an attack by a client is almost always the reaction of someone who is afraid and feeling threatened. Thus, strive to speak and act in ways that lessen the client's need to be afraid of you. Demonstrate empathy and that you understand the reason behind their anger and fear.

- Avoid standing above others. If possible and safe, take a sitting position. Standing is more authoritarian and threatening than sitting.
- Attacks by clients are most likely when they feel trapped or controlled, either psychologically or physically. To the extent possible, give clients options and choices. Your location in a room should be one that allows the client to escape without having to come close to you.
- Be alert to signs of an imminent attack such as rapid breathing, teeth grinding, dilated pupils, flaring nostrils, choppy speech, clenched fists, and threatening movements of the body.
- Allow angry persons to vent their feelings. Most angry persons will begin to calm down after two or three minutes of venting or name calling. While this is going on, it is usually best to listen respectfully and allow them to express their feelings. However, some people are stimulated by their own words and grow even more angry because of what they are saying. If that occurs, the level of risk is increasing.
- Do not touch an angry person, especially if they may be under the influence of a drug. Do not move into their personal space. Remain at least four feet away from the person.
- An angry or dangerous person is more likely to attack someone who appears weak, insecure, and unsure. Therefore, present yourself as calm, composed, and self-confident, but not haughty.
- If an individual threatens you with a gun or other weapon, assure him or her that you intend no harm, and slowly back away. Do not attempt to disarm the person. Leave that to the police, who have special training.

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<sup>1</sup> From Garthwait, Cynthia L. *The Social Work Practicum: A Guide and Workbook for Students*, 3<sup>rd</sup> Ed. Published by Allyn and Bacon, Boston, MA. Copyright © 2005 by Pearson Education. Reproduced by permission of the publisher. Further reproduction is prohibited without permission of the publisher.

## GUIDELINES FOR THE FIELD INSTRUCTOR IN THE PRACTICE OF THE SUPERVISORY ROLE

1. It is important to begin the field instructor/student relationship with a contract detailing regular times for supervision, plans for choosing tasks, plans for observation and analysis of student's work, and plans for evaluation of the student's performance.

An additional part of the contract should be devoted to helping the student develop an individualized learning plan, i.e., goals and objectives, expected activities, and responsibilities.

2. In the initial meeting with the student, contract the nature of the field instructor/ student relationship, i.e., what supervision is all about, what happens within it, what the role and expectations of each will be, and dealing with authority issues such as evaluation.

3. Helpful topics to cover in orientation:

- a. purposes, policies, functions, and goals of agency
- b. funding sources
- c. clientele served
- d. geographic area served
- e. specific activities of agency
- f. relationship between the agency and the community
- g. personnel regulations
- h. expectations of the student by the agency
- i. "flowchart" or organizational chart showing agency chain of decision making
- j. agency guidelines regarding confidentiality, the code of ethics, and the release of information, either verbal and/or written.
- k. statistical forms and requirements
- l. physical layout of the agency, office and desk space
- m. introduction to social service staff, other professional staff
- n. introduction to office staff and office procedures (obtaining records, sign-in/out book, mail, voicemail, e-mail).

4. In addition to orienting the student to staff and setting, the field instructor may need to prepare staff for arrival of the student by:

- a. reaching for their underlying ambivalence regarding the student.
- b. contracting with staff for their help in working with the student, i.e., supplying cases and/or the opportunity for student observation of their work.

5. The student beginning placement often has some anxieties about how to behave socially, i.e., whether he/she can have a cup of coffee in the staff lounge, or park in the staff lot. These experiences initially can be structured just as those with an educational focus.
6. It is often helpful for the student if the field instructor acquaints the student with the community (drive or walk through it) and the clientele served.
7. It is better to plan weekly/regular student/field instructor conferences to discuss the student's work, recording anything concerning the student and/or field instructor.
8. An agenda developed by the student and field instructor is useful for supervisory sessions as it allows for a spread of responsibility, patterns of questions and problems over time, and indications of what has been and hasn't been learned. Student input further enhances the student's responsibility for his/her own learning.
9. Tune in to anxieties/fears as the student begins new experiences, i.e., beginning field, seeing his/her first client, student's first presentation at staff conference, his/her first evaluation conference, concerns regarding what constitutes "professional role," dress.
10. It is important to help the student prepare to make his/her first contact with a client, and to determine how he/she will deal with "being a student."
11. The field instructor needs to offer the student some practice for things which might go wrong in the interview, what to expect, and what differences in values there are. Role-plays might be helpful here.
12. The student benefits initially from the opportunity to observe his/her field instructor in interviews so he/she has a model; the student will eventually develop his/her own style of working.
13. Help the student determine what his/her role as a social worker is, how he/she can learn from his/her clients.
14. Help the student tune in to his/her own feelings as he/she works with a particular client, and what the client(s) is struggling with and how they are feeling.
15. The field instructor may need to decide with the student whether he/she needs to intervene with other staff regarding unhelpful responses to the student or whether the student wants to tackle it him/herself.
16. Assign tasks with a clarity that allows the student to know the purpose of the task and to appreciate the need for the task. The student must feel he/she is making a meaningful contribution to the agency as well as having a learning experience.

17. Help the student understand the steps taken in the process in performing each task, the relationship to theory and value base, and to understand his/her feelings and attitudes possessed during the performance of the task. It is a good time to help students relate their field experience to classroom learning.
18. The student can test his/her ability to take responsibility for his/her own learning through involvement in selecting his/her own tasks, as from a number of potentially available assignments.
19. It is helpful to develop tasks that challenge the student to first look at what is before him/her and then select a method of intervention suitable to the needs of the situation. This is in contrast to the assignment of tasks in which the interventive method is laid out for the student.
20. Tasks placing the student on his/her own as soon as possible are motivating and growth-producing even though observation of others and the sharing of responsibility may be appropriate at beginning stages of the student's involvement.
21. Some required recording (process and/or role) and the analysis of it appears to have a direct relationship to the way the student develops skills in working with people.
22. Even in the beginning stages of a new work experience, it is helpful if the student assumes responsibility for analyzing his/her own work, prior to the field instructor doing so.
23. Involve the student to the limit of his/her ability in the evaluation conference toward making a realistic review of his/her progress and problems. There should be no surprises regarding the student's performance at the time of evaluation. It is helpful for the student if the evaluation form and interpretation of it has been discussed early in the field instructor/student relationship.
24. All students have a right to a direct statement of any educational problem that is viewed by the field instructor as a blocking factor in the student's development. The need to know about one's competence is the single most important issue to be addressed in supervision.
25. The student's learning can be additionally advanced and his/her evaluation further individualized when he/she is appropriately involved in the writing of his/her evaluation and when his/her contributions are clearly identified as his/her own and are included.
26. Listen with understanding and empathy when the student has personal and/or professional problems, but it is generally best for the field instructor not to fall into the role of therapist for the student.
27. Be as open and honest as the student in his/her situation can handle. Deal with underlying issues and conflicts as they develop.
28. Be open to sharing that you don't know all the answers.
29. Set a climate in supervision for acceptance, support, stimulation, and expectation, so the student can come with concerns, questions, and the new ideas.

30. Help the student to explore his/her personal values, particularly when working with traditionally oppressed populations (e.g., persons of color, women, persons with disabilities, gay men and lesbian women), and relate these to social work ethics, values, and practice principles.
31. It is helpful to be aware of the parallel process at work in both relationships: field instructor with student, student with client. The field instructor, in working with the student, demonstrates the very skills which the student in turn needs to use with the client.
32. The student needs specific help in how to assess his/her role in the agency system, how he/she might develop formal and informal means for influencing policy, procedures, or service delivery, and how to communicate effectively with other staff.
33. In the ending phase (termination) of work with the student, the dynamics again parallel the student's ending with his/her client. The field instructor can therefore model the ending skills with his/her student, tuning in to his/her own feelings in ending with the student and reaching for the student's feelings in leaving the agency setting. The student in turn can then tune in to his/her feelings in ending with his/her client and aid his/her client in expression of feelings and the moving onto the next stage of their life.

These guidelines for field instructors are a synthesis of thinking and writing from several social work professionals who have written extensively in the field of supervision, e.g., Alfred Kadushin, Lawrence Shulman, and Francis Manis. They are offered in response to several requests from our field instructors, just beginning in that role, for more structured information for the "how to" of good field instruction. More experienced field instructors might also find them a useful review of methods they already practice, or provide them with new ideas.

A seminar in field instruction is periodically offered, based on the book *Learning to Teach, Teaching to Learn*, published by the Council on Social Work Education. It is open to all field instructors and runs for six weeks, two hours each week.

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## NYS Laws and Regulations for Social Work Practice

To review current law and regulations in regards to licensed social work practice, the most current information is available from the NYS Office of Professions website.

### *Laws, Rules & Regulations*

#### Education Law

- [Title VIII](#) – links to all Articles
- [Article 154](#) – Social Work

#### Rules of the Board of Regents

- [Part 29](#) – Unprofessional Conduct

#### Commissioner's Regulations

- [Section 52.30](#) – Social Work
- [Subpart 74](#) – Social Work

The URL is:

<http://www.op.nysed.gov/prof/sw/swlaw.htm>

*The NYS Education Office of Profession has posted Social Work Practice Guidelines. These are available at URL: <http://www.op.nysed.gov/prof/sw/swguides.htm>*

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### **Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight**

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>). Over the last several months interns at several for-profit companies (Fox Searchlight Pictures, Harper's Bazaar, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A couple of courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work. CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site and a learning contract between the student and the site.

*Source: Council on Social Work Education Communication; September 6, 2013*

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## **Student Rights & Responsibilities for Clinical Placements: COVID-19 Pandemic**

Nazareth College students have responsibilities and rights when they elect to participate in a clinical placement. These responsibilities and rights are set forth in departmental practicum handbooks. In addition, this Addendum addresses additional rights and obligations of Nazareth College students who elect to participate in a clinical placement during the COVID-19 pandemic, including the obligation to adhere to all guidelines and directives established by their respective clinical programs.

### **Student Rights**

In order to promote a safe and healthy clinical experience during this pandemic, all Nazareth College students have the right to:

1. Participate in proper training and have access to appropriate Personal Protective Equipment (PPE) and supplies specific to the COVID-19 pandemic and appropriate for the clinical environment to which they are assigned.
2. Expect that their clinical placement site adheres to all applicable federal, state and local laws, as well as CDC guidance.
3. Access site-specific information that can reasonably inform decisions regarding personal safety within the clinical learning environment.
4. Communicate concerns regarding safety practices at a given clinical site to the department course instructor and/or clinical coordinator.
5. Choose to defer clinical placement until a later date for personal health or safety reasons (including reasons relating to the health and safety of family or household members) or to refuse or terminate placement at an assigned clinical site due to the student's belief that it is a danger to their personal safety. Before taking such action, students will be required to communicate their decision to the College orally and in writing. Students will not incur academic penalty or adverse action if the deferral, refusal or self-termination decision is directly related to personal health or safety and occurs while the student is in good academic standing.
6. When possible and pursuant to program policy, be reassigned to a different clinical facility due to the student's personal health and safety concerns (as noted above). Where reassignment is not possible, all effort will be made to resume clinical training at the next clinical start date, if not sooner. Nevertheless, students must understand that decisions to defer or terminate placement may delay the student's matriculation and/or graduation.
7. Be informed by the clinical placement facility of a change in health status (i.e. testing positive for COVID-19) of any patient/client with whom the student has been in direct contact.

### **Students Responsibilities**

During the COVID-19 pandemic, your clinical placement site may be required to follow certain federal, state, and local requirements in order to protect health and safety. Nazareth College does not exercise control over your clinical placement site or the specific safety protocols adopted by the site in response to the COVID-19 pandemic. Nevertheless, Nazareth College expects that all students will follow the specific safety protocols established by the site.

In addition, all Nazareth College students have the responsibility to:

1. Provide maximum patient/client safety by adhering to the current recommendations regarding physical distancing, use of travel restrictions, and pathogen risk reduction outside of clinical practice.
2. Adhere to Centers for Disease Control guidelines for use of PPE in the clinical setting. <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>
3. Immediately communicate concerns regarding safety practices at a given clinical site to their course instructor and/or clinical coordinator.
4. Report to the course instructor and/or clinical coordinator if they have COVID-19 symptoms and/or have been exposed to persons with COVID-19, whether in the clinical setting or other environment. If this occurs, students should stay home and follow the current public health department protocol for COVID-19 exposures.
5. Comply with all applicable policies, procedures, and rules of the clinical site/facility and program, including those temporarily in place due to the pandemic.

**ACKNOWLEDGEMENT**

My signature below indicates that I have read, understand, and agree to abide by the rights and responsibilities outlined above.

Student's Signature: \_\_\_\_\_

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

Student's Printed Name: \_\_\_\_\_

**NASW CODE OF ETHICS**

**CSWE Educational Policy and Accreditation Standards**

**Sexual Misconduct Policy**