



Social Work Department

Field Education Manual

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Additional Reference Material (please go online to access):

- A. The National Association of Social Workers (NASW) Code of Ethics can be accessed online at NASW’s Web site: <http://www.socialworkers.org/pubs/code/code.asp>; a hard copy may also be obtained (see Field Education Director or Administrative Assistant).

- B. Plymouth State Academic Year Calendar can be accessed online at: <http://www.plymouth.edu/registrar/calendar.html>

- C. Social Work Curriculum can be accessed online at: <http://www.plymouth.edu/socwork/catalog/index.phtml>

- D. Curriculum Planning Guides for each Academic Catalog can be accessed online at: <http://www.plymouth.edu/undergrad/Curr-Guides/>; be sure to use the proper guide for the catalog you have declared (typically based on the term in which you entered PSU)

Plymouth State University Social Work Curriculum and Field Education

The Plymouth State University Social Work Department offers an undergraduate degree that builds on a liberal arts foundation and prepares students for a variety of social work careers as well as for graduate study in social work. Students are prepared for generalist, entry-level social work practice.

The faculty of the Social Work Department has established educational outcomes (program learning objectives) for students who complete the program.

Students should develop the following knowledge, skills, and professional values:

1. apply critical thinking skills within the context of professional social work practice
2. apply the values and ethics of social work in professional practice
3. practice without discrimination and with respect for human diversity
4. understand forms and mechanisms of oppression and discrimination in the U.S. and other parts of the world and strategies of change that advance social and economic justice
5. understand and interpret the history of social work and contemporary structures and issues of social welfare
6. apply the knowledge and skills of generalist practice with systems of all sizes
7. use theoretical frameworks to understand human development and behavior across the life span and interactions between people and their environments (social systems)
8. analyze the impact of social policies on clients, practitioners, and agencies and influence social policies through professional social work practice
9. evaluate research studies and apply findings to practice and, under supervision, evaluate their own practice interventions
10. communicate and collaborate with clients, colleagues, and members of the community
11. use supervision appropriate to generalist practice
12. function within the structure of organizations and service delivery systems, and, under supervision, seek necessary organizational change

In addition to the required classroom courses, a major component of the program is the block field placement or Practicum which is completed in the spring semester of the student's senior year. Students are placed in a variety of social service agencies, residential facilities or

institutions throughout New Hampshire, though primarily in Grafton and Belknap Counties. (In special cases, students may be placed out of state.)

Each student is required to complete 12 credit hours of Practicum or 450 field hours during the spring semester. Each student is also required to participate in a concurrent field seminar taken with other students placed in the field and taught by the Director of Field Education.

Finally, in addition to the core curriculum and field education, the program offers five Options in Child and Family Services, Aging Services, Health Services, Mental Health Services and the Spanish Language.

SELECTION OF AGENCIES, FIELD INSTRUCTORS AND STUDENTS

A. Selection of Agencies

The Social Work Department at PSU or an individual agency may initiate procedures for the establishment of an agency Practicum. The Director of Field Education at PSU will determine whether the agency meets the criteria for field education and/or if student interest in such a placement exists at the time of inquiry. The agency should complete and submit the "Agency Screening Form." The Field Education Director will contact the agency to speak with the executives and social work staff, and be apprised of the agency's philosophy, program, policies, services and procedures. The following criteria will be used to select field education agencies:

1. The mission of the agency should be consistent with the values and ethics of the social work profession. (see *NASW Code of Ethics*)
2. The agency board, administration and staff should be committed to field education as an important function of the agency.
3. The potential field instructors should be qualified by education, training and experience to undertake the responsibilities of field supervision. Qualified BSW or MSW staff members are preferred.
4. The agency should be in good professional standing in the community. In some cases, this may mean accreditation or licensing by appropriate local or national standard-setting bodies.
5. The agency or program within the agency should be able to offer the student a range of educational experiences appropriate to entry level social work practice.
6. The agency or program staff should be of sufficient size so as not to rely on student field work to maintain the basic program.
7. Physical resources should be available to provide necessary desk space, access to telephones, and other support materials and supplies.
8. The designated field instructor should be available at least one hour per week for student supervision.

B. Selection of Field Instructors

Field instructors are selected by the agency executive or program director in conjunction with the Director of Field Education. However, preference will be given to social work staff with B.S.W. or M.S.W. degrees and who have at least one year of experience working in the designated agency. If the potential field instructor does not have a social work degree, a bachelor's degree and two years of experience within the designated agency is preferred.

The following efforts will be initiated to provide a social work perspective in field instruction at the field agencies unable to provide instruction/supervision by a staff member with a BSW or MSW:

1. Efforts will be made by the agency and/or PSU to secure supervision by a B.S.W. or M.S.W. once every two weeks, in addition to the weekly and ongoing supervision by the primary field instructor. The use of BSWs and MSWs who are agency board members, other agency staff and collateral community agency staff has proven useful to provide such supervision.
2. Efforts to promote inter-agency group supervision once every two weeks, led by a B.S.W. or M.S.W. will be attempted. Other agencies where PSU students are placed may be viable options for facilitating such collaborative supervision.
3. Students may attend peer supervision sessions that have BSW and MSW members, once every two weeks.
4. Field instructors will be offered field instruction techniques from the social work perspective through lecture, discussion, readings and small group exercises, at training sessions during the semester. The mid-semester on-site visit with social work faculty liaisons provides another vehicle for assistance and support.
5. In those cases where no BSW or MSW perspective is available on an ongoing basis, particular attention will be given during the co-requisite seminar, to the ability of the student to process his/her field experiences from a social work perspective.

The following criteria will be used to select field instructors:

1. A professional commitment to the values and ethics of social work;
2. A personal commitment to his/her own professional development and growth within a developing profession;
3. An ability to interest students in the values and practices of social work;
4. An ability and willingness to fill the role of social work educator, including respect for scientific inquiry, knowledge of the population served and effective communication;
5. Willingness to cooperate with PSU's Director of Field Education and the student to design a mutually acceptable educational experience;
6. Willingness to accept individualized learning patterns of students and to develop individualized educational goals with students;
7. An ability to evaluate the student's field practice.

C. Assignment of Students

At present, due to the size of the program, the Director of Field Education is able to develop individualized student placements. While student preferences are taken into account, the program is responsible for selection of the field agency. Various factors are considered in the discussion and decision to place a student in a particular agency. These include:

1. The student's past volunteer experience and interest in an area of practice;
2. The potential to broaden the student's education and experience;
3. The "fit" between the agency's program and staff, and the student's interest and personality;
4. The student's personal situation, including family responsibilities, financial needs, access to transportation, travel distance to agency or other special circumstances.

The procedural steps for assignment to the Practicum begin one year prior to the placement, as follows:

1. Students meet with the Director of Field Education to discuss interests and potential field agencies and to review the requirements for agency approval.
2. Students approach the agency. If the agency expresses interest, the student arranges to visit the agency to meet with the potential field instructor.
3. If the student and agency are both interested in the placement, the Director of Field Education contacts the potential field instructor to discuss expectations and responsibilities of the program, agency and student.
4. Placement is approved or disapproved by the Director of Field Education.
5. If a student does not secure a placement of choice by the given deadline (usually in September prior to entering the Field Practicum), the Director of Field Education will make the field assignment.

D. Employment-Based Practicum

Students may not do a field practicum in their regular employment setting unless an alternate and new assignment within the organization can be arranged for the field practicum hours that differs from the student's regular assignments and tasks. This new assignment must meet the student's learning needs and all of the Program's requirements. The Director of Field Education will determine the suitability of any proposed Employment-Based Field Practicum Plan.

The student is asked to develop a plan including the following components:

1. General information
 - a. Student's name and contact information
 - b. Agency name and contact information
 - c. Task Supervisor (immediate supervisor) and contact information
 - d. Social Work supervisor (MSW or BSW) and contact information
 - e. Practicum quarters proposed for placement
2. Agency/Program information
 - a. Brief description of agency mission, client population, & services provided
 - b. Description of student's current employed role (include title) and duties

- c. Description of student's proposed experience within the setting. Highlight how the experience must also provide the student with a generalist experience (see criteria) including varying client systems and interventions.
 - d. Describe how student's workload will be adjusted to accommodate the practicum hours (450 total).
3. Field Instructor
 - a. The student's employment supervisor cannot be the field instructor.
 - b. Approved field instructors must have a BSW, MSW or bachelor's degree and two year of experience within the agency.
 - c. The field instructor must agree to provide one hour per week of direct supervision.
4. Practicum Agency/Program
 - a. The agency must agree to reassignment of the student for the 450 hours of field experience and the newly defined proposed task.
5. Acknowledgement of Plan
 - a. The student will obtain the signatures of his/her current employment supervisor, agency representative, and field instructor. The student must also sign the plan.
 - b. The student will turn the plan in to the Director of Field Education for review and approval.

FIELD EDUCATION RESPONSIBILITIES

The PSU Social Work Department appreciates the time and effort taken by social service agencies in the community to contribute to social work education. A summary and outline of the responsibilities of the student, agency, and University has been prepared. This document is signed by all of the parties involved. The field instructor is responsible for submission of the student learning contract, mid-semester and final evaluations, and any other reports, as necessary.

During the practicum, the faculty field liaisons assigned to the students will have periodic contact with the field instructor. Visits will be arranged mid-semester by the faculty field liaisons. The Student Performance Evaluation forms are used to document the student's progress (Mid-semester) and overall performance (Final). Questions often arise about field education; field instructors should feel free to raise any concerns or issues with the Director of Field Education.

A copy of the forms used by the agency, student and field instructor during the practicum are included in our manual. They should be reviewed by the field instructor prior to the start of the practicum.

A. Suggested Timelines:

One Year Prior – Spring Semester	Mandatory Meeting for all Students Planning to enter the Social Work Field Practicum the following spring
3 rd Week of October	Completion of Field Training Agreement, Agency Screening Form and submission of Supervisor(s) resume(s)
2 nd Week of December	Agency Completion of Department of Labor Certification
3 rd Week of January	First Field Instructor on-campus Meeting & Training Session (usually carries 3 C.E.U.s through NH – NASW)
3 rd Seminar Class (spring semester of placement)	Student Learning Contract DUE (final version); Field Faculty Liaisons meet w/students 2 nd Sem. class to review drafts
4 th Seminar Class	FINAL Version of Student Learning Contract DUE
6 th week of Semester	Mid-Semester Evaluation completed by Field Instructor
Weeks 6-8 of Semester	Mid-Semester Agency Site Visit conducted by Faculty Liaison (should schedule during weeks 4-6)
Mid-April	Second/Final Field Instructor on-campus Meeting and Training Session (typically carries 3 C.E.U.s through NH – NASW)
1 st Week of May	Final Student Performance Evaluation by Field Instructor

B. Grading

The Director of Field Education reviews the Final Student Performance Evaluation. Following this review, a determination for PASS or FAIL is made in consideration of the following criteria:

- Attainment of any needed improvement listed from the mid-semester evaluation
- Ratings in Satisfactory & Unsatisfactory Categories
- Any concerns raised regarding student performance that reflects unprofessional and/or unethical/illegal behaviors.

It is important to note that the Social Work Department may terminate students from the major at any time for non-academic reasons (see policy).

C. Ensuring Successful Practicum Outcomes*

Agency representatives have communicated that they have the following expectations of students:

1. *Adherence to the NASW Code of Ethics which sets forth values, principles, and standards to guide social workers' conduct. The code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.* Students are urged to pay particular attention to the confidentiality provision.
2. Regular and on-time attendance; skipping is seen as evidence of the lack of professionalism (time missed for any reason must be made up).
3. Willingness to learn and to take initiative.

4. Asking questions – especially when in doubt about policies and procedures.
5. Appropriate professional dress (Check with the field instructor and/or the Director of Field Education if in doubt about appropriate dress).
6. Sobriety and good judgment are expected from all students (do not go to the agency under the influence of or impaired by mood altering or intoxicating substances).
7. Obey all agency policies and government laws.

Finally, remember that you are representing Plymouth State University's Social Work Department – not just yourself. We count on you to help maintain good relations between the agency and PSU.

If Problems Occur:

Make it a practice to deal with concerns and problems before they become overwhelming. When you have a concern, you are advised to take the following steps in sequence:

1. Talk to you field instructor and attempt to resolve the issue. If you do not reach a satisfactory resolution:
2. Speak with the Director of Field Education. If there is no resolution with the Director of Field Education:
3. Speak to the Chair of the Social Work Department. If you cannot resolve the issue:
4. Speak with the Associate Vice President for Academic Affairs for PSU.

*Adapted from University of Kentucky, College of Social Work Field Education Manual

PRACTICUM PLANNING AND EVALUATION INSTRUMENTS

are included in following section.

Some forms may be available in “tab-thru/type-in” format.

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

Field Work Placement Screening Form

Date: _____

Name of Agency: _____

Address: _____

Email/Website: _____

Phone/Fax: _____ Agency Director: _____

Has the agency had PSU social work students before? Yes _____ No _____

Has the agency had social work students from another college or university before? Yes _____ No _____

Function/Structure Auspices of Agency: _____

Field Instructor: _____

Has this person ever supervised students before? Yes _____ No _____

From where? _____

What is his/her background in supervision? _____

Professional training of supervisor? _____
(B.S.W., M.S.W., M.Ed., In-Service, etc.)

Number of years experience post highest degree earned _____

Is this person given release time for supervision? Yes _____ No _____

Is this person willing to commit to at least one hour of formal supervision per week?
Yes _____ No _____

Field Work Placement Screening Form (continued)

Number of student placements being considered? _____

For each student, please list the specific activities and assignments in placements: _____

Is agency agreeable to the student working 32-34 hours per week (4 – 4 ½ days)? Yes___ No___

Is an agency stipend available? Yes___ No___

What physical facilities are available to students (own desk, room, chair, etc.)? _____

Does student need a car? Yes___ No___

Reimbursement for travel? Yes___ No___

Is agency on a bus line? Yes___ No___

Can your agency offer a paid placement? Yes___ No___

Typical daily hours? _____

What is agency policy regarding student vacation time? _____

In what way is permission granted to do research in the agency (human studies committee, permission of supervisor, permission of agency, etc.)? _____

Any special consideration/requests/demands made by the agency (include information the agency wishes the school to elicit from students before matching, e.g. commitment to agency philosophy)? _____

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

Field Education Agreement

Plymouth State University currently offers a Bachelor of Science in Social Work. Social Work majors are required to complete a block placement (one semester/450 hours) at a social service agency. This agreement outlines the mutual responsibilities of the Social Work Program at Plymouth State University, _____, the agency serving as a facility for the student practicum, and the student, _____. This agreement shall commence on _____ and terminate on _____. It is important to assure the completion of 450 hours of work by the student. In unique instances where a student must work past June 1, this agreement shall extend until September 1 of the year it is dated, unless terminated sooner. Either party may terminate this agreement with thirty (30) days written notice to the other party provided, however, any such termination or notification shall not prevent a student who is in the program from completing the major.

Responsibilities of the Plymouth State University Social Work Department

- 1) Provision of a faculty liaison;
- 2) Consultation with the agency prior to placement of any student in order to review the objectives and responsibilities involved in the practicum (detailed in Field Education Manual);
- 3) Monitoring the field learning experiences of the student (telephone discussions and agency visits, as needed);
- 4) Withdrawal of a student from the agency placement when circumstances indicate that the student or agency is unable to meet the conditions of the practicum; this will be done only after consultation with the student and field supervisor;
- 5) Arrangement for library privileges for field supervisors, if desired;
- 6) Adherence to the NASW Code of Ethics. (See Appendix A);
- 7) Provisions, through the University System of New Hampshire, for professional liability insurance coverage for each student to the limits of \$1,000,000 per occurrence and \$3,000,000 aggregate;
- 8) Non-discrimination in selection and/or placement of students and/or field supervisors. In accordance with federal and state laws and/or University policy, Plymouth State University does not discriminate on the basis of race, color, religion, national origin, sex, age, veteran's status, handicap or sexual preference.

- 9) Plymouth State University agrees to indemnify and hold harmless the provider/agency from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage rises out of the negligent acts or omissions of the University's students, faculty, staff or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.

Responsibilities of the Agency

- 1) Designation of one primary field supervisor for the student to be supervised and to coordinate the learning experience and be responsible for the final evaluation report and grade;
- 2) Provision of adequate release time for the field supervisor to offer supervision (individual conference) for at least **one hour** per week and for group conferences as needed;
- 3) Provision of office supplies, telephone facilities, and office arrangements and space to enable the student to function effectively;
- 4) Provision of orientation to the agency, case and group assignments, and field learning experiences;
- 5) Provision of worker safety training including policies, procedures, and protocol to the student immediately when they begin the practicum;
- 6) Requirement of student recordings and summaries (in compliance with agency record keeping policies);
- 7) Reimbursement for students' travel expenses, whenever possible, incurred in fulfilling duties at the agency;
- 8) Immediate communication with Plymouth State University faculty liaison and/or Director of Field Education regarding any concerns with the practicum;
- 9) Submission of contracts, reports, evaluations in proper form and content;
- 10) Final decision regarding the number of students it can accommodate for the practicum;
- 11) Participation in orientation and training opportunities for field supervision offered by the Social Work Department;
- 12) Adherence to the NASW Code of Ethics (see Appendix A);
- 13) Non-discrimination in selection and/or placement of students and/or field supervisors.
- 14) The agency agrees to indemnify and hold harmless Plymouth State University, its Trustees, officers, employees, students and agents from and against any and all claims and suits relating to personal injury or property damage to the extent such personal injury or property damage arises out of the negligent acts or omissions of the provider staff, the agency staff, employees or agents while in the course of their duties under this agreement. Notwithstanding the foregoing, neither party shall be liable hereunder with respect to any settlement of a claim or suit entered into without the other party's written consent.
- 15) The agency will make every reasonable effort to assure that no conflict of interest exists by screening students out of work with persons who are or are related to PSU faculty, staff and students.

Responsibilities of the Student

- 1) Follow the agency calendar unless other arrangements are planned in advance with the field supervisor and faculty liaison. Changes in the beginning and ending dates made only with

the consensus of the agency and school. Spring vacation week taken only with agreement of the agency supervisor;

- 2) Completion of all recording, documentation and reports required for Plymouth State University and the field supervisor;
- 3) Preparation for and participation in regular supervisory conferences with field supervisor;
- 4) Professional and ethical conduct, maintenance of confidentiality and adherence to NASW Code of Ethics (see Appendix A);
- 5) Health and/or automobile insurance and/or employee/trainee physical examination, if required by the agency;
- 6) Financial compensation during the placement is not provided unless otherwise arranged with the agency and Plymouth State University Social Work Department;
- 7) Travel to and from the practicum.
- 8) Students are required to make up time missed due to illness or unavoidable absence in excess of two days. These arrangements are made between the student, field supervisor and the Plymouth State University Field Director.
- 9) Students will inform their supervisor immediately if work is assigned which involves persons who are or are related to PSU faculty, staff and students in order to be removed from such work.

The Social Work Department at Plymouth State University considers field education to be an integral, vital part of the social work curriculum and recognizes the contributions of the agencies and field supervisors. In entering into this significant affiliation, the parties agree to the responsibilities and functions outlined above.

PSU Director of Field Education

Date

Agency Field Supervisor

Date

Student

Date

Vice President for Academic Affairs

Date

Vice President for Financial Affairs

Date

**PLYMOUTH STATE UNIVERSITY
SOCIAL WORK DEPARTMENT**

Guidelines for Student/Field Supervisor Contracts

Read this page along with the short answer questions to guide the development of your contract. When you have thought about these items, please proceed to draft your Student Learning Contract, which will be due in draft form by the second meeting of the co-requisite Social Work Seminar class.

The general objectives for the field experience may be the development of either knowledge or skills. In order to take into account the unique learning needs of each student and the unique experiences offered by each placement, we ask that students and field supervisors develop written learning contracts during the early weeks of the placement. The purpose of the contract is to provide a working agreement between the student and field instructor, and a tool to evaluate the student's progress during the semester.

In preparing your contract, please keep the following things in mind:

1. Both objectives and tasks should be realistic. That is, they should include only those things that are possible to accomplish during a semester, not everything you might wish you could accomplish.
2. The contract should be a collaborative effort between the student and field instructor, but students should assume responsibility for actually writing the final document.
3. The contract should be completed in triplicate by the fourth week of the placement, signed by both student and field supervisor, and presented to the field instructor (faculty) for approval. Once approved, the field instructor will keep one copy and return the other to the student and field supervisor.
4. Contracts can be amended at any time, but mid-semester is suggested as a good time for a careful review and making any amendments necessary.

Use the following to guide your development of the Student Learning Contract:
(To be prepared by student, with assistance from the Field Instructor as necessary)

Objectives (Goals which may be the development of either knowledge, values or skills)

Be as specific as you can and use your own words.

1. During my placement, I want to learn the following things about the agency, the services it offers, and the client system it serves:

2. I want to gain the following **knowledge** about working with clients served by the agency:

3. I want to learn the following **values** regarding my work with clients (including learning about human diversity):

4. I want to learn the following **skills** for working with and on behalf of client systems:

Use the following to guide the Field Instructor in developing Student Learning Contract:
(To be prepared by the Field Supervisor)

Tasks (Activities)

1. The following is a list of activities in my agency in which the student can be involved:

Immediately:

Later in the semester:

2. The following are some things I think the student should learn in the areas of self-understanding and professional accountability:

3. The following are some operating procedures I think we need to work out:

PLYMOUTH STATE UNIVERSITY
Department of Social Work
Student Learning Contract

This form for the learning contract outlines the learning objectives for the Social Work Practicum. It is organized into eleven categories of professional competence. Students' assignments should be designed to enable the achievement of these objectives. During the semester, all objectives must be incorporated in the practicum. If you are having difficulty designing appropriate assignments in your setting, please contact Dr. Meyer, Social Work Seminar Instructor, or the Faculty Field Liaison for consultation.

In each area, you are asked to indicate what you will use as evidence of the student's achievement of the learning objective (the criteria or basis that will be used for evaluation of the student's performance). The supervisor should also specify how the student's progress will be monitored during the semester (e.g. discussions during field instruction; evaluation of process recordings, case records and presentations; activity reports, etc.).

The student and supervisor should work together to develop this contract. It is important that students know in advance how they will be evaluated and how their performance will be monitored.

Student's Name (print & sign) Date: _____

Field Instructor (print & sign) Date: _____

Agency/Department: _____ Semester: Spring _____ (year)

Task Supervisor/s Assigned (if applicable): _____

PSU Faculty Field Liaison Assigned: _____

Approved by: _____ Date: _____
(signature) PSU Field Education Director

*Based on instrument developed by C. Horejsi & C. Garthwait. (2002). The Social Work Practicum: A Guide and Workbook for Students, 2nd ed. Boston: Allyn & Bacon. This document is an adaptation of the instrument developed by Temple University.

Category A: Social Work as a Profession

- A1. Understands the social work role and purpose as distinct from the role and purpose of other professions.
- A2. Demonstrates competence in a variety of social work practice roles (e.g. case manager, advocate, planner, counselor, broker, etc.)
- A3. Applies social work values and ethics, including social and economic justice, and conducts self in accordance with the NASW *Code of Ethics*.
- A4. Demonstrates competence in the various levels of social work intervention from micro-level to macro-level practice (e.g. from direct practice with individuals to social change efforts).
- A5. Conducts self in a professional manner (punctuality, reliability, efficiency, organization, task completion, appropriate dress for setting).

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<i>Social Work as a Profession:</i> Develop an understanding of generalist social work practice, including social work roles, levels of intervention, and the NASW <i>Code of Ethics</i> .				

Category B: Organizational Context of Practice

- B1. Understands the agency or organization’s purpose, mission, history, funding, and structure.
- B2. Facilitates the organization’s flow of work; understands and applies appropriately the organization’s policies, procedures, and protocols.
- B3. Works creatively and collaboratively within appropriate agency guidelines.
- B4. Understands the relationship of the organization to other community agencies and organizations.
- B5. Analyzes and uses appropriately the organization’s procedures and tools for evaluating its effectiveness in meeting client needs; suggests additional evaluations if needed.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<i>Organizational Context of Practice:</i> Analyze the practicum agency in terms of mission, structure, function, funding, services, and effectiveness in meeting clients needs.				

Category C: Community Context of Practice

- C1. Is aware of community services, programs, and resources relevant to the organization’s clients.
- C2. Uses community resources most appropriate for specific clients.
- C3. Appropriately and effectively uses case and class advocacy; helps people advocate and access resources for themselves.
- C4. Is able to identify gaps in services within the community.
- C5. Understands effects of community and other contextual factors on clients and services (e.g. rural/urban environments, demographics, funding priorities, attitudes, economics).

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Community Context of Practice:</i> Understand the features of the community that affect clients, becoming aware of and taking advantage of the range of community resources available.</p>				

Category D: Data Gathering and Assessment

- D1. Purposefully and selectively gathers relevant data needed for assessments and interventions.
- D2. Uses data effectively to understand the nature of client conditions, concerns, needs, or problems.
- D3. Engages and involves clients in the process of data collection and interpreting the meanings and implications of those data.
- D4. Engages strengths, capacities, and opportunities for change in clients and environments.
- D5. Identifies the major systems related to the conditions or concerns being addressed (e.g. social institutions, economic structures, cultural systems, etc.)

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Assessment:</i> Develop assessment skills for use with individuals, families, agencies, and/or communities that focus on data gathering, problem and strength identification, and the ongoing nature of assessment.</p>				

Category E: Planning and Intervention

- E1. Negotiates clear, observable, and prioritized objectives for plans of action.
- E2. Collaborates with clients in setting goals and choosing methods and tasks; mutually develops feasible contracts or service agreements relevant to agreed-upon goals and objectives.
- E3. Understands various perspectives, theories, and models that guide practice.
- E4. Identifies all appropriate levels of intervention (e.g. micro, mezzo, macro).
- E5. Selects specific levels and methods of practice based on individual and collective client needs.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Planning and Intervention:</i> Acquire planning and intervention skills, including goal setting, using theories of change, selecting level of intervention, and using interventions matched to client needs.</p>				

Category F: Termination and Evaluation

- F1. With clients, evaluates movement toward goals and objectives.
- F2. Terminates professional relationships appropriately and constructively.
- F3. Seeks and uses knowledge and tools for evaluating progress and effectiveness of interventions.
- F4. Seeks and uses knowledge and tools for evaluating one's own performance and practice.
- F5. Critiques one's own performance non-defensively.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Termination and Evaluation:</i> Develop skills in appropriate termination of services and empowerment of clients, evaluating client progress, evaluating one's practice, and evaluating agency effectiveness.</p>				

Category G: Understanding Social Conditions

- G1. Identifies and describes the social, economic, and political conditions addressed by the organization.
- G2. Identifies and describes the social, economic, and political conditions faced by organization’s clients.
- G3. Analyzes interactions and the effects of interactions between individuals and social systems and the larger social, political, cultural, and economic environments.
- G4. Identifies major conditions and issues in the organization’s community/ies.
- G5. Uses an ecosystems perspective, systems theory, and power theories to analyze social conditions.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Understanding Social Problems:</i> Understand one or more social problems from an ecosystems perspective. Use human development and social systems theories to describe etiology of social problems.</p>				

Category H: Social Policy and Social Change

- H1. Identifies and analyzes the social and economic policies affecting organization’s clients.
- H2. Recognizes the positive and negative impacts of social and economic policies on clients.
- H3. Knows origin and historical development of relevant social and economic policies.
- H4. Identifies needed changes in social and economic policies.
- H5. Participates in social change efforts toward social and economic justice.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Social Policy & Social Change:</i> Analyze the development of social policies and their impact on clients, and participate in social change efforts of the agency.</p>				

Category I: Diversity

- I1. Analyzes and incorporates into practice influence of diversity factors (culture, ethnicity, gender, age, disability, sexual orientation) and socio-economic status.
- I2. Demonstrates respect for all persons irrespective of behavior, characteristics, or history.
- I3. Demonstrates understanding of effects of stereotypes, prejudice, discrimination, and oppression on individuals, families and communities and on the formation of social and economic policies.
- I4. Communicates effectively with people of different backgrounds and life experiences.
- I5. Individualizes assessment, planning, intervention, and evaluation with diverse clients and systems.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Diversity:</i> Recognize the influence of diversity (culture, gender, age, disability, socio-economic status, and sexual orientation) on client systems and respond to diverse clients with sensitivity.</p>				

Category J: Communication Skills

- J1. Effectively uses verbal and nonverbal communication skills.
- J2. Effectively uses written communication skills (correspondence, reports, records).
- J3. Engages and works effectively with non-voluntary and/or hard-to-reach persons.
- J4. Recognizes and responds to underlying meaning and significance of people’s concerns and situations.
- J5. Handles questions and disagreements with persons, policies, and procedures with understanding, tact, and diplomacy.

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<p><i>Communication Skills:</i> Express self clearly in verbal and written form to both clients and co-workers, and demonstrate awareness of underlying client concerns communicated.</p>				

Category K: Knowledge and Use of Self

K1. Initiates, develops, and implements learning activities.

K2. Uses supervision for guidance, learning, and professional growth.

K3. Demonstrates understanding of effects of personal issues, values, beliefs, and attitudes on practice.

K4. Is aware of one's own biases and deals with them appropriately.

K5. Recognizes and plans for personal changes needed for more effective practice (e.g. work habits, style, level of knowledge and skill, use of supervision, consultation, and training).

Learning Goals	Tasks/Activities to Reach Goals	Monitoring/Evaluation Criteria	Ongoing	Target Date
<i>Knowledge and Use of Self:</i> Recognize the impact of personal issues, values, and attitudes on clients, establish effective and purposeful relationships with clients and staff, and seek professional growth and supervision.				

ADDITIONAL COMMENTS or GOALS:

PLYMOUTH STATE UNIVERSITY
Department of Social Work

Mid-semester Student Performance Evaluation

I. Overview of mid-semester evaluation procedures

Please adhere to the following process and contact your field liaison or Dr. Meyer if you have any questions:

- a. Field Instructor completes the mid-semester evaluation and includes the student in the evaluation process prior to the site-visit by the field liaison.
- b. Share the completed mid-semester evaluation with the MSW secondary field instructor (if the MSW is not the primary field instructor) prior to the site-visit to allow the faculty liaison to obtain additional information and feedback, if desired.
- c. Assure that a copy of the completed evaluation is sent to the field liaison **at least one week prior** to the scheduled site visit.
- d. During the site-visit, the field liaison will meet with the student first, then with the field instructor, and finally with both together.
- e. The field liaison provides (written) suggestions for the student contract for the balance of the semester.

II. Completion of evaluation form

This evaluation instrument corresponds in its goal categories and objectives to the Student Learning Contract. For each area, please indicate the student's level of achievement and the evidence of achievement (the basis for your assessment).

The student's signature indicates that the student's performance and this completed evaluation have been discussed. It does not, however, necessarily indicate that the student is in agreement. The student has the right to append a written statement if there are substantial disagreements in perceptions of performance. If there are unresolved differences, please schedule a conference with your faculty field liaison.

Student response appended? _____ Yes _____ No

Student's Name (print)

Field Instructor (print)

Faculty Field Liaison (print)

Agency/Department: _____

Semester: Spring _____ (year)

*Based on instrument developed by C. Horejsi & C. Garthwait. (2002). The Social Work Practicum: A Guide and Workbook for Students, 2nd ed. Boston: Allyn & Bacon. This document is an adaptation of the instrument developed by Temple University.

Category A: Social Work as a Profession

A1. Understands the social work role and purpose as distinct from the role and purpose of other professions.

- Needs Improvement Basic Competence Superior

A2. Demonstrates competence in a variety of social work practice roles (e.g. case manager, advocate, planner, counselor, broker, etc.)

- Needs Improvement Basic Competence Superior

A3. Applies social work values and ethics, including social and economic justice, and conducts self in accordance with the NASW *Code of Ethics*.

- Needs Improvement Basic Competence Superior

A4. Demonstrates competence in the various levels of social work intervention from micro-level to macro-level practice (e.g. from direct practice with individuals to social change efforts).

- Needs Improvement Basic Competence Superior

A5. Conducts self in a professional manner (punctuality, reliability, efficiency, organization, task completion, appropriate dress for setting).

- Needs Improvement Basic Competence Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category B: Organizational Context of Practice

B1. Understands the agency or organization's purpose, mission, history, funding, and structure.

- Needs Improvement Basic Competence Superior

B2. Facilitates the organization's flow of work; understands and applies appropriately the organization's policies, procedures, and protocols.

- Needs Improvement Basic Competence Superior

B3. Works creatively and collaboratively within appropriate agency guidelines.

- Needs Improvement Basic Competence Superior

B4. Understands the relationship of the organization to other community agencies and organizations.

- Needs Improvement Basic Competence Superior

B5. Analyzes and uses appropriately the organization's procedures and tools for evaluating its effectiveness in meeting client needs; suggests additional evaluations if needed.

Needs Improvement

Basic Competence

Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category C: Community Context of Practice

C1. Is aware of community services, programs, and resources relevant to the organization's clients.

Needs Improvement

Basic Competence

Superior

C2. Uses community resources most appropriate for specific clients.

Needs Improvement

Basic Competence

Superior

C3. Appropriately and effectively uses case and class advocacy; helps people advocate and access resources for themselves.

Needs Improvement

Basic Competence

Superior

C4. Is able to identify gaps in services within the community.

Needs Improvement

Basic Competence

Superior

C5. Understands effects of community and other contextual factors on clients and services (e.g. rural/urban environments, demographics, funding priorities, attitudes, economics).

Needs Improvement

Basic Competence

Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category D: Data Gathering and Assessment

D1. Purposefully and selectively gathers relevant data needed for assessments and interventions.

- Needs Improvement Basic Competence Superior

D2. Uses data effectively to understand the nature of client conditions, concerns, needs, or problems.

- Needs Improvement Basic Competence Superior

D3. Engages and involves clients in the process of data collection and interpreting the meanings and implications of those data.

- Needs Improvement Basic Competence Superior

D4. Engages strengths, capacities, and opportunities for change in clients and environments.

- Needs Improvement Basic Competence Superior

D5. Identifies the major systems related to the conditions or concerns being addressed (e.g. social institutions, economic structures, cultural systems, etc.)

- Needs Improvement Basic Competence Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category E: Planning and Intervention

E1. Negotiates clear, observable, and prioritized objectives for plans of action.

- Needs Improvement Basic Competence Superior

E2. Collaborates with clients in setting goals and choosing methods and tasks; mutually develops feasible contracts or service agreements relevant to agreed-upon goals and objectives.

- Needs Improvement Basic Competence Superior

E3. Understands various perspectives, theories, and models that guide practice.

- Needs Improvement Basic Competence Superior

E4. Identifies all appropriate levels of intervention (e.g. micro, mezzo, macro).

- Needs Improvement Basic Competence Superior

E5. Selects specific levels and methods of practice based on individual and collective client needs.

- Needs Improvement Basic Competence Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category F: Termination and Evaluation

F1. With clients, evaluates movement toward goals and objectives.

Needs Improvement Basic Competence Superior

F2. Terminates professional relationships appropriately and constructively.

Needs Improvement Basic Competence Superior

F3. Seeks and uses knowledge and tools for evaluating progress and effectiveness of interventions.

Needs Improvement Basic Competence Superior

F4. Seeks and uses knowledge and tools for evaluating one's own performance and practice.

Needs Improvement Basic Competence Superior

F5. Critiques one's own performance non-defensively.

Needs Improvement Basic Competence Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category G: Understanding Social Conditions

G1. Identifies and describes the social, economic, and political conditions addressed by the organization.

Needs Improvement Basic Competence Superior

G2. Identifies and describes the social, economic, and political conditions faced by organization's clients.

Needs Improvement Basic Competence Superior

G3. Analyzes interactions and the effects of interactions between individuals and social systems and the larger social, political, cultural, and economic environments.

Needs Improvement Basic Competence Superior

G4. Identifies major conditions and issues in the organization's community/ies.

Needs Improvement Basic Competence Superior

G5. Uses an ecosystems perspective, systems theory, and power theories to analyze social conditions.

Needs Improvement Basic Competence Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category H: Social Policy and Social Change

H1. Identifies and analyzes the social and economic policies affecting organization's clients.

Needs Improvement Basic Competence Superior

H2. Recognizes the positive and negative impacts of social and economic policies on clients.

Needs Improvement Basic Competence Superior

H3. Knows origin and historical development of relevant social and economic policies.

Needs Improvement Basic Competence Superior

H4. Identifies needed changes in social and economic policies.

Needs Improvement Basic Competence Superior

H5. Participates in social change efforts toward social and economic justice.

Needs Improvement Basic Competence Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category I: Diversity

I1. Analyzes and incorporates into practice influence of diversity factors (culture, ethnicity, gender, age, disability, sexual orientation) and socio-economic status.

Needs Improvement Basic Competence Superior

I2. Demonstrates respect for all persons irrespective of behavior, characteristics, or history.

Needs Improvement Basic Competence Superior

I3. Demonstrates understanding of effects of stereotypes, prejudice, discrimination, and oppression on individuals, families and communities and on the formation of social and economic policies.

Needs Improvement Basic Competence Superior

I4. Communicates effectively with people of different backgrounds and life experiences.

Needs Improvement Basic Competence Superior

I5. Individualizes assessment, planning, intervention, and evaluation with diverse clients and systems.

Needs Improvement Basic Competence Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category J: Communication Skills

J1. Effectively uses verbal and nonverbal communication skills.

Needs Improvement Basic Competence Superior

J2. Effectively uses written communication skills (correspondence, reports, records).

Needs Improvement Basic Competence Superior

J3. Engages and works effectively with non-voluntary and/or hard-to-reach persons.

Needs Improvement Basic Competence Superior

J4. Recognizes and responds to underlying meaning and significance of people's concerns and situations.

Needs Improvement Basic Competence Superior

J5. Handles questions and disagreements with persons, policies, and procedures with understanding, tact, and diplomacy.

Needs Improvement

Basic Competence

Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category K: Knowledge and Use of Self

K1. Initiates, develops, and implements learning activities.

Needs Improvement

Basic Competence

Superior

K2. Uses supervision for guidance, learning, and professional growth.

Needs Improvement

Basic Competence

Superior

K3. Demonstrates understanding of effects of personal issues, values, beliefs, and attitudes on practice.

Needs Improvement

Basic Competence

Superior

K4. Is aware of one's own biases and deals with them appropriately.

Needs Improvement

Basic Competence

Superior

K5. Recognizes and plans for personal changes needed for more effective practice (e.g. work habits, style, level of knowledge and skill, use of supervision, consultation, and training).

Needs Improvement

Basic Competence

Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

III. Site-visit with faculty field liaison and feedback

Signatures by the student, field instructor, and faculty liaison indicate that the completed evaluation form was reviewed during the mid-semester site visit on _____ (date) and that all agreed to the following general recommendations for the student's practicum for the remainder of the semester (Additional written feedback will be provided after the visit, if necessary):

Student's Signature

Field Instructor Signature

Faculty Field Liaison Signature

Reviewed by Director of Field Education (signature & date)

PLYMOUTH STATE UNIVERSITY
Social Work Department
MONTHLY FIELD EXPERIENCE REPORT

Student: _____

Agency: _____

Period Covered: _____ to _____

Total hours carried from last report: _____

Week Ending	Day/Hours	Day/Hours	Day/Hours	Day/Hours	Day/Hours	Week Total	Total to Date ¹	Day & Time of weekly Supervision ²

Total hours to carry to next report: _____

Please note any major changes in learning objectives and/or assignments:

Student Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

NOTE: This form should be completed and given to the Director of Social Work Field Education *monthly* or as requested. **It must be signed** by the Field Instructor. Agency and school holidays may be observed. However, BSW students must complete 450 hours in the field.

¹ Be sure to carry total from previous reporting period.

² Enter day & time of session(s) held this week with field instructor.

PLYMOUTH STATE UNIVERSITY
Social Work Department

Social Work Practicum
Monthly Activities Report

Name: _____ **Agency:** _____

Month: _____ **Field Supervisor:** _____

1. Please provide a list of your major activities and what Learning Contract Objectives they relate to during the past month and the approximate number of hours devoted to each. (Activities listed should be based on your Student Learning Contract.)

Activities	Learning Objective #	Approx. # of hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Which of the activities listed above contributed most to your learning? For what reason(s)?

3. What were your major strengths this month? What areas do you think needed improvement?

PLYMOUTH STATE UNIVERSITY
Department of Social Work

Final Student Performance Evaluation

This evaluation instrument corresponds in its goal categories and objectives to the Student Learning Contract. For each area, please indicate the student's level of achievement and the evidence of achievement (the basis for your evaluation).

Please discuss your evaluation with your students before finalizing this form. You may ask your student for a self-evaluation (using this form or not) prior to your final evaluation conference. The student's signature on the form indicates only that it has been discussed, not that there is agreement. The student has a right to append a written statement if there are substantial disagreements in perceptions of performance. If there are unresolved differences, please schedule a conference with your faculty field liaison.

Student's Name: _____

Field Instructor: _____

Agency/Department: _____

Semester: Spring _____ (year) Period Covered (dates) _____ to _____

Total Field Hours Completed: _____

We reviewed the completed evaluation form on (date) _____.

Student response appended? _____ Yes _____ No

*Based on instrument developed by C. Horejsi & C. Garthwait. (2002). The Social Work Practicum: A Guide and Workbook for Students, 2nd ed. Boston: Allyn & Bacon. This document is an adaptation of the instrument developed by Temple University.

Category A: Social Work as a Profession

A1. Understands the social work role and purpose as distinct from the role and purpose of other professions.

Unsatisfactory Satisfactory Superior

A2. Demonstrates competence in a variety of social work practice roles (e.g. case manager, advocate, planner, counselor, broker, etc.)

Unsatisfactory Satisfactory Superior

A3. Applies social work values and ethics, including social and economic justice, and conducts self in accordance with the NASW *Code of Ethics*.

Unsatisfactory Satisfactory Superior

A4. Demonstrates competence in the various levels of social work intervention from micro-level to macro-level practice (e.g. from direct practice with individuals to social change efforts).

Unsatisfactory Satisfactory Superior

A5. Conducts self in a professional manner (punctuality, reliability, efficiency, organization, task completion, appropriate dress for setting).

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category B: Organizational Context of Practice

B1. Understands the agency or organization's purpose, mission, history, funding, and structure.

Unsatisfactory Satisfactory Superior

B2. Facilitates the organization's flow of work; understands and applies appropriately the organization's policies, procedures, and protocols.

Unsatisfactory Satisfactory Superior

B3. Works creatively and collaboratively within appropriate agency guidelines.

Unsatisfactory Satisfactory Superior

B4. Understands the relationship of the organization to other community agencies and organizations.

Unsatisfactory Satisfactory Superior

B5. Analyzes and uses appropriately the organization's procedures and tools for evaluating its effectiveness in meeting client needs; suggests additional evaluations if needed.

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category C: Community Context of Practice

C1. Is aware of community services, programs, and resources relevant to the organization's clients.

Unsatisfactory Satisfactory Superior

C2. Uses community resources most appropriate for specific clients.

Unsatisfactory Satisfactory Superior

C3. Appropriately and effectively uses case and class advocacy; helps people advocate and access resources for themselves.

Unsatisfactory Satisfactory Superior

C4. Is able to identify gaps in services within the community.

Unsatisfactory Satisfactory Superior

C5. Understands effects of community and other contextual factors on clients and services (e.g. rural/urban environments, demographics, funding priorities, attitudes, economics).

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category D: Data Gathering and Assessment

D1. Purposefully and selectively gathers relevant data needed for assessments and interventions.

Unsatisfactory Satisfactory Superior

D2. Uses data effectively to understand the nature of client conditions, concerns, needs, or problems.

Unsatisfactory Satisfactory Superior

D3. Engages and involves clients in the process of data collection and interpreting the meanings and implications of those data.

Unsatisfactory Satisfactory Superior

D4. Engages strengths, capacities, and opportunities for change in clients and environments.

Unsatisfactory Satisfactory Superior

D5. Identifies the major systems related to the conditions or concerns being addressed (e.g. social institutions, economic structures, cultural systems, etc.)

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category E: Planning and Intervention

E1. Negotiates clear, observable, and prioritized objectives for plans of action.

Unsatisfactory Satisfactory Superior

E2. Collaborates with clients in setting goals and choosing methods and tasks; mutually develops feasible contracts or service agreements relevant to agreed-upon goals and objectives.

Unsatisfactory Satisfactory Superior

E3. Understands various perspectives, theories, and models that guide practice.

Unsatisfactory Satisfactory Superior

E4. Identifies all appropriate levels of intervention (e.g. micro, mezzo, macro).

Unsatisfactory Satisfactory Superior

E5. Selects specific levels and methods of practice based on individual and collective client needs.

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category F: Termination and Evaluation

F1. With clients, evaluates movement toward goals and objectives.

Unsatisfactory Satisfactory Superior

F2. Terminates professional relationships appropriately and constructively.

Unsatisfactory Satisfactory Superior

F3. Seeks and uses knowledge and tools for evaluating progress and effectiveness of interventions.

Unsatisfactory Satisfactory Superior

F4. Seeks and uses knowledge and tools for evaluating one's own performance and practice.

Unsatisfactory Satisfactory Superior

F5. Critiques one's own performance non-defensively.

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category G: Understanding Social Conditions

G1. Identifies and describes the social, economic, and political conditions addressed by the organization.

Unsatisfactory Satisfactory Superior

G2. Identifies and describes the social, economic, and political conditions faced by organization's clients.

Unsatisfactory Satisfactory Superior

G3. Analyzes interactions and the effects of interactions between individuals and social systems and the larger social, political, cultural, and economic environments.

Unsatisfactory Satisfactory Superior

G4. Identifies major conditions and issues in the organization's community/ies.

Unsatisfactory Satisfactory Superior

G5. Uses an ecosystems perspective, systems theory, and power theories to analyze social conditions.

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category H: Social Policy and Social Change

H1. Identifies and analyzes the social and economic policies affecting organization's clients.

Unsatisfactory Satisfactory Superior

H2. Recognizes the positive and negative impacts of social and economic policies on clients.

Unsatisfactory Satisfactory Superior

H3. Knows origin and historical development of relevant social and economic policies.

Unsatisfactory Satisfactory Superior

H4. Identifies needed changes in social and economic policies.

Unsatisfactory Satisfactory Superior

H5. Participates in social change efforts toward social and economic justice.

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category I: Diversity

I1. Analyzes and incorporates into practice influence of diversity factors (culture, ethnicity, gender, age, disability, sexual orientation) and socio-economic status.

Unsatisfactory Satisfactory Superior

I2. Demonstrates respect for all persons irrespective of behavior, characteristics, or history.

Unsatisfactory Satisfactory Superior

I3. Demonstrates understanding of effects of stereotypes, prejudice, discrimination, and oppression on individuals, families and communities and on the formation of social and economic policies.

Unsatisfactory Satisfactory Superior

I4. Communicates effectively with people of different backgrounds and life experiences.

Unsatisfactory Satisfactory Superior

I5. Individualizes assessment, planning, intervention, and evaluation with diverse clients and systems.

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category J: Communication Skills

J1. Effectively uses verbal and nonverbal communication skills.

Unsatisfactory Satisfactory Superior

J2. Effectively uses written communication skills (correspondence, reports, records).

Unsatisfactory Satisfactory Superior

J3. Engages and works effectively with non-voluntary and/or hard-to-reach persons.

Unsatisfactory Satisfactory Superior

J4. Recognizes and responds to underlying meaning and significance of people's concerns and situations.

Unsatisfactory Satisfactory Superior

J5. Handles questions and disagreements with persons, policies, and procedures with understanding, tact, and diplomacy.

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Category K: Knowledge and Use of Self

K1. Initiates, develops, and implements learning activities.

Unsatisfactory Satisfactory Superior

K2. Uses supervision for guidance, learning, and professional growth.

Unsatisfactory Satisfactory Superior

K3. Demonstrates understanding of effects of personal issues, values, beliefs, and attitudes on practice.

Unsatisfactory Satisfactory Superior

K4. Is aware of one's own biases and deals with them appropriately.

Unsatisfactory Satisfactory Superior

K5. Recognizes and plans for personal changes needed for more effective practice (e.g. work habits, style, level of knowledge and skill, use of supervision, consultation, and training).

Unsatisfactory Satisfactory Superior

Basis for evaluation of above items (evaluation criteria & evidence of achievement you used):

Overall Evaluation: Superior Satisfactory Unsatisfactory

Grade recommended by Field Instructor: Pass Fail

Field Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Evaluation Reviewed by: _____ Date: _____
PSU Director of Field Education

PLYMOUTH STATE UNIVERSITY
Department of Social Work

Student Evaluation of the Field Practicum*

Student: _____

Agency/Program: _____

Field Instructor: _____

Secondary BSW/MSW Supervisor, if assigned: _____

Faculty Field Liaison: _____

All social work students are asked to evaluate their Field Practicum Experience, including the agencies' ability to provide a quality learning experience for students and the Field Instructor's ability to supervise. Please return this evaluation to the Director of Field Education.

Field Practicum Setting

1. The agency was open and welcoming to me as a student.

Strongly disagree **Disagree somewhat** **Agree somewhat** **Agree** **Strongly Agree**

2. I had the opportunity to develop generalist practice skills with systems of various sizes.

Strongly disagree **Disagree somewhat** **Agree somewhat** **Agree** **Strongly Agree**

I had experience with (please check all that apply):

Individuals **Families** **Groups** **Communities** **Organizations** **Public Policy**

3. The experience I had at the agency provided me with experiences with diverse client populations.

Strongly disagree **Disagree somewhat** **Agree somewhat** **Agree** **Strongly Agree**

I had experience with (please check):

People of varying ethnicities, culture and race **People with socioeconomic hardships**
 Gay men and lesbians **Other oppressed or disadvantaged populations (list):**
 People with Disabilities _____

4. I had adequate space to complete my Field Practicum work.

Strongly disagree **Disagree somewhat** **Agree somewhat** **Agree** **Strongly Agree**

Check if you had a(n):

office **phone** **desk** **computer access**

* adapted from Seattle University, Social Work Program Evaluation instrument.

5. Overall, the agency demonstrated a commitment to student learning and provided the necessary support and instruction.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

6. Overall, I would recommend this agency as a Field Practicum site.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

Summary Comments about the Field Practicum Site (You may attach additional sheets if you need additional space.):

Field Practicum Instructor

1. I received an orientation to the agency that was helpful to my overall understanding of the agency mission and services provided.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

2. I received information about the agency's policies and procedures regarding personal safety and risk management with clients.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

3. I met regularly for 1 hour per week for supervision with my Field Instructor.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

4. Did you have a secondary BSW/MSW Field Instructor? Yes No

If no, proceed to next question.

If yes: I met regularly (at least 4-5 times during the semester) with my secondary supervisor:

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

5. I had the opportunity to discuss social work values and ethics during the course of my field experience during supervision.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

6. I had the opportunity to discuss the dynamics and consequences of inequality, oppression, and injustice with regards to client systems and the role of advocacy.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

7. The Field Instructor facilitated my opportunity to develop critical thinking skills in the assessing, selecting and evaluating interventions.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

8. The Field Instructor had sound knowledge about his/her areas of social work practice.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

9. The Field Instructor was clear and well organized in his/her assigning of my responsibilities and supervision.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

10. The Field Instructor was readily available and accessible.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

11. The Field Instructor was an effective teacher.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

12. The Field Instructor clearly communicated his/her expectations and regularly gave constructive feedback.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

13. Overall, I would recommend this Field Instructor.

Strongly disagree Disagree somewhat Agree somewhat Agree Strongly Agree

Summary comments regarding Field Instructor (You may attach additional sheets if you need additional space.):

Student Signature

Date

Director of Field Education

Date

PLYMOUTH STATE UNIVERSITY
Department of Social Work

Incident Report

(adapted from Seattle University Social Work Program: Field Manual)

The Student and Field Instructor will complete the incident report as soon as reasonably possible following an event that causes harm to the student. The form must be submitted to the student's Field Faculty Liaison and Director of Field Education for review and any follow-up action, as appropriate or required.

Name of Student: _____ ID #: _____

Date of Incident: _____ Time of Incident: _____

Field Instructor's Name: _____

Agency Staff involved or present: _____

Other Agency Staff having knowledge of circumstances: _____

Place of incident's occurrence: _____

To be completed by Student:

Student's description of the incident: (Please be as detailed as possible.)

Was medical care sought? If so, where and describe injury. Have you been released by the attending physician?

Were you able to debrief the incident with your Field Instructor and Field Faculty Liaison?

To be completed by Field Instructor:

What recommendations, if any, do you have to enhance student safety?

To be completed by Field Liaison and/or Field Education Director:

Summary of follow-up examination of the incident with any recommendations for safety education, training or change in policy:

Student signature

date

Field Instructor signature

date

Field Faculty Liaison signature

date

Director of Field Education signature

date