



Department of Social Work
Field Education Manual
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Affirmative Action/Equal Employment Opportunity and ADA Compliance

Frostburg State University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Fostering diversity and respect for difference is a fundamental goal of higher education, ranking among the highest priorities of this institution. In both education and employment, Frostburg State University prohibits discrimination on the basis of Race; Color; Religion; Ancestry; Sex (including Pregnancy, Sexual Orientation, or Gender Identity); Marital Status; National Origin; Age (40 or older); Disability; Genetic information (including Family Medical History); and/or having been party to a previous discrimination/harassment complaint/investigation.

Questions or concerns about the above may be directed to...

The Office of Title IX/ADA/EEO Compliance monitors campus adherence to University policies of equal opportunity/diversity as well as to the applicable laws, regulations and guidelines. Reporting to the President, the Director of Compliance coordinates equal opportunity efforts, assists with and monitors, analyzes and evaluates FSU's EEO efforts and makes recommendations to assure the continuity of good-faith efforts. The Director also represents the University at various related local, University System of Maryland (USM) and other State meetings as well as federal meetings.

Office of Title IX/ADA/EEO

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The Department of Social Work provides an environment where all people can learn and work to their fullest capacity, and where there is respect for the dignity and worth of all humans. The Department seeks to establish an environment promoting learning and understanding of all humans and cultures. We seek to empower our social work students throughout their experience with the department by guiding them through the application of admission to the program, employment in the program, plans of treatment and evaluation, screening and placement into field education, and the resolution of conflicts should they occur. The Department of Social Work has adopted policies and procedures designed to protect fairness and equity for all persons regardless of race, color, national origin, ethnic background, gender, sexual orientation, age, creed, political or religious opinion or affiliation, disability, veteran's status, or partnership status. Grievance procedures are in place to protect the rights of persons who feel they have been discriminated against. The grievance procedures are outlined in the Program Handbook and the Field Education Manual. Copies of these documents are disseminated to all program constituents.

"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

--Alexander Den Heijer

ABOUT THE BSW PROGRAM

The goal of all undergraduate social work programs is to prepare students for direct service generalist practice. While there is certainly no consensus on the definition of generalist practice, Frostburg State University's Department of Social Work has adopted the following definition.

Generalist social workers...

"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resilience of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice." (Council on Social Work Education, 2015, pp. 13-14)

One full semester of field education completes undergraduate social work education at Frostburg State University. Although practical field work experience is integrated into earlier social work courses, it is during the final semester of the senior year that students work as full-time interns. During their internship, students have an opportunity to work within a social service agency, under professional supervision, and to function as an integral part of that agency's service delivery system.

The social work program offers a broad range of field education opportunities in a variety of settings. Professional social workers (also known as field instructors) in these agencies are responsible for supervising students. Field placements, monitoring, and final grading are done by the Director of Field Education/field supervisor and collaboration with the professional social worker/field instructor and the student. The placement process for the student follows a strength-based/empowerment model, highlighting mutuality and active student involvement. Field education is the capstone for the social work program and provides the opportunity for students to synthesize and evaluate the skills they have learned throughout their education. It prepares students for beginning professional practice.

CURRICULUM DESIGN

The curriculum design is consistent with the curriculum policy statement of the Council on Social Work Education (CSWE). It integrates professional social work values, knowledge, and skills within a liberal arts perspective by incorporating curriculum content on a wide variety of interrelated disciplines with the social work courses. During the first year, social work students study basic requirements (e.g. English, Math, Computer Science, and Liberal Arts courses) while taking Introduction to Social Welfare and Social Work and Racial and Cultural Minorities. Sophomore students take Foundations for General Practice and Social Policy. The major portion of the Junior and Senior years are devoted to professional foundation areas (practice classes). All practice classes are taught by social workers within the social work program.

A generalist approach is the guiding force for curriculum content. This perspective, based upon the ecological systems model of social work practice, states that human behavior derives from a complex network of psychological, social, economic, political, and other environmental factors. Further, the curriculum also incorporates a holistic view of the world from a cultural humility perspective. To apply this in field education, students are placed in internship sites where they have opportunities to apply these perspectives in multiple levels of society to promote positive social change.

FSU MISSION STATEMENT

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility,

and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

Social Work Mission Statement

The social work department at Frostburg State University offers critical, experiential education to students who wish to pursue careers in the disciplines of human services, community development, social justice, and behavioral health. The department is committed to promoting equity and diversity in the pursuit of preparing students for the workforce and graduate studies in social work and related fields. The mission statement led to the following goals for the program:

Goals of the Social Work Program

1. Graduates will empower individuals, families, groups, organizations, and communities by maintaining, restoring, promoting, and enhancing functionality.
2. Graduates will engage in evidence-based practice and integrating knowledge, values, and skills which facilitate the strengths-based model of generalist practice and align with the NASW *Code of Ethics*.
3. Graduates will practice social work with diverse populations in various settings by embracing diversity and difference in their practice.
4. Graduates will advocate for social policies, services, resources, and programs to empower people at risk and to promote human rights and social, economic, and environmental justice.
5. Graduates will engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.
6. Graduates will continue to learn and grow in the profession through continuing education, training, and experiential opportunities.

Objectives of the Social Work Program

In an effort to operationalize the program's mission and goals, faculty have outlined the following objectives:

By the completing of the Social Work Program, students should be able to:

- Value and apply professional ethical standards and principles in their own practice as social workers (Competency 1).
- Incorporate supervision and consultation appropriate to social work practice (Competency 1).
- Criticize and work to overthrow the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social, racial, economic, and environmental justice (Competencies 2 and 3).
- Practice without discrimination and with respect, knowledge, and skills related to clients age, class, culture, disability, ethnicity, heritage, family structure, gender, partnership status, national origin, race, religion, sex, and sexual orientation (Competency 3).
- Appraise the use of evidence-based theoretical frameworks to evaluate practice, policy, and programs for individuals, families, groups, organizations, communities, and societies (Competencies 4 and 5).
- Implement an empathic, engaging approach to create an alliance with clients at all levels (Competency 6).
- Create interventions using an evidence-based view of human behavior that promotes assessment, intervention, and evaluation to focus on client self-determination, evidence-informed interventions, and culturally responsive methods (Competencies 7, 8, and 9).

COMPETENCIES

The Department of Social Work endeavors to teach, support, and promote the competencies defined by the Council on Social Work Education's Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs (2022). The Social Work Department's goal is that every student has an opportunity to work on meeting all Competencies. To reflect that, students' internships, in part, are graded on their adequate accomplishment of each Competency. One n/a grade is permitted, but to pass the class, students must achieve a 2 average (for all Competencies) on the following grading scale :

3 -Excelled beyond expectations

2 -Met expectations

1 -Has not met expectations

N/A -Was not given the opportunity in the field placement

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and

racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and

understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers

understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

FIELD EDUCATION & PLACEMENT PROCESS

Expected Timeline for Placement

Student's Junior Year (semesters 5 and 6 of an 8-semester plan)- student begins to research opportunities for internship placement sites

Student's first semester Senior Year (semester 7 of an 8-semester plan)- Student attends an Internship Fair with potential internship sites. Student also attends an Information Session about the Internship process. Student interviews and chooses a placement site. Student and Agency complete Screening Interview/Acceptance Letter to confirm the selection of the site for internship.

The month before Internship begins student will work on completing any background checks, medical screenings, or trainings that they need to be able to work in the agency. The agency will conduct an orientation for the student.

Student's final semester- Placement begins the first week of the final semester.

Week 5- Rough draft of Learning Contract

Week 6-10- Learning Conference with Student, Field Instructor, and Field Director

Week 7- Timesheets for the first 7 weeks are due (showing approximately 210 hours)

-Mid-Term Field Evaluation

-Final Draft of the Learning Contract

Week 15- Timesheets for the final 8 weeks are due (showing at least 450 hours)

-Final Field Evaluation

Field Work Requirements

A minimum of 450 hours of field education is needed to meet the requirements of SOWK 495: Internship in Social Work (12 credit hours). This reflects the internship work the student does for their field placement. Students must also co-register for SOWK 492: Social Work Seminar (3 credit hours). This course (SOWK 495) is designed to integrate the student's knowledge gained from professional foundation classroom courses into application and evaluations at their placement within the context of social work values and professional development.

Field education, as a component of undergraduate social work education, is based upon the generalist practice model. Therefore, the field experience provides opportunities for the students to learn in the following areas:

- Assess, plan, intervene and evaluate individual, family, group, and community levels using the person-in-environment.
- Incorporate ethical principles and critical thinking into their practice.
- Engage in opportunities to expand their understanding and knowledge of diversity
- Advocate for the rights of their clients
- Empower clients using a strength-based approach and research-informed practice

Considering Placements

During students' undergraduate careers, they should be considering their future placement, the population they want to work with, and the experiences they want to have. The Social Work Department partners with a diverse range of organizations that operate at different system levels (an updated list will be available on request). We encourage students to consider the populations and system levels they want to experience in their field placement and how that can be achieved in different agencies along with the culture of the agency and the goodness of fit for the student. We also encourage students to explore possibilities of internship at agencies we do not yet partner with. Placements may include schools (working with children and families), hospitals (working with individuals and groups), non-profits (community organizing), and government agencies (policy work). Interdisciplinary experience is encouraged also! If we do not have an agreement with an agency that fits the student's goals for internship experience, we will work with the agency to form that agreement (please allow two months before the beginning of placement for new partnerships agreements to be formed). Students should deeply reflect on their internship placement and speak with their professors during their junior and first semester senior year so that they will find the best fit for placement.

Preparing for Field Placement

The semester before the internship semester (their 7th semester if on the 8-semester plan), students will attend a Field Education Instructional Meeting sponsored by the Social Work Department. All students expected to enter internships the next semester will be notified about the meeting. During this meeting the Field Director will review the Field Education Manual,

internship sites available, and expectations. Students will also be given time to ask questions and discuss options to clarify the internship process.

Once students have an idea about what placement they would like, they will speak with the Field Director about the possibility of specific placement sites. **The Field Director must approve all internship sites** to ensure that they meet minimum educational standards set by the Social Work Department. **No student is to contact a potential Field Instructor or internship site without permission of the Director of Field Education.**

Once the internship is selected and an agreement between the agency and the Social Work Department is in place, the student will begin the interview process. Students should craft a resume and cover letter. Career Services is available for assistance in writing both, and the Social Work Department members will also review them if asked and given enough time to do so. The cover letter and resume will be submitted to the approved sites (students can apply to multiple sites to find the best fit), and then, the potential site(s) can choose to interview the student. During the interview, the student will be apprised of the requirements and expectations of the site including agency regulations related to time schedule, medical screenings, clearance/ background checks, reimbursement for travel expenses and any specific agency orientations that may be required prior to the start of the internship. Students are encouraged to use the interview as an opportunity to learn about the agency, the Field Instructor, and the population being served. Both student and site notify the Field Director of their decision to accept the offer by completing the Screening Interview/Acceptance Letter form.

The internship should be selected and finalized by week 10 of the semester before the final semester and an orientation meeting for the student should be scheduled before the end of the semester. The meeting will consist of reviewing any policies or requirements that the site has, introducing the student to other employees at the site, and providing a tour of the facility. The students should be given opportunities to ask questions and review any considerations they have. Any background checks or other verifications should be done before the first week of the internship (final) semester. All students must have visited their internship site at least once prior to beginning their internship. No student is to contact a potential field instructor or internship site without permission of the Director of Field Education.

The internship starts the first week of the final semester unless otherwise noted. The site should provide an official start date for the student and a schedule reflecting the potential to earn 450 hours over 15 weeks (approximately 30 hours per week). The student is responsible for verifying the schedule and planning on being present each day of internship.

Safety Protocols

The student's safety during placement is of paramount importance for the Social Work Department. To protect the safety of the student as much as possible, we strive to ensure that the agency has physical safety procedures (including the physical layout of the site, specific emergency procedures, clearly marked exits, and alarm systems). The Social Work Department will also maintain emergency contact information that is up to date for each student. This student will be provided with contact information for the Field Instructor/Task Manager, Field Director, and local emergency services.

Personal Safety

The Field Director will make sure that if agency home visits are part of the student's internship, that clear safety protocols are provided, including never going into a home alone, informing supervisors of destinations and expected return times, and reviewing any potential risks with the Field Instructor before visits occur. If there is concern about the risk level for the student, they should discuss it with the Field Instructor first, and if they do not feel that the discussion came to a clear solution, they should contact the Field Director. Students will be reviewing environmental awareness protocols during SOWK 492 Seminar, including avoiding isolated areas, being aware of surroundings, traveling in pairs if possible, and keeping a phone readily available.

Further, if the placement is a place where physical violence is a possibility, students should be taught through the placement site about assessing potential threats in the workplace and warning signs of aggressive behavior in clients. Students should work with the placement to create a safety plan and how to exit situations if they are concerned about their own safety. Depending on the placement site, some may offer or require safety training, and the student is encouraged to utilize this resource.

Emotional Safety

The Social Work Department is also concerned for the emotional safety of our students. Students will be facing real life situations that they may not be prepared for, so students should

seek supervision from their Field Instructor when emotional challenges arise. They should also contact FSU's Student Counseling Center if they feel they are struggling emotionally and would like to seek out counseling. If the placement is too overwhelming for the student, the students should reach out to the Field Director and discuss options.

Professional Safety

Students are also encouraged to place clear boundaries with the clients that they work with. Maintaining professional boundaries is a part of the NASW *Code of Ethics*, and as such, we must avoid dual relationships. Professional boundaries also include social media use. We do not connect with clients through social media. Ever. Another aspect of our *Code of Ethics* is that social workers maintain confidentiality. We maintain the safety of our clients by protecting their anonymity, securely handling their records, and safeguarding sensitive information. Only in the case of Mandatory Reporting do we break confidentiality. Part of our job is to complete documentation for our clients. Documentation should be completed in an accurate, timely, and professional manner and follow the policies of the placement site. Continuing with discussing documentation, Informed Consent should be used with all clients, and clients should be made fully aware of Mandatory Reporting before working with the student and agency.

DEVELOPING THE LEARNING CONTRACT

An individual learning contract provides an important guideline for the field placement experience. The contract should reflect collaboration between the student, the Field Instructor, and the Director of Field Education. It is a tool to identify what the student will learn and the specific activities that will be a part of the placement experience.

The learning contract will be used as the basis of Mid-Term and Final Evaluations. The learning contract should reflect the demonstration of the Competencies and should be formalized before Week 5 of the internship and before the initial three-way conference with the Director of Field Education (See the Field Placement Learning Contract form at the end of this manual).

Suggestions for creating the Learning Contract

It is the student's responsibility to begin collaboration of the learning contract with the Field Instructor in the first 2 weeks of internship. It is suggested that the following steps be taken in the collaboration:

1. The student should prepare a list of strengths and needs they have in relation to the Competencies so that they can identify specific learning goals to achieve them or to strengthen them further. Students should maintain a journal about strengths and needs throughout the placement to continue to build on the Learning Contract.
2. When creating the learning goals, the student should consider the use of SMART Goal formatting, making the goal, specific, measurable, achievable, relevant, and time-bound. An example is: I will evaluate and explain one ethical decision of working with my population by applying the standards of the National Association of Social Workers Code of Ethics during my internship. **The Learning Goals become the basis for the midterm and final evaluation of the student.**
3. The student should bring this draft to a conference with the Field Instructor so that points may be clarified and/or revised. Part of the discussion should also include how the goals will be evaluated. The Field Instructor provides input and feedback regarding the learning contract.
4. The student should finalize the learning contract by making any necessary changes. The Field Instructor and Field Director should be used as supports. The form should be submitted electronically to the Director of Field Education at least three days before the learning conference. Conferences usually last approximately one hour.

Sections of the Learning Contract

The Learning Contract is composed of three sections: Agency Learning Goals, Personal Learning Goals, and Professional Learning Goals. This is a living document, meaning that the goals can be modified based on the strengths and needs of the student in placement (and incorporating understanding gained from the journaling throughout the internship). During the placement, the student will be reflecting on the personal journal and their experience with the SOWK 492 Seminar Capstone Project to incorporate and evaluate their Agency Learning Goals, Personal Learning Goals, and Professional Learning Goals.

Agency Learning Goals

AGENCY LEARNING GOALS pertain to the unique nature of the field education agency that the student wishes to learn about and/or contribute to. Agency Learning Goals should be phrased as SMART Goals. Consideration should be given to the following areas when deciding on learning goals:

- Services and programs that the agency provides
- Agency history, philosophy, and funding
- Client population served
- Organizational structure
- Agency policies and procedures
- Agency decision-making process

Personal Learning Goals

PERSONAL LEARNING GOALS pertain to students' strengths and needs as individuals.

Personal Learning Goals should reflect the areas of growth that the student feels will benefit them throughout their life. This requires the student to use personal insight to explore how to grow into the person they want to be. Goals may involve building on strengths and talents, minimizing weakness, and vulnerabilities, expanding sensitivities, raising self-awareness, and understanding and utilizing empathy. Consideration should also be given to the following when deciding on learning goals:

- The differences between personal and professional relationships
- How personal issues may affect social work professionals
- Self-awareness in relation to human diversity (e.g. cultural and lifestyle differences, disadvantaged groups, women's issues, etc.)

- Personal values that help or interfere with effective social work practice
- Having and controlling one's own empathy.

Professional Learning Goals

PROFESSIONAL LEARNING GOALS pertain to theory, methods, and skills common to the work of a professional social worker that can be learned through the internship placement and used in other social work agencies as well. Consideration should be given to the following areas when deciding on learning goals:

- Social work values and ethics
- Accountability to client systems (e.g. maintaining client confidentiality, keeping appointments, following through on plans, etc.)
- Teamwork with other agency staff
- Identification of client strengths and needs
- Communication and interviewing skills
- Problem-solving process
- Diversity (e.g., cultural, ethnic, racial)
- Social work practice methods (establishing relationships, collecting data, making assessments, intervention, evaluation, and termination)
- Integrating and applying evidence-based knowledge and theory to actual social work situations

PARTICIPATING IN THE LEARNING CONFERENCE

The conference's purpose is to review the learning goals and evaluate them for use during the student's internship. The student, Field Instructor, and Field Director meet for about an hour to discuss the feasibility of the goals and the application during the internship. The student leads the discussion. The Field Instructor offers collaborative ideas and direction and constructive criticism to guide the student. The Field Director facilitates the discussion. The learning contract is a working paper (rough draft) that is the basis for the conference.

The final form, signed by the student, Field Instructor, and Director of Field Education, is retained by the Director of Field Education and copies are kept by the student and the Field Instructor. Revision of the learning contract form may be necessary following the Learning Conference. If revision is necessary, the student is expected to amend the form and return it to the Director of Field Education within three days after the conference.

MUTUAL RESPONSIBILITIES

The **STUDENT** is responsible for the following:

Responsibilities to **self** for professional development:

- Applying self-care and work/life balance.
- Seeking advice, consultation, or help from the Field Instructor and Director of Field Education when needed.
- Conducting oneself as a FSU student, member of the social work profession and abiding by school, agency, and social work ethics, policies, and procedures.
- Applying principles of social work learned in the classroom to the field and striving to improve skills through periodic self-evaluation.
- Recognizing and including differences in culture, ethnicity, gender and sexual identity, religion/spirituality, and other aspects of diverse cultures.

Responsibilities to the **Field Instructor/Agency**

- Performing responsibly and professionally by keeping commitments to the clients, agency, and Field Instructor.
- Notifying the Field Instructor of unavoidable absences and tardiness in advance, as is expected in professional employment.
- Completing work assigned by the Field Instructor within the agency expectations and being accountable for completing tasks within specified deadlines.
- Preparing and asking questions that demonstrate critical thinking during supervision.

Responsibilities to the **Director of Field Education**:

- Preparing the learning contract and evaluation report.
- Participating in the preparation of midterm and final evaluation reports.
- Participating in the Seminar in a consistent and professional manner.

The **FIELD INSTRUCTOR** is the social worker at the field education site (this person must have either a BSW or MSW degree plus at least 2 years post-degree experience). This person is responsible for:

Self

- Maintaining the roles and ethics of the social work profession and abiding by school, agency, and social work ethics, policies, and procedures.
- Applying self-care and work/life balance.

Student

- Developing a learning climate and environment that aligns with social work principles for the student in the agency through a workable learning plan.
- Conducting an orientation to the agency and the placement.
- Meeting weekly for at least one hour with the student to provide supervision.
- Giving assignments to help the student learn about a broad range of social work interventions common to generalist social work practice (including practice with individuals, families, small groups, organizations, and communities);
- Participating in developing an individualized learning contract;
- Signing time sheets and other necessary documentation

Director of Field Education and FSU

- Facilitating the negotiation of an affiliation agreement between the agency and the Social Work Program at Frostburg State University
- Attending a one-time orientation program for new field instructors
- Attending meetings for all field instructors

The **Task Supervisor** is the person who assigns tasks and oversees the intern's daily activities. The Task Supervisor and Field Instructor may be the same individual, or they may two separate individuals.

Self

- Maintaining the roles and ethics of the social work profession and abiding by school, agency, and social work ethics, policies, and procedures.

Applying self-care and work/life balance.

Student

- Providing access for the student to a suitable workspace with a desk, computer, and access to any technology or information as needed.
- Assisting the student and Field Instructor in the development of the Learning Contract and activities to facilitate learning.
- Monitoring and guiding the daily progression of the student, including their work ethic and their hours completed.

Field Instructor/Task Manager

- Assisting the student and Field Instructor/Task Manager in the development of the Learning Contract and activities to facilitate learning.

-Maintaining clear communication with the Field Instructor about the daily progression of the student.

Field Director

-Attending any meetings necessary to discuss the progress of the student.

The **FIELD EDUCATION DIRECTOR** is a support for the student, Task Manager, and Field Instructor. The Director is responsible to

Self

- Maintaining the roles and ethics of the social work profession and abiding by school, agency, and social work ethics, policies, and procedures.
- Applying self-care and work/life balance.

Student

- Meeting with the field instructor and the student in a three-way conference at least twice during the placement
- Providing clear guidelines and expectations for the student and their progress during the internship
- Serving as a resource and advocate for the student and Field Instructor/Task Manager

Field Instructor/Task Manager

Department of Social Work Field Education Manual

- Planning and conducting orientation programs, workshops and seminars for new Field Instructors/Task Managers
- Providing the Social Work Field Manual and sharing the syllabi from the Integrative Seminar (SOWK 492) and Field Placement (SOWK 495) and other selective materials.
- Helping new Field Instructors/Task Managers create a plan for students that is in accordance with the program objectives
- Assist Field Instructors/Task Managers to facilitate the connection between class and field.
- Meeting with the Field Instructor/Task Manager and the student in a three-way conference at least twice during the placement.
- Being available as a consultant to the Field Instructor/Task Manager.

FSU

- Ensuring that the University carries adequate liability coverage for all student interns;
- Ensuring that each placement site has signed an up-to-date affiliation agreement

ADMINISTRATIVE POLICIES

1. **PLACEMENT TIME SCHEDULE:** the minimum number of clock hours required for field education is 450. Placements normally begin on the first day of university classes in the fall or spring semesters and conclude on the last day of scheduled classes unless prior arrangements have been made. Students are not expected to work when the university is closed for a holiday. They also should not work when the agency is closed. Each intern's daily schedule is agreed on by the student and the field instructor. The schedule may include weekend and evening hours. It may be quite flexible but generally should not exceed 37 clock hours weekly. The student should keep the Field Instructor/Task Manager and Field Director aware of progression towards the 450 hours and expected end date of internship.
2. **EVALUATION:** A Pass/Fail Rate for the field placement (SOWK 495) will be assigned by the Director of Field Education based upon a midterm and final evaluation conducted by the Field Instructor (with feedback also incorporated from the Task Manager), Director of field Education and the student. The student evaluation will be a continual process throughout the placement. The Field Instructor/Task Manager will provide regular performance feedback to the student.
3. **PREREQUISITES:** students are expected to successfully complete all prerequisite courses prior to entering the internship so that they may devote their full time and energies to the internship responsibilities. Students who have not successfully met all prerequisites may be asked to delay their internship. (Student may request faculty to review their Degree Progress Report).
4. **LOCATION OF PLACEMENTS:** All placement sites must be approved before the internship begins. The Social Work Department has a wide range of partnerships in place with agencies in Western Maryland. However, should the student want to intern outside of the geographic region, the student is responsible for connecting and securing the internship opportunity and facilitating the site agreement by connecting the site representatives with the Field Director. All placement sites must meet the criteria established in this manual and be approved by the Direct of Field Education.

5. **INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES:** Since the internship is a demanding experience, students are encouraged to limit their involvement in extracurricular activities while interning. Be mindful of the need for self-care and discuss any concerns about extracurricular activities with the Field Director before beginning placement.
6. **AGENCY REQUIREMENTS:** students should be aware that some internship sites impose additional requirements beyond those set by the University. Examples of these include: pre-semester orientation activities, security checks, TB tests, physical examinations, or participation in standardized training (e.g. CPR, Behavior Management, etc.) while interning. Students may be obligated to comply with these additional requirements to intern at a given location. In addition, students should be aware that agencies vary in their ability to reimburse students for costs incurred as part of the internship (e.g. agency travel, training expenses, etc.). Students should discuss this matter with Field Instructors/Task Managers during the pre-placement interview so that all parties are aware of their mutual financial obligations. After the interview and acceptance of the field site, students submit a copy of the Screen Interview/Acceptance Letter, to the Director of Field Educations/Administrative Assistance.
7. **TIME SHEETS:** timesheets are signed by the student, Field Instructor/Task Manager and returned to the Director of Field Education. (See Page 43 for a sample time sheet)
8. **USE OF A STUDENT'S JOB AS A FIELD EDUCATION SITE:** In accordance with the standards of the Council on Social Work Education, and the National Association of Social Workers Code of Ethics related to dual relationships, students are strongly discouraged from interning in the same site where they are employed. Under certain circumstances, a placement at the same site will be approved but only if the student can do field education in another unit of the agency and/or work on a project outside of the scope of his/her usual job. The student in the agency must be able to demonstrate that:
 - A. The assignments and work hours are distinct and separate from his/her paid job.

- B. The student will be exposed to new experiences as part of the internship and will have an opportunity to acquire new knowledge and skills.
 - i. The student, in consultation with the Director of Field Education, submits the following:
 - ii. A written request for use of the student's job as a field site. Specifics to be addressed in this letter include the name of the agency, job title, description of job responsibilities and current assignments
 - iii. A written description of the projected assignments prepared by the prospective Field Instructor/Task Manager
 - iv. A written plan and schedule differentiating internship hours versus paid employment for the internship period (developed by the agency administration).
- C. The Director of Field Education approves/disapproves the request based on adherence to CSWE requirements.

9. **ABSENCE FROM PLACEMENT:** Students are expected to be at their placement site during agreed upon times. If students are unable to be there due to illness, inclement weather, or other personal reasons, they are required to notify their field instructor and any other persons (clients, colleagues, etc.) with whom they had appointments that day. If the site allows telecommuting, this is highly suggested as an option for students who are facing illness or inclement weather. Please discuss this possibility with the site before the beginning of the semester. Students **MUST** have 450 hours to successfully complete internship, and missing on-site hours can make that significantly more difficult to achieve.

10. **STUDENTS AS CLIENTS (CURRENT OR FORMER) OF A FIELD EDUCATION**

SITE: Students will not be placed at sites where they have received clinical services. This would be considered a dual relationship, and the NASW Code of Ethics should be consulted for further information.

11. **STUDENTS WORKING WITH FIELD INSTRUCTORS WHO ARE RELATIVES:**

Students will not be placed under the supervision of a Field Instructor/Task Manager who is related to them (either by marriage, by blood, or by social agreement). This would be considered a dual relationship, and the NASW Code of Ethics should be consulted for further information.

12. **ACADEMIC CREDIT FOR LIFE OR WORK EXPERIENCES:** In accordance with the standards established by the Council on Social Work Education, the Department of Social Work does not grant credit for life or work experience. There are no exceptions to this policy.

13. **Frostburg State University Sexual Harassment & Misconduct Policy & Procedures** are available here:

<https://www.frostburg.edu/titleix/policy-procedures-and-forms/index.php>

If a student intern experiences sexual harassment, they should speak with the Director of Field Experience and/or Dr. Benjamin T. Brauer, Ed. D. (Title IX/ADA/EEO Director, 126 Hitchins Administration Building 301.687.3035 (direct) | btbrauer@frostburg.edu) about the experience. The Director of Field Education and the Title IX/ADA/EEO Director will investigate the allegation. Appropriate action will be taken based on the findings of the investigation.

Should a student intern be engaging in harassing behavior towards others in the internship placement, the Field Instructor/Task Manager should inform the Director of Field Education as soon as possible. Additionally, the Field Instructor/Task Manager should follow the internal policies of the agency related to sexual harassment. The Director of Field Education will work with the Field Instructor/Task Manager to take whatever action is deemed appropriate. FSU social work students are held accountable to the NASW Code of Ethics standards.

14. **DISCRIMINATION:** The ADA Policies for non discrimination on the basis of ability are listed here: <https://www.frostburg.edu/compliance/ada-info/ADA-Policies/index.php>

The EEO Policies for non discrimination based on diversity are listed here:

<https://www.frostburg.edu/compliance/eeo-info/eeo-policies/index.php>

The Department of Social Work is committed to creating a learning community which values diversity of all people. Diversity may take the form of race, religion, occupation, SES, and many more roles and statuses. Field practicum sites give the students the opportunity to work with clients who are outside of their own roles and statuses and expose students to diversity, allowing for greater understanding and knowledge of

others and a deeper connection with NASW's Code of Ethics in practice. As a result, the importance of the field placement within the social work curriculum is to ignite a desire in our students to seek ways to be more inclusive and equitable towards others.

Students who experience discrimination in any form can file a complaint with the Director of Field Education and/or Dr. Benjamin T. Brauer, Ed. D. (Title IX/ADA/EEO Director, 126 Hitchins Administration Building 301.687.3035 (direct) btbrauer@frostburg.edu). They will work together to investigate and resolve the complaint, taking whatever action is deemed necessary in accordance with FSU policies (see above). Students found to be engaging in discriminatory acts towards others while in the field will be in violation of the NASW Code of Ethics and the program will take appropriate action as necessary.

15. **STUDENTS WITH SPECIAL NEEDS:** The social work department at Frostburg State University is committed to compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students with special needs and persons with disabilities are encouraged to contact the Director of Field Education at the beginning of the internship application planning process to ensure support and accommodation. The student is required to submit an accommodation letter from Student Support Services to receive accommodation. A mutually agreed upon plan of action will be developed by the Director of Field Education and student to ensure full support and accommodation to individual needs. This plan of action will be shared with perspective field instructors and agencies.

Information for the Student Support Services is available here

<https://www.frostburg.edu/academics/academic-success-network/student-accessibility-services-home/index.php>

16. **STUDENTS RIGHT TO PRIVACY:** In compliance with the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information from a student's educational records will be released to field education sites without prior word and consent of the student. The following categories are considered "directory information" and may be disclosed without the student's prior consent unless the student has filed on an annual basis a written request with the Registrar's Office:

- A. Name
- B. Address
- C. Hometown
- D. Telephone
- E. Date of Birth
- F. Major
- G. Activities or Sports
- H. Dates of Attendance
- I. Classification (Class Standing)
- J. most recent educational agency or institution attended.

In arranging the student's placement, the Director of Field Education will develop a strengths/needs listing to be shared with the field instructor. If additional information needs to be shared with the field placement site, the students will give informed consent.

- 17. RESOLVING PROBLEMS AT THE PLACEMENT SITE:** Problems in the field experience are to be anticipated and offer opportunities for significant learning. Students are encouraged to address problems in a professional, assertive, and constructive manner. The following process for resolving problems is suggested:

A. For problems identified by students:

The student should always attempt to first address their concerns directly with their Field Instructor/Task Manager. The Director of Field Education is available to help the student identify the most appropriate strategy to use. Should the issue not be resolved, the student may request a joint meeting with the Field Instructor/Task Manager and the Director of Field Education. In most cases the problem can be resolved this way.

B. For problems identified by Field Instructor/Task Manager:

Field Instructors/Task Managers should inform the student of the problem and together develop a corrective plan of action to address it. The Director of Field Education is available to help the field instructor identify the most appropriate strategy to use. Should the problem continue, the Director of Field Education will meet with the student and Field Instructor/Task Manager to create a plan of action including specific actions to take

with due dates to review progress. If issues continue, the expectations of field placement will be revisited, and if no progress is made, the student does risk failing the Field Placement.

18. **GRIEVANCE:** for grievances concerning a grade received in SOWK 495, the student should refer to the FSU policy of Grievances and Appeals, located here:
<https://www.frostburg.edu/academics/academic-success-network/student-accessibility-services-home/Grievances%20and%20Appeals.php>
19. **TERMINATING PLACEMENT:** a student may be terminated from a placement site by the Director of Field Education at the request of the Field Instructor/Task Manager for any of the following reasons:
- A. Unsatisfactory performance
 - B. Poor attendance
 - C. Unethical behavior
 - D. Disruptive or insubordinate behavior
 - E. Failure to honor the learning contract
 - F. Inappropriate or threatening behaviors towards clients and/or colleagues
 - G. Misuse of agency computer or other electronic devices.

The Field Instructor/Task Manager and the Director of Field Education will document any of the problems listed above. If possible, the student will be contacted and given a corrective plan of action. Should the behaviors not change or be severe enough to warrant dismissal, the student will be terminated from the field placement. The Director of Field Education will provide the student with the termination notification. The student may file a grievance, as listed above.

20. **INCLIMENT WEATHER POLICY:** students will follow the policy of FSU and their field placement site(s).

CRITERIA FOR SELECTION OF PLACEMENT SITES

Criteria for the selection of placement sites includes the following:

1. The agency's capacity to fulfill the conditions indicated under mutual responsibilities.
2. The agency's capacity to provide student learning opportunities that align with the Goals of the Social Work Program and the Program Objectives.
3. The agency's capacity to provide opportunities for, promote, and evaluate the use of empirical and practice-based knowledge in the development of professional competence for our students.

SELECTION OF FIELD INSTRUCTORS

To enhance the quality of social work education and to comply with standards set forth by the Council on Social Work Education, the Field Instructor must have either an MSW or a BSW degree from a CSWE-accredited program with a minimum of two years of social work experience post-graduation from the program. The ideal choice is to have an MSW as the Field Instructor.

REQUIRED PROGRAM PAPERWORK

Screening Interview/Acceptance Letter - <https://fsucentral.etrive.cloud/Index#/form/263>

Learning Contract - <https://fsucentral.etrive.cloud/Index#/form/264>

Midterm/Final Eval - <https://fsucentral.etrive.cloud/Index#/form/265>

Timesheet - <https://fsucentral.etrive.cloud/Index#/form/268>

SAMPLE SCREENING INTERVIEW/ACCEPTANCE LETTER

TO BE COMPLETED ONLINE (SEE LINK ON PREVIOUS PAGE)

Student name: _____

Emergency Contact: _____

Correct Full and Proper Name of Agency: _____

Correct Mailing Address of Agency: _____

Task Supervisor (person who will assign tasks at internship):

Taks Supervisor's Work Email Address: _____

Task Supervisor's Work Phone Number: _____

**Field Instructor (person with BSW or MSW +2 years post graduate experience
providing supervision 1 hour per week of internship)**

Field Instructor's Email Address: _____

Field Instructor's Work Phone Number: _____

Schedule expected at site (ie. M-F 9-5) _____

Daily Start Time _____ **End** _____

Dress Code description _____

Will any of the following be required? (Check all that are required)

_____ **Driving student's own car**
_____ **Driving agency car**
_____ **Medical Screening (types required)**
_____ **Reimbursement Procedures (type)**

If medical screening is required, how do I make arrangements prior to the start of placement?

Is a Clearance or Background Check Required? _____ Yes _____ No

If clearance or background check is required, how do I make arrangements for this prior to the start of placement?

Is there required Training/Orientation prior to start of placement? _____ Yes _____ No

If training/orientation is required, how do I arrange for this before placement starts?

Start time _____ at _____

(date)

(time)

Student's Signature and Date

Agency Representative's Signature and Date

Frostburg State University Department of Social Work
Field Placement Learning Contract Form

TO BE COMPLETED ONLINE (SEE LINK ON PAGE 34)

This Learning Agreement serves to articulate activities that support the CSWE's competencies as outlined in the put forth in the 2022 Council on Social Work (CSWE) Educational Policy and Accreditation Standards (EPAS). The Agreement represents the student's learning objectives during their internship and is agreed upon by the Field Director and Field Instructor. These activities are site-specific, measurable, and individualized with the goal of promoting the student's successful development of professional competencies.

This plan is negotiated between the student, Field Instructor and Task Manager (where applicable), and provides the basis for evaluating the student's professional development. The student's plan should be comprehensive, with activities added as the internship progresses. The student's goal should be that by the end of the internship, all the Competencies are achieved. Social Work Faculty, Field Instructor, and Task Manager (where applicable) are available to support the student with this plan's development.

This plan should be completed **BEFORE the fifth week** of the student's internship. You must provide examples of your learning activities for each competency.

STUDENT:

Name _____

Address (While enrolled in field placement):

Phone (While enrolled in field placement): _____

Emergency Contact _____

AGENCY:

Name_____

Address_____

Field Instructor's Name _____

Field Instructor's Title _____

Field Instructor's Phone _____

The full list and description of the Competencies put forth by the 2022 Council on Social Work (CSWE) Educational Policy and Accreditation Standards (EPAS)
Please format the Learning objectives into SMART Goals.

Competency 1: Demonstrate Ethical and Professional Behavior

Learning Objective 1:

Learning Objective 2:

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

Learning Objective 3:

Learning Objective 4:

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

Learning Objective 5:

Learning Objective 6:

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

Learning Objective 7:

Learning Objective 8:

Competency 5: Engage in Policy Practice

Learning Objective 9:

Learning Objective 10:

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

Learning Objective 11:

Learning Objective 12:

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

Learning Objective 13:

Learning Objective 14:

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

Learning Objective 15:

Learning Objective 16:

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

Learning Objective 17:

Learning Objective 18:

In addition to learning objectives, students must also create personal goals for themselves. These goals should reflect personal attributes that the person wants to grow from a strengths-based perspective. Some examples would be better time-management skills, focusing more on self-care, growing in confidence, or finding your voice. These are only suggestions, so please write two of your own learning goals below (as SMART goals).

Learning Goal 1:

Learning Goal 2:

Signatures

Student signature _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Field Director _____

Mid-term and Final Field Evaluation
Frostburg State University Social Work Department

For: _____, candidate for BSW

The rankings for the student are:

3 -Excelled beyond expectations

2 -Met expectations

1 -Has not met expectations

N/A -Was not given the opportunity in the field placement

The Learning Goals listed below are based on the Competencies from the *Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Program*, 2022, pp 8-

12. Below each Competency is the student's score.

Competency 1: Demonstrate Ethical and Professional Behavior

Learning Objective 1:

Learning Objective 2:

Score: _____

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

Learning Objective 3:

Learning Objective 4:

Score: _____

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

Learning Objective 5:

Learning Objective 6:

Score: _____

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

Learning Objective 7:

Learning Objective 8:

Score: _____

Competency 5: Engage in Policy Practice

Learning Objective 9:

Learning Objective 10:

Score: _____

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

Learning Objective 11:

Learning Objective 12:

Score: _____

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

Learning Objective 13:

Learning Objective 14:

Score: _____

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

Learning Objective 15:

Learning Objective 16:

Score: _____

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

Learning Objective 17:

Learning Objective 18:

Score: _____

Personal Learning Goals

Learning Goal 1:

Learning Goal 2:

Score: _____

The scores are the result of collaboration with the field instructor and field supervisor on the student's performance. To pass the field experience, the student needs a 2 average score.

Student's average:

Student:

Field Instructor:

Task Manager:

Field Director:

Date

**FROSTBURG STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**
Field Placement **TIMESHEET**

STUDENT:
AGENCY:

TIME PERIOD BEGINNING _____
TIME PERIOD ENDING _____

DAY OF WEEK	DATE	TIME IN	TIME OUT	TOTAL HOURS	ADD'L HOURS	COMMENTS
Sun.						
Mon.						
Tues.						
Wed.						
Thurs.						
Fri.						
Sat.						
Sun.						
Mon.						
Tues.						
Wed.						
Thurs.						
Fri.						
Sat.						

HOURS COMPLETED PREVIOUSLY:

TOTAL HOURS THIS PERIOD:

TOTAL HOURS TO DATE:

Student Signature:
Field Instructor Signature:

Date:
Date: