TABLE OF CONTENTS

Field Education Calendar ........................................................................................................................... 1
Statement on Accreditation.......................................................................................................................... 2
Access Services/For Students with Disabilities .......................................................................................... 2

FIELD EDUCATION MISSION, GOALS, POLICIES, and PROCEDURES
I. Introduction ....................................................................................................................................... 3
II. Mission Statement and Strategic Focus .......................................................................................... 3
III. GSSWSR Standards of Professional Behavior ............................................................................. 3
IV. Goals of the Field Education Program ......................................................................................... 5
V. School Curriculum ......................................................................................................................... 8
VI. Student Readiness for Field Education ....................................................................................... 12
VII. Assignment of Field Placement ................................................................................................. 13

Conflicts of Interest .......................................................................................................................... 14
Agency-Declined Placement .................................................................................................................. 14
Student-Declined Placement .............................................................................................................. 14

VIII. Agency-School Relationship and Joint Responsibility for Social Work Education ................. 14
IX. Selection of Field Education Settings and Field Instructors ...................................................... 15

Field Education Settings .................................................................................................................... 15
Selection of Field Instructor ................................................................................................................. 15
Assignment of Students for Field Education ..................................................................................... 15
Worksite Placements/Use of Current Employment as Field Placement ............................................. 17
Seminar in Field Instruction ................................................................................................................ 20

X. Responsibilities of the School to the Agency and Field Instructors ............................................. 20

XI. Responsibilities of the Field Liaison ............................................................................................. 21

To the Agency and Field Instructor .................................................................................................. 21
To the School ....................................................................................................................................... 22
To the Student ....................................................................................................................................... 22

XII. Responsibilities of Agency and Field Instructor ........................................................................... 23

To the School ....................................................................................................................................... 23
To the Student ....................................................................................................................................... 24

XIII. Responsibilities of the Student in the Field Setting ................................................................... 24

Field Placement Time and Attendance ............................................................................................... 26
Responsibility for completion of required time in Field ...................................................................... 27
Illness/Emergency .................................................................................................................................. 27
Trainings, Workshops, and Conferences .............................................................................................. 28
Weekly Field Group Supervision .......................................................................................................... 27

XIV. Faculty Advising Responsibilities ............................................................................................... 28

XV. Requirements for Field Education ............................................................................................... 28

Time Requirements in Field Education ............................................................................................... 28
Student Assignments ............................................................................................................................. 30

Process recordings .............................................................................................................................. 30
Journals .................................................................................................................................................. 31

XVI. Student Evaluation Policy and Process ....................................................................................... 31
Academic Requirements Related to Grading of Field Education.................................32

XVII. Addressing Issues in the Field.................................................................33
    Steps for Addressing Issues in the Field..............................................33
    Remediation Action Planning..............................................................34
    Withdrawal from Field Placement......................................................34
    Re-placement following withdrawal from Field Placement..................37
    Student Termination of Field Placement Without Authorization.........38

XVIII. Grievance Procedures...........................................................................38

XIX. Liability and Malpractice Coverage.......................................................38

XX. Safety Information ....................................................................................39

APPENDICES:

A. Code of Ethics of the National Association of Social Workers..................40
B. Agency Application Form...........................................................................60
C. Confirmation Form......................................................................................64
D. Field Education Flow Charts.....................................................................65
    a. Incoming Students.............................................................................65
    b. Returning Part-Time and Full-time Students....................................66
E. Pre-Placement Questionnaire.....................................................................67
F. Student Checklist for Field Education Placement Process......................72
G. Preparing for Field Interview...................................................................73
H. Worksite Field Education Proposal Form..................................................75
I. Field Placement Agreement Form..............................................................85
J. Learning Agreement Form..........................................................................89
    a. 1st Year (Foundation).......................................................................92
    b. 2nd Year (Clinical)...........................................................................102
    c. 2nd Year (Community Practice).......................................................113
K. Timesheet/Monthly Report.........................................................................124
L. Site Visit/Phone Conference Form..............................................................126
M. Process Recording Outline.......................................................................128
N. Journal Recording Outline.......................................................................131
O. Group Process Recording Outline............................................................134
P. Evaluation of Student Performance Form..................................................135
    a. Advanced Standing..........................................................................137
    b. 1st Year (Foundation).......................................................................155
    c. 2nd Year (Clinical)..........................................................................174
    d. 2nd Year (Community Practice).......................................................193
    e. 1st Year (Foundation) HSV.............................................................212
    f. 2nd Year (Clinical) HSV.................................................................232
    g. 2nd Year (Community Practice) HSV.............................................252
Q. Field Liaison - Final Evaluation of Student’s Performance in the Field....272
    a. HSV...............................................................................................274
R. Student Evaluation of the Field Experience..............................................276
S. Student Grievance Report Form...............................................................282
T. Incident Report Form................................................................................283
U. Remediation Plan Form............................................................................285
V. Field Instructor Summary, Interrupted Field Placement..........................286
W. CSWE EPAS Core Competencies and Practice Behaviors ................................................................. 288
    a. 1st Year (Foundation) .................................................................................................................. 288
    b. 2nd Year (Clinical) ...................................................................................................................... 290
    c. 2nd Year (Community Practice) .................................................................................................. 292
X. Seminar in Field Instruction (SIFI) – Schedule ............................................................................... 295
Y. Practice Course Overview ............................................................................................................. 296
    a. Foundation Practice .................................................................................................................... 296
    b. Clinical Social Work ................................................................................................................... 298
    c. Community Practice, Policy, and Advocacy .............................................................................. 300
Z. Field Liaison Job Description ........................................................................................................ 301
# FIELD EDUCATION CALENDAR

**AY 2015-2016**

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aug 25</strong></td>
<td>Jan 1</td>
</tr>
<tr>
<td>Field Liaison Meeting, 1:00 – 3:00 p.m.</td>
<td>Jan 4</td>
</tr>
<tr>
<td><strong>Aug 26</strong></td>
<td>Jan 9 **</td>
</tr>
<tr>
<td>Student Orientation (New Student)</td>
<td>Jan 12 **</td>
</tr>
<tr>
<td><strong>Aug 27</strong></td>
<td>Jan 13 **</td>
</tr>
<tr>
<td>Prep for Field Practice (New Student Field Orientation) 9:00 a.m.-12:00 p.m. or 6:00-9:00 p.m</td>
<td>Jan 13</td>
</tr>
<tr>
<td><strong>Sept 1</strong></td>
<td>Jan 18</td>
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<tr>
<td>First Semester classes begin</td>
<td>Jan 19</td>
</tr>
<tr>
<td><strong>Sept 3 or 4</strong></td>
<td>Feb 3</td>
</tr>
<tr>
<td>Field Education begins</td>
<td>Mar 7-11</td>
</tr>
<tr>
<td><strong>Sept 11</strong></td>
<td>April 22</td>
</tr>
<tr>
<td>Field Education “Kick-Off” (SIFI I &amp; SIFI II)+</td>
<td>April 29</td>
</tr>
<tr>
<td>SIFI I 9:00-11:30</td>
<td>May 6</td>
</tr>
<tr>
<td>SIFI II 12:30-3:00</td>
<td>May 14</td>
</tr>
<tr>
<td><strong>Sept 30</strong></td>
<td>Mar 7-11***</td>
</tr>
<tr>
<td>SIFI III (Field Instructors) 9:00-11:00 AM</td>
<td>*** Students may utilize Spring Break to make-up for missed hours.</td>
</tr>
<tr>
<td><strong>Oct 7</strong></td>
<td>April 22 ***</td>
</tr>
<tr>
<td>SIFI IV (Field Instructors) 9:00-11:00 AM</td>
<td><strong>Students may utilize Fri., Nov 27 and/or January 18 toward overall required field hours</strong></td>
</tr>
<tr>
<td><strong>Oct 9-18</strong></td>
<td>Apr 29 ***</td>
</tr>
<tr>
<td>FALL BREAK – Field Education Continues</td>
<td><strong>All Students enrolled in Foundation Practice II must participate in one of the Ethics Workshops</strong></td>
</tr>
<tr>
<td><strong>Oct 21</strong></td>
<td>May 6 ***</td>
</tr>
<tr>
<td>SIFI V (Field Instructors) 9:00-11:00 AM</td>
<td><strong>Make-up time is to be arranged in consultation with the Field Instructor.</strong></td>
</tr>
<tr>
<td><strong>Nov 4</strong></td>
<td>May 14 ***</td>
</tr>
<tr>
<td>SIFI VI (Field Instructors) 9:00-11:00 AM</td>
<td><strong>All Field Instructors are encouraged to attend the “Kick-Off” sessions I &amp; II (9/11/15). Free ceu’s are provided to all. For SIFI sessions III-IX: Attendance is required for first time field instructors of masters level social work students from any School/Program. All field instructors welcome. CEU’s for SIFI sessions III-IX are available for first time field instructors only.</strong></td>
</tr>
<tr>
<td><strong>Nov 18</strong></td>
<td>Nov 18 ***</td>
</tr>
<tr>
<td>SIFI VII (Field Instructors) 9:00-11:00 AM</td>
<td>***Students may utilize Spring Break to make-up for missed hours.</td>
</tr>
<tr>
<td><strong>Nov 26</strong></td>
<td>Dec 11</td>
</tr>
<tr>
<td>Thanksgiving Holiday *</td>
<td><strong>Field days missed due to any other holidays must be made up. Make-up time is to be arranged in consultation with the Field Instructor.</strong></td>
</tr>
<tr>
<td><strong>Dec 11</strong></td>
<td><strong>Students may utilize Fri., Nov 27 and/or January 18 toward overall required field hours</strong></td>
</tr>
</tbody>
</table>

*All Field Instructors are encouraged to attend the “Kick-Off” sessions I & II (9/11/15). Free ceu’s are provided to all. For SIFI sessions III-IX: Attendance is required for first time field instructors of masters level social work students from any School/Program. All field instructors welcome. CEU’s for SIFI sessions III-IX are available for first time field instructors only.*
STATEMENT ON ACCREDITATION

The Council of Social Work Education (CSWE), a specialized accrediting body recognized by the Council on Postsecondary Accreditation, identifies Field Education as the signature pedagogy of the social work profession. The intent of Field Education is to connect the theoretical and conceptual contributions of the classroom with the “real world” experiences of the practice setting.

The Master of Social Service at the Graduate School of Social Work and Social Research (GSSWSR) of Bryn Mawr College is accredited by the CSWE.

At GSSWSR, we strive to ensure that Field Education is systematically designed, supervised, coordinated, and monitored for students to achieve learning outcomes and to meet the needs of individuals, families, groups, organizations and communities served.

ACCESS SERVICES/FOR STUDENTS WITH DISABILITIES

Bryn Mawr College and the Graduate School of Social Work and Social Research provide reasonable accommodations when necessary for students with diagnosed disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American’s with Disabilities Act of 1990 as amended. Reasonable accommodations are intended to ensure equal educational opportunity without changing or lowering essential academic and Field Education requirements or standards. Students with disabilities who think they may need accommodations to participate in Field Education should contact Bryn Mawr College Access Services office as early as possible.

The Access Services office provides support for students with learning, medical, physical, and psychological disabilities. For information about eligibility and documentation criteria, please contact Deb Alder, coordinator of Access Services, dalder@brynmawr.edu or 610-526-7351. Information is also available at http://www.brynmawr.edu/access_services/students/students.html. In order to receive accommodation, students need to be in compliance with the documentation requirements of Access Services. Access Services is located in Eugenia Chase Guild Hall at 101 N. Merion Avenue on the main campus. Please call (610) 526-7351 to speak with the Access Services Coordinator.

While at their field placements, GSSWSR students must be able to meet essential requirements and competencies, with or without necessary reasonable accommodations. These competencies are outlined in the Learning Agreement Form (Appendix J) and the CSWE EPAS Core Competencies and Practice Behaviors (Appendix T).
FIELD EDUCATION MANUAL

I. INTRODUCTION
This manual is intended to serve as a guide to the content, purpose and expectations of Field Education and the roles and functions of the Field Instructor and agency, Field Liaison, Faculty Advisor, and student.

II. MISSION STATEMENT AND STRATEGIC FOCUS
As one of the nation’s oldest academic social work programs, Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) is part of a College with a long-standing, well-respected dedication to scholarship, professional practice and social responsibility. The School’s philosophy and practice reflect Bryn Mawr College’s Quaker roots, historical concern for oppressed or marginalized groups, and corresponding commitment to transforming the world for the better. We believe that human well-being, democracy, and human rights cannot flourish in the midst of dramatic social and economic disparities, and we encourage students to grapple with the issue of unequal opportunity. We also believe that, as social workers and thoughtful citizens of the world, our graduates must approach problems from more than one perspective. Whether students specialize in clinical or community practice, they are encouraged to understand and value the complementarities among different kinds of professional social work.

Like Bryn Mawr College as a whole, the GSSWSR is distinctive for its dedication to fine teaching, with intentionally small sized classes and also high quality field education, attentiveness to individual students, and high academic standards within a liberal arts tradition. From its inception, the GSSWSR has embraced scholarship, practice, and collaboration within a broad construction of Social Work and social welfare.

The vision of our GSSWSR is to promote social justice and wellbeing through a variety of transdisciplinary approaches to scholarship and practice, appropriate to the complexity of Social Work and social welfare in the United States and internationally.

The mission of our GSSWSR is to prepare students to work with diverse groups across disciplinary and professional boundaries, and to flexibly apply their knowledge and skills across a wide range of settings for Social Work practice, education, and research. We value a critical understanding of social responsibility and purposeful, reasoned, and imaginative action in pursuit of a just and democratic world.

Our School’s MSS program purposefully educates Social Workers for advanced agency-based practice, independent practice, and leadership positions in the human services field. Through courses and field-based learning, we prepare students to place their work within theoretical frameworks that support activities of assessment, intervention and evaluation, and stress facility with knowledge, skills and values. Our School expects students to think conceptually, act ethically, and systematically process socially just practice. To that end, we develop and execute a master’s level education that addresses 21st Century societal issues with the goal of
evidencing the nexus of theory and practice informed by an understanding of the diversity of the human experience. Students may choose from two concentrations of micro and macro-direct levels across systems—Clinical Social Work Practice or Community Practice, Policy, and Advocacy—yet are prepared for a range of social work activities within multiple contexts and are expected to understand and be able to apply multiple modalities of social work practice in their work with individuals, families, groups, organizations and communities.

III. **STANDARDS OF PROFESSIONAL BEHAVIOR FOR CONTRIBUTING MEMBERS OF THE GSSWSR COMMUNITY**

Bryn Mawr Graduate School of Social Work and Social Research (GSSWSR) is committed to the education of social work professionals through the acquisition and integration of social work knowledge, values, and skills. Members of the GSSWSR Community are expected to meet the following standards of behavior in the classroom, in the field, and in the world at large. Attention to these standards is part of the official evaluations of students undertaken by Faculty, Field Instructors, and Field Liaisons and markers of excellence for all in our Community.

**Accountability:** Inside and outside of the classroom, GSSWSR Community members exhibit behaviors that are in compliance with institutional policies, academic practices, and societal laws, while practicing within the scope of the profession of social work and adhering to the profession’s code of ethics. Within the classroom, field, and community, all responsibilities are met in a timely manner. In the classroom setting, students attend class regularly and complete assignments promptly, working independently unless otherwise instructed and in written work properly attributing all sources of information using APA-style citations and referencing. In the field setting, students meet all field commitments including being punctual and dependable, keeping appointments, maintaining confidentiality, and knowing that appearance, dress, and general demeanor are reflective of professional behavior. Students demonstrate a willingness to fully utilize supervision and feedback to enhance their professional development and seek appropriate support when having difficulties to ensure success in completing course and field placement requirements.

**Respect:** Members of the GSSWSR community treat all those with whom they come in contact with dignity and respect and approach conflict with others in a cooperative manner. Engaging in honest dialogue, GSSWSR Community members are active listeners and strive to use positive and nonjudgmental language.

**Confidentiality:** Personal information about any member of the GSSWSR community or client is held as confidential, respecting as privileged any personal information shared in class or in the field. Names of clients or other client-identifying information are not disclosed in the classroom or in conversations outside of the professional setting.

**Interpersonal Skills:**

**Self-Awareness:** GSSWSR Community members know how their values, attitudes, beliefs, emotions, and past experiences affect their thought processes, behavior, and relationships. As professional social workers, everyone must be willing to examine and change their behavior.
when it interferes with work with colleagues, clients, and others and are able to work effectively with those in supervisee positions as well as with those in authority.

**Empathy:** GSSWSR Community members strive to comprehend another individual’s way of life and values, both in the field and in the classroom. All members are able to communicate empathy and support as a basis for productive professional relationships.

**Objectivity:** Social work students must be sufficiently objective to systematically evaluate client systems in an unbiased, factual way.

**Professional Commitment to Ethical Behavior:** The GSSWSR social worker must have a strong commitment to the standards and ethics of the social work profession. As such, GSSWSR Community members commit to the basic and essential social work values, which include respecting the dignity and worth of every individual and his/her right to a just share of society’s resources. While deepening their commitment to social justice for all marginalized populations and other people at risk, Community members’ values and actions reflect integrity, which includes honesty with self and all others. With authentic and continuous self-development as a goal, members of the GSSWSR Community recognize, accept, and benefit from constructive feedback.

**Honoring of Differences and Recognition of Similarities:** In accordance with social work ethics, all in the GSSWSR Community appreciate the values of human diversity and multiculturalism. They serve in an appropriate manner all persons in need of assistance, regardless of the individual’s age, class, race, ethnicity, political and religious affiliations (or lack thereof), gender, sexual orientation, ability, and value system.

IV. **GOALS OF THE FIELD EDUCATION PROGRAM**
Field Education is an integral part of the Master of Social Service (MSS) program in the Graduate School of Social Work and Social Research. As a critical part of the curriculum, Field Education provides a context in which students can begin the integration of practice, policy, theory, and research. In that sense, it serves as a lynchpin to join students’ classroom and field experiences, embody the School’s mission, and promote the achievement of programmatic goals and objectives. The Field Education component of the curriculum provides students with both observational learning and practical “hands-on” social work experience in preparation for professional social work practice.

Field Education prepares students for advanced practice through the mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration (2008 EPAS, EP 2.0) (Appendix W). This competency-based approach is based on the measurement of specific practice behaviors. Students will be able to demonstrate the integration and application of competencies in their field practice.

The specific objectives of the field education program are as follows:

a. To educate students on the fundamentals of practice of social work, using a generalist practice model, i.e., developing professional relationships and acquiring
skills in using information and in applying principles and knowledge learned in class and field to a variety of social problems;
b. To provide students with the knowledge, values, skills and competencies necessary to provide multi-culturally-sensitive, clinically appropriate, ethically and legally sound social work practice;
c. To provide students with hands-on experience with a variety of approaches and methods in social work and to understand evidence-based practice as it may apply in their field setting;
d. To help students extend self-awareness and achieve a sense of identity within the profession of social work;
e. To help students confront, understand, and address the conflicts and ethical dilemmas inherent in the social worker role and in the demands of the field;
f. To help students address concerns of individuals, families, and relevant social systems, recognize the appropriate foci of intervention and problem solving, and act in a manner consistent with this knowledge;
g. To help students develop a critical approach to theory and practice, open-mindedness to new ideas, analytical and evaluative attitudes toward their own professional performance, and a commitment to continued self-directed professional development;
h. To help students develop and use practice skills that reflect an understanding and appreciation of racial, ethnic, and cultural diversity as well as knowledge and respect for difference in gender, age, sexual orientation, religion, class, and physical ability.

Field Education Curriculum:
Field education Field Education courses are taken concurrently with practice courses over four semesters. All students are required to apply concepts embedded in practice course assignments to their field practicum experience. Practicum learning, in turn, is integrated through class discussion and assignments. The practice perspective that guides expectations for students in the field views individuals in their social environment, with each shaping the other. Students integrate an understanding of practice that is based on assessment of both the needs of clients or communities as well as agency capacity in the provision of services.

Students in field education (i.e., first year foundation or second year clinical or community practice, policy and advocacy concentrations) may provide social work direct services and clinical interventions with clients, carry out community practice, or contribute to policy development and advocacy efforts, and carry out work under the supervision of a professional social worker. In some instances, a master’s level professional in a related field, such as behavioral health, education, law, or public health, may provide supervision. In these cases, students attend weekly field group seminars provided by the School and facilitated by a masters-level social worker to ensure students receive a professional social work perspective. Students are afforded valuable exposure to the full range of social work macro- and micro-level functions, diverse populations, clinical and community practice interventions, nonprofit management strategies, evidence-based practice, challenges and opportunities of contemporary social work.
Students learn to utilize different methods and modalities of assessment and intervention, developing plans and evaluating services. At the core of the field experience, students will encounter and strategize practical ways to advocate for human rights and social and economic justice while applying social work values and ethics.

Field placements may occur in a variety of settings. These may include but are not limited to: inpatient, outpatient or partial psychiatric settings, and programs or services in the areas of community-based mental health, child welfare, health care, employee assistance, juvenile justice, adult corrections, addictions, education, family services, housing, legal services, policy or research institutes, maternal and child health, neighborhood organizations, physical rehabilitation, public welfare, domestic violence and after-school programming.

At least half of the time in the field placement is spent in work carried out either directly with, or on behalf of, individuals, families, groups, communities or organizations as clients. Typically, a greater number and more extensive and complex assignments are assigned to second year students. Second year students may also achieve a full workload earlier in the semester than first-year students. The number of clients or activities on behalf of clients assigned, as well as the nature of the assignment, will vary according to the agency mission, client needs, and service delivery expectations: for example, in a residential or milieu setting clients may be seen more frequently and thus fewer clients may be assigned; on the other hand, in settings where clients are seen less frequently, a greater number of cases may be assigned. If there are questions about the quantity or quality of assignments, students should always consult the Field Instructor and then, if necessary, the Field Liaison.

**Foundation Year**

The Foundation Year field curriculum is organized to match the generalist practice curriculum. Students are grounded in the knowledge and skills needed to work with individuals, families, groups, communities, and organizations. Using an ecological and strengths perspective, students are expected to maintain a focus on the needs of individuals and families, as well as on the physical and social environment, in order to improve interactions between and among these elements.

Students learn skills in engagement, exploration, and goal-setting, and are expected to be self-reflective, using process recordings and supervision to focus on areas for improvement in practice. The assessment process includes an understanding of the interaction between sources of stress and support in the client’s environment, and client coping skills, strengths and limitations. Students learn to encourage client discussion of feelings and to take note of transactions among family or group members, while also clarifying environmental issues and obstacles, taking action and providing necessary information, as needed. In some settings, students learn to function as members of a team.

At the organizational level, students learn about the organizational policies, formal and informal systems, decision-making processes, and the influence of these elements on agency services. They learn to represent their role and discipline, as well as clients’ needs and interests, to others within the organization as well as community representatives. Students incorporate an
understanding of others’ perspectives in order to reach a shared objective on behalf of the client system. In their work with others, students learn to formulate appropriate and effective strategies to address client, organizational, or community needs.

**Concentration Year**
In the Concentration year, student field settings are generally more complex, requiring greater practice sophistication based on the mastery of Foundation year learning.

In the Advanced Clinical year, fieldwork educates students to intervene in a culturally appropriate manner with individuals, couples, families and in relevant social systems. Utilizing an eco-systemic and strengths perspective, students build on their foundation year knowledge in the development of skills in different practice modalities such as individual, group and family work, while enhancing skills in engagement, assessment, and use of self in the relationship. Field practice objectives include carrying out dynamic assessment which highlights relevant biological, psychological and social variables, such as environmental resources and social factors influencing human behavior and psychosocial well-being.

In the Advanced Community Practice, Policy and Advocacy year, students develop competence in community practice, planning, and program development, including knowledge, skill and values in mobilizing people and resources to solve social problems and improve quality of life at the community level. Students build on Foundation year skills in work with individuals and groups, toward developing capacity of communities to address individual, family and community issues, as well as broader social needs. Student work focuses on role development and conscious use of self, along with skill in methods of achieving social change goals at the grassroots, coalition or advocacy/policy levels, depending on the field setting. Assignments increase student skills in needs assessment/problem analysis, goal setting, programmatic/political interventions, client empowerment, and evaluation of the process and final product.

V. **SCHOOL CURRICULUM**
Bryn Mawr College’s Graduate School of Social Work and Social Research (GSSWSR) M.S.S. degree is equivalent in both licensure and use to the MSW degree.

**Overview**
Effective Social Work leadership remains much needed, whether in service to individuals, families, organizations, or entire communities, and is shaped by the knowledge and level of skill and practice experience brought into the field by its professionally prepared graduates. The Master of Social Service (M.S.S.) program at Bryn Mawr College Graduate School of Social Work and Social Research responds to this need through a carefully balanced curriculum designed to explore the array of opportunities available to social workers, equipping them with the flexibility essential to continual growth in a changing world.

The M.S.S. program is designed to:

- Teach social work ethics and frameworks for applying ethical principles to social work practice
• Promote the use of knowledge, values, and skills for social work leaders
• Develop strong relationship, assessment, intervention, and evaluation skills
• Utilize an integrated perspective on theory, practice, policy, research, and ethics
• Encourage self-reflection
• Advance social and economic justice
• Foster a critical awareness of diversity and the social and cultural forces that impact individuals, families, organizations, and communities locally, nationally, and globally
• Understand and apply knowledge of human behavior in multiple social, cultural, and economic contexts
• Emphasize critical and creative thinking skills
• Teach strategies to engage in research-informed practice and learn how practice experience can inform research for increased effectiveness of both
• Develop students’ skills for advocacy and policy practice on behalf of clients and client systems
• Create a learning community that is both challenging and supportive

GSSWSR Academic Programs: Master of Social Service Curriculum
The Master of Social Service curriculum includes foundation courses, practice courses, field education, and elective courses. The program for the M.S.S. degree provides concentrated study in two alternative areas of social work practice: Clinical Social Work Practice or Community Practice, Policy, and Advocacy. Students select one area of concentration that is supported by a set of required courses that are common to the field as a whole. Candidates must complete a minimum of eighteen semester course units, including four course units of field education (19 units are required for advanced standing students). Field Education at GSSWSR is a concurrent model whereby students participate in practice classes while simultaneously applying the necessary skills and experience. Because of the strong integration between classroom and field, student must take a field placement course and a practice course at the same time. Students complete assignments in practice courses related to their agency-based field placement experience.

--- Practice classes and field education are taken concurrently in four consecutive semesters---

Foundation Courses
Through a series of common required courses in addition to two units of field education, students are introduced to the knowledge, skills, and values essential to practice with individuals, families, groups, communities, and organizations. These foundation courses provide students with the framework for more specialized practice skills. The foundation courses are designed to introduce all students to the range of social and behavioral science theories, social policies, analytical methods, and values that form the context of social work practice. Students generally complete these common requirements during the first year of full time study. These foundation courses provide students with the framework for more specialized practice skills and are divided into six substantive areas.

Foundation Practice
Theoretical Perspectives in Social Work I and II
Research Informed Practice I and II
Social Policy Foundations and Analysis
Assessment: Either Assessment and Psychopathology Across the Lifespan (for students intending Clinical concentration, OR
Community Strategies and Assessment: Advocacy and Action (for students intending Community Practice concentration)
Multiculturalism and Diversity: Advanced Perspectives

After completing Foundation Practice I and II, students choose one of two practice concentrations, either in Clinical Social Work Practice – or – Community Practice, Policy, and Advocacy (See Appendix Y). Each concentration consists of practice and assessment courses and concurrent field education taken in the two consecutive semesters.

Advanced Year Concentration: Clinical Social Work Practice
Clinical social work is a specialized form of practice with individuals, families and groups. Grounded in the history of the social work profession, this advanced concentration emphasizes practice within the profession’s code of ethics. The concentration reflects the School’s mission to promote social and economic justice and enhance individual, regional, national, and global well-being, and emphasizes the School’s focus on critical and creative thinking and social work practice within a professional code of ethics that respects the rights of clients, especially as related to self-determination, privacy, and confidentiality. Across this curriculum, students learn how research is utilized to inform practice and how practice experiences can be utilized to raise new questions. The two core practice seminars in the Clinical Social Work Practice concentration are set within a biopsychosocial spiritual framework. Students are taught to conceptualize their work from a strengths perspective, employ the skills of critical and creative thinking and self-reflection, and demonstrate a solid understanding of a risk and protective factor framework and an understanding of a developmentally informed approach to social work practice. Emphasis is placed on the knowledge, skills, and values required to be an effective clinical social worker, including an understanding of the sociocultural context of practice, and the differential use of self. Students are expected to show mastery of the processes of engagement, assessment, intervention planning and implementation, and ending processes such as transfer and termination. Throughout, the Clinical Social Work Practice concentration emphasizes social and multicultural diversity across and within an array of contexts. Students who complete the

Clinical Social Work Practice concentration are able to compare and contrast multiple professional theoretical orientations including those found in psychodynamic, cognitive-behavioral, social-constructionist, and integrative frameworks

Clinical Social Work Practice Course of Study:
Foundation
501 & 502 Foundation Practice I & II
503 & 504 Research Informed Practice I & II
505 & 507 Theoretical Perspectives in Social Work I & II
517 Social Policy Foundations & Analysis
506 Assessment and Psychopathology  
521 & 522 Field Education I & II  
540 Multiculturalism and Diversity: Advanced Perspectives

**Concentration**

535 & 536 Clinical Social Work I & II  
541 & 542 Field Education III & IV  
Electives (three units)  
OR  
Electives (four units) for Advanced Standing Students

**Advanced Year Concentration: Community Practice, Policy, and Advocacy**

The Community Practice, Policy, and Advocacy concentration prepares students for professional macro-level social work practice that promotes practice within the profession’s code of ethics, and the ability to analyze, develop, and implement public policy to advocate most effectively for those served by professional social work. The concentration emphasizes community organization and development, needs assessment, organizational analysis, frameworks for policy analysis, and program development related to the evolution of social policy in local, national, and global settings. It prepares students with the knowledge, skills, and values required to promote social change that can improve the lives of vulnerable and at-risk individuals, families, groups, and communities. Finally, this concentration stresses the critical analysis of current trends in relation to policy, advocacy, and activism, paying particular attention to the sociocultural context of social work practice and to issues that can affect not only policy practice but also how institutional practices impact groups differentially, raising critical advocacy and practice dilemmas.

**Community Practice, Policy, and Advocacy Course of Study:**

**Foundation**

501 & 502 Foundation Practice I & II  
503 & 504 Research Informed Practice I & II  
505 Theoretical Perspectives in Social Work I  
507 Theoretical Perspectives in Social Work II  
517 Social Policy Foundations & Analysis  
508 Community Strategies/Assessment  
521 & 522 Field Education I & II  
540 Multiculturalism & Diversity: Advanced Perspectives

**Concentration**

531 & 532 Community Practice, Policy, and Advocacy I & II  
541 & 542 Field Education III & IV  
Electives (three units)  
OR  
Electives (four units) for Advanced Standing Students
Electives
Based on the belief that direct service practitioners, policy analysts, advocates, and administrators all need breadth and depth for effective practice and leadership in a rapidly changing world, electives have been designed to build on foundation content and support and enhance the two concentrations. While all electives reflect the nexus among practice, policy, and research, some like Child Welfare: Policy, Practice, and Research; To Protect the Health of the Public; Mental Health Policy: Child, Adolescent, and Family; Social Work Practice with the Aging; Social Determinants of Health; Perspectives on Inequality in the United States; Perspectives on Global Social Welfare; and Education Law for Social Workers, are most explicit in this integration. Other electives focus on particular intervention modalities, populations, and skills, and include Organizational Behavior; Managing the Work of Others; Family Therapy; Clinical Social Work with Children and Adolescents; Group Treatment; Clinical Social Work with Substance Abuse; Clinical Social Work and Trauma; Attachment-Based Psychotherapy; The Therapeutic Relationship in Gestalt Therapy; Human Sexuality, and Public Education Issues in School Social Work.

VI. STUDENT READINESS FOR FIELD EDUCATION
Students admitted to the GSSWSR will have demonstrated academic preparedness. Students must also be able to perform the essential duties required in agency-based field settings. Assessment of student readiness for field education is carried out at the time of admission and throughout the field placement process. Newly enrolled students will be interviewed for field placement readiness by a member of the Field Education Office. While anticipated to be small in number, students who may not have the necessary experience, abilities, or skill-level to perform successfully in social service agencies with clients may be encouraged to delay their field placement.

Only students (full- or part-time) officially enrolled in the MSS Program can register for social work field education courses (SOWK 521, SOWK 522, SOWK 541, and SOWK 542) or be matched with a placement agency. Part-time students typically enter a field placement in their second year in the program. Before being admitted to SOWK 521, the first field course, the student must complete a Pre-Placement Questionnaire and submit their resume for review by the Director or Assistant Director of Field Education. The Director or Assistant Director of Field Education will arrange either a group or individual interview with the student to discuss their interests in field learning and field placements that may provide a match with these interests. Once a potential field agency match has been identified, the student’s resume is forwarded to the agency for review. Students are referred to only one field agency at a time. After receiving the student’s resume, the agency then informs the Field Office if they wish to interview the student; if so, the Field Office forwards the agency contact information to the student. The student then reaches out to the field agency contact to arrange a time for an interview. The student is provided a list of suggested questions to assist in the interview process with a potential field placement.

Continuing full-time or part-time students entering the advanced year are admitted to the advanced year field education course, SOWK 541, after successfully completing Foundation field
education courses SOWK 521 and SOWK 522. They will also complete the Pre-Placement Questionnaire indicating specific field agency preferences, and will attend a joint class presentation on the field placement process for the advanced year. They may also elect to meet individually with the Director or Assistant Director of Field Education to discuss a potential field placement match. A similar agency referral and interview process, as above, then follows.

VII. ASSIGNMENT OF FIELD PLACEMENT

In assigning field placements, the GSSWSR considers the student’s previous experiences, interests, academic, and professional goals, along with the GSSWSR’s knowledge of agency resources and appropriate learning opportunities. Potential field placements are investigated, negotiated, and arranged by the Field Education Office. Students do not arrange their own placements and students may not interview with agencies in advance of contact with Field Education Office. Students have an opportunity to list specific learning goals as they relate to both agency services and professional standards. Field setting preferences will be considered, keeping in mind that there are numerous complex factors that go into the field placement matching process, and requests for specific agencies, or types of agencies, may not be met. These factors include, but are not limited to: the agency’s competitive interviewing process, a student’s prior experience working in human service agency settings with clients, and a student’s interviewing and professional skills. The interview process is vital to a good match between student and agency. Not all students will be accepted by their first choice agency for placement. Some agencies prefer to interview several students before making a selection. This may require some students to be referred to and/or interview with more than one agency, as directed by the Field Education Office.

Once a student accepts a placement offer, the student is making a commitment to that agency, and an agreement to begin placement with them in the fall (or spring, as designated by the Field Education Office) semester. The placement cannot be changed without field advising consultation with the Director of Field Education. A change requested on the basis of student concern regarding the learning opportunities available at the agency can be discussed with the Field Education Office.

Students must apply for clearances and/or background checks, if required by the agency, as a requirement of Field Education. Some agencies, especially those serving children or serving individuals in health care settings require child abuse and criminal history, including state police and FBI, clearances. In some instances, agencies also require physicals, specific immunizations and drug screenings. The student is responsible for all costs associated with these clearances and tests. Students must be aware that having criminal backgrounds or negative findings on tests may delay start of placement or prevent them from being placed in agency settings. This may also impact their ability to obtain licensure as a professional social worker. If a student is refused for a placement because of an undisclosed criminal history that subsequently appears on an agency background check, this will suspend the placement process. The Committee to Evaluate the Performance of Master’s Students will then be convened to determine the student’s continued status in the program.
Conflicts of Interest
Students are not permitted to carry out a field placement in an agency wherein either they or an immediate family member is a client/receiving services. Also, a family member cannot serve as the student’s Field Instructor or Task Supervisor. It is the responsibility of the student to decline (or not select) a placement based on conflict of interest.

Agency-Declined Placement
If a student has not been accepted after their initial interview with a potential field placement, the student will be directed to interview with another agency. If the student is not accepted by a field agency a second time, the reason for the student’s non-acceptance by that agency will be evaluated by the Director or Assistant Director of Field Education. If the non-acceptance is due to student-related issues, the student will meet with either the Director or Assistant Director of Field Education for further advisement and assessment of student readiness for field placement. A determination may be made by the Director of Field Education to refer the student to the Committee to Evaluate the Performance of Master’s Students for further advisement. If the student is rejected for agency-related reasons, like space, competition, supervision, etc., the student will be offered other placement options until an appropriate fit is made.

Student-Declined Placement Offer
If a student declines more than one offer of a field placement following an interview with the agency, the Field Education Office will meet with the student to discuss the reasons for declining the second offer and reassess the student’s readiness for a field placement. Planning for another placement at that point is at the discretion of the Director of Field Education, in consultation with the Dean.

VIII. AGENCY-SCHOOL RELATIONSHIP AND JOINT RESPONSIBILITY FOR SOCIAL WORK EDUCATION
1. Both the GSSWSR and the agency have responsibilities in the education of social work students. In this joint endeavor, each makes contributions to and has expectations of the student and each other. To implement the mutual accountability, the GSSWSR provides a Field Liaison for Field Education coordination, oversight for student learning, and partnership with each agency;
2. The GSSWSR and agency select students, agree to expectations, student learning goals, and evaluate their learning outcomes. A grade of Satisfactory, Unsatisfactory or Incomplete is assigned to the student by the Field Liaison each semester;
3. The agency provides facilities and learning opportunities for implementing the goals of the Field Education Program;
4. The agency provides a staff member selected by the agency in cooperation with the GSSWSR to serve as Field Instructor for the student. The agency allocates sufficient time for the Field Instructor to coordinate various learning opportunities and provide, at a minimum, one hour of individual supervision to the student per week;
5. The agency will, to the best of its ability, provide release time for the Field Instructor to attend general sessions at the GSSWSR with other Field Instructors, and time to meet with the Field Liaison or the Field Education Staff. New Field Instructors are expected to attend the Seminar in Field Instruction (SIFI) for new Field Instructors (Appendix X) if they have not already had training in supervision/field instruction.
IX. **SELECTION OF FIELD EDUCATION SETTINGS AND FIELD INSTRUCTORS**

**Field Education Settings**

1. Agencies selected by the GSSWSR will meet Council of Social Work Education (CSWE) standards in the selection of approved field placements.

2. Agencies selected should provide a wide range and high quality of field experiences. In the Foundation and Advanced Clinical field placement, it is expected that at least one-half of student time in field be spent in direct contact with clients, including individuals, families, groups or community members.

3. Agencies selected should have field instruction staff that meets our requirements (see section titled “Selection of Field Instructor” below) to be available to provide a minimum of one hour per week of individual supervision;

4. Agencies selected are expected to provide reasonably adequate facilities, such as office space, computer and administrative support, and to demonstrate readiness to invest in student education;

5. Agencies must demonstrate a mission-driven social service delivery that is in keeping with the ethical and value stance of the social work profession;

6. Agencies must adhere to the principles and best practices in social work education that are in keeping with the objectives of the Field Education program;

7. Agencies must operate on the basis of non-discrimination with regard to race, color, national or ethnic origin, gender, age, sexual orientation, religion, class, or physical ability;

8. Agencies are required to sign a Bryn Mawr GSSWSR School/Agency Agreement Form (Appendix I) that outlines mutual expectations for the placement experience.

**Selection of Field Instructor**

Qualified social work Field Instructors are chosen from among the staff of the agency. The agency, in cooperation with the GSSWSR, designates the Field Instructor. Field Instructors supervising a student for the first time are expected to participate in the Seminar for Field Instructors (SIFI), a 9-session course on providing supervision to students that is offered by the GSSWSR (see Appendix X). The Field Instructor should have a Master’s degree from a CSWE accredited social work program and a minimum of two years post-master’s experience. Non-MSS/MSW degreed individuals may also be considered as Field Instructors, provided they have a minimum of the master’s degree plus 2 years’ post-master’s professional experience in a related field such as Psychology, Counseling, Human Services, or Marriage and Family Therapy.

Students in placements that do not provide MSS/MSW Field Instruction will be required to participate in a one-hour weekly field seminar held at the GSSWSR and facilitated by a master’s-level social worker with at least two years’ post-degree professional experience. Time spent in weekly field seminar will be counted toward the student’s required time in the field. Attendance in the weekly field seminar is waived if this perspective can be provided by agency arrangement.
Assignment of Students for Field Education

Field Education is a requirement of a graduate school of social work educational experience. It possesses the same value as a course taken in a classroom. While student input is considered, it is the GSSWSR’s policy that potential field placements are to be investigated and negotiated by the School and that final placements are to be arranged by the School.

The length of the field matching process varies and is dependent on several factors. There are many macro-level influences, such as agency staffing and funding changes, workload and client needs, all of which take precedence over coordinating student internships and interviews. These factors change from year to year along with the availability of Field Instructors and agency capacity which also impacts time frames for student placement (see Field Education Flow Charts, Appendix D). Students are asked to remain in contact with the Field Education Office to expedite the matching process. Students are expected to contact the agency within a 48-hour period, if possible, to arrange an interview once the Field Education Office has notified the student of the agency’s interest in interviewing the student.

Students are expected to complete a Pre-Placement Questionnaire (Appendix E) and submit a resume before meeting with staff from the Field Education Office. Before assigning placements, the field staff reviews the student’s Pre-Placement Questionnaire, interviews each student and discusses the student’s professional experiences and interests. Based on review of student materials and discussion with the student, the field staff ascertain the type of environment that would be most conducive to learning for that student.

The Steps to a Successful Field Placement are Outlined Below:

**Step 1** — Current GSSWSR students attend a Field Education Information Sharing Meeting scheduled in their Foundation Practice Class in November-December.

Newly enrolled entering students and Advanced Standing students participate in individual Field Education meetings with the Director or Assistant Director of Field Education.

Part-time students entering Field Education for the first time are required to attend a group Informational Session Meeting scheduled by the Field Education Office in January. During this meeting students receive procedural and substantive information concerning Field Placement.

**Step 2** — The Field Education Office emails the Pre-Placement Questionnaire form to all students entering Field Education.

**Step 3** — Students complete the Pre-Placement Questionnaire and submit it along with their resume to: field@brynmawr.edu.

Please Note: Career Services in room G-9 (T: 610-520-2615) can assist those students who need help with their resume.

**Step 4** — Students schedule an interview with the Field Education Office via email, or attend Group Interviews programmed in advance.
Step 5—Following the Field Education Office interview, the Field Education Office begins the student-agency matching process by matching the student with an agency that reflects the student’s experience-level, abilities and professional goals.

Step 6—The Field Education Office forwards the student’s resume to the agency representative or Field Instructor.

Step 7—If interested in interviewing the student, the agency will inform the Field Education Office in this regard. The Field Education Office then notifies the student of the agency’s interest. The student is expected to contact the agency within 48-72 hours of receiving notification from the Field Education Office, to schedule an interview.

Step 8—Student interviews with the agency and informs the Field Education Office of the results. During this interview, the student may inquire about agency orientation for new students, background checks, clearances, screenings and/or immunizations, required to facilitate the start of the student’s field placement.

Step 9—If a match is made, the student, Field Education Office, and agency formalize the match (see Confirmation Form, Appendix C). The student sends a confirmation email to both the agency and the Field Education Office. If a match is not made, the student contacts the Field Education Office, and another placement option will be explored, following the above steps. In the event that a second agency interview occurs that does not result in a match, see steps outlined under “Agency-Declined Placement” and “Student-Declined Placement, in Section VII: Assignment of Field Placement.

Step 10—Once both the student and agency confirm a match for the student, a Field Instructor is assigned.

Step 11—The student completes any necessary state or federal clearances, background checks, and/or medical or drug screenings as required by the agency. The student also confirms his or her start date.

Step 12—The Field Education Office follows up with the agency, providing the necessary school/agency documentation.

Worksite Placements - Use of Current Employment as Field Placement

Some students may use a current employment site, where they are already employed in a human service capacity, as a field education setting. In these instances, the GSSWSR works closely with the agency and student to establish a learning experience that recognizes the complexity of the student-employee role while providing educationally rich advanced learning opportunities for the student to apply the principles, knowledge, and practice skills learned in courses. Students are encouraged to have a non-worksite field placement in a different agency, where possible, for one of the two years. Students cannot use employment hours for field placement hours. Students must be employed by the agency (or affiliate) for a minimum of six months prior to submitting a proposal for a worksite placement.

Guidelines for the use of an employment setting as a Field Education site are included below. They are designed to set the parameters for decision-making in this area and emphasize the need to protect the integrity of students' learning experiences. A Worksite Field Education Proposal form is also included in Appendix H.
Guidelines for Worksite Field Placement

The Graduate School of Social Work and Social Research at Bryn Mawr College recognizes that some students may already be employed in a setting which would meet the criteria for a field placement. In such cases, the School may approve a Worksite Field Placement that meets certain criteria established by CSWE’s Accreditation Standard 2.1.6. Accordingly, there must be a clear differentiation between the student’s current job responsibilities and the proposed educational work to be completed as their field placement. While the designated field placement may occur within the regular 40 hour week, tasks must be different from work assigned to the student in their employee role. The hours used for field placement must be supervised by a Field Instructor who is different from the student’s supervisor for employment.

Current students interested in carrying out a worksite field placement in their second, or advanced (concentration) year, must submit a completed Worksite Field Placement Proposal in the beginning of the spring semester which is signed by their current supervisor and proposed Field Instructor, as well as the student. The Field Instructor’s resume must be attached. Continuing students wishing to carry out a worksite field placement in their second year must have been employed by the agency (or affiliate) for a minimum of six months and to have passed the probation period prior to submitting a proposal at the beginning of the spring semester for the following academic year.

Incoming students may submit a proposal shortly after they have enrolled and met with the Field Education office, provided they meet the six month prior employment requirement. Worksite placements must be approved by the Director or Assistant Director of Field Education prior to the student beginning placement in the fall. The Worksite Field Placement Proposal form is located in Appendix H of the Field Education Manual.

Process for Completing the Worksite Field Placement Proposal

The option of a Worksite Field Placement is available for students who are currently employed in a human service capacity in an agency that meets the criteria for approved placement setting. These criteria would include, but not be limited to adequate resources to support a student field placement, and the availability of learning opportunities to match graduate-level field learning objectives. There is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student’s learning. In accordance with CSWE policy, field credit cannot be given for any past work experience.

The Worksite Proposal must meet a clear set of educational criteria (stated below) for review and approval by the Field Education Office. Continuing students interested in this option must express this interest at the time that Field Placement Interviews take place (January-April). In order to assist students and agencies in this process, the Field Education office has adopted policy guidelines for the development of a Worksite Field Placement. These guidelines are designed to ensure the accomplishment of the educational goals and objectives of the MSS Program. It is preferred that students use this option only once during their studies in the MSS program at GSSWSR (one of their placements should, if possible, be in an agency outside of their place of employment).
The agency of employment can be used as a placement setting when the following conditions are met:

1. When the agency has available either different units or distinctly different learning opportunities that will provide the student professional learning experience different from their routine job duties. Thus, students will be taken out of their current job description activities for the number of required hours (i.e., the equivalent of 2 full agency work days/week in the Foundation, or first year, and the equivalent of 3 full agency work days/week in the Concentration, or second year) that constitute the field placement to ensure that specific Masters-level core competencies and practice behaviors can be achieved.

2. When the agency has a qualified supervisor available who can serve as the Field Instructor and who is a different person from the student’s job supervisor. This is to ensure, in part, that the Field Instructor is free to focus on educational aspects of the placement rather than workload issues. Field Instructors must meet the criteria set by GSWSR and CSWE which is described in this manual. The agency and the Field Instructor are expected to provide professional Social Work supervision.

3. If the proposed Field Instructor who has never supervised students before attends a seminar held at the school (SIFI) to support their learning in the supervision of graduate social work students.

4. When the agency and the School can agree that the assignments given to a worksite placement student are consistent with the educational objectives of the School, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student’s professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements.

Eligibility for a Placement in a Student’s Place of Employment

All students employed in a human service capacity by an agency meeting the criteria outlined above are eligible to request a Worksite field placement. Agencies must meet the School’s standards and procedures for the selection and appointment of field agencies and Field Instructors. If the agency is not already an approved field agency, the process for gaining such approval should begin with the student notifying the Director of Field Education. Field credit will not be given until the agency is approved as a Field Site.

Procedure for Initiating a Request for a Placement in the Place of Employment

In developing a field placement in the place of employment, the student will take the initiative by discussing this possibility during the field interviewing process and coordinating the administrative requirements of the agency. The following requirements must be met, and steps completed:

1. The student must have passed the probationary period of employment with the agency or one of its affiliates, and have been employed for at least 6 months prior to submitting a proposal for a worksite field placement.

2. Student’s employment performance evaluations must be at a satisfactory level.

3. The student must discuss with the Director or Assistant Director of Field Education their intent to request an employment-based placement.
4. Following this, the student must download and submit their completed Proposal for Worksite Field Placement form to the Field Education Office. This form is completed by the employer, and student. The student is responsible for the timely submission of this form.

5. The proposal is reviewed by the Director or Assistant Director of Field Education who notifies the student, in writing, regarding the acceptability of the proposal. Any requested adjustments to the proposal will be indicated during this notification and such adjustments must be made prior to approval. Proposals submitted beyond the due date indicated on the form may not be approved. Proposals are to be submitted via email to: field@brynmawr.edu

6. The student must obtain signatures documenting approval of all relevant agency personnel, including the current immediate employment supervisor of the student, the proposed Field Instructor. The resume (or CV) of the proposed Field Instructor must be submitted along with the form. All approved proposals are signed by either the Director or Assistant Director of Field Education.

7. A member of the field office may make a visit to the agency to review the placement plans, in relation to the School’s field learning objectives, with the agency administrator and/or Field Instructor.

8. The student is advised that if the field internship in an employing agency is found to be unacceptable, the student must coordinate with the Director or Assistant Director of Field Education to find another placement.

9. It is the responsibility of the Field Liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the School and the proposal made by the student. Deviations from this employment-based placement plan or termination from employment may result in the student’s placement being terminated.

Seminar in Field Instruction

Field Instructors are expected to have completed the Seminar in Field Instruction (SIFI) (Appendix X), or take the seminar while supervising their first student. The SIFI equips new Field Instructors with the knowledge and skills to effectively supervise and teach social work students. The seminar meets for 9 sessions during the academic year, bimonthly in the fall and monthly in the spring. Sessions last two hours and are held at the GSSWSR. There is no charge for the course. Once the Field Instructor has successfully completed the SIFI, they do not need to repeat the course to supervise another student. If more convenient, a Field Instructor may take a SIFI offered at another School or program in the tri-state region. If the Field Instructor has already taken the SIFI course at another social work program it is not necessary to take it again with GSSWSR.

X. RESPONSIBILITIES OF THE SCHOOL TO THE AGENCY AND FIELD INSTRUCTORS

1. Select for placement, in consultation with the agency, students who are appropriate for the agency;
2. Collaborate with assigned Field Liaison to partner, mediate and access policies and education;
3. Plan for meetings of Field Instructors and Liaisons for the purpose of integrating the field experience with the academic curriculum;
4. Inform Field Instructors of their privileges within the college community such as use of the library and Wyndham House, attendance at continuing education programs and special events at a reduced fee, etc.;
5. Provide appropriate supervisory seminars for new Field Instructors;
6. Provide Field Education learning tools (learning agreements and evaluations, process recording/journal outlines, course syllabi, etc. to inform the agency and Field Instructors about specific Field Educational requirements and course content and assignments;
7. Prepare and execute a Field Placement Agreement found in Appendix I of this manual.

XII. ROLE AND RESPONSIBILITIES OF FIELD LIAISON

The Field Liaison possesses a professional social work degree (master’s degree or higher) from an accredited School or program, and has at least 5 years’ post-master’s professional experience in the field. The Field Liaison monitors the student’s work throughout the year and is responsible for assigning a final grade (“Satisfactory”, “Unsatisfactory” or “Incomplete”) (See Appendix P) to the student at the end of each semester. By reading the student's process recordings or journals and talking with the student and the Field Instructor, the Field Liaison assesses the progress of the learning. The Field Liaison does not read the process recording or journal in order to comment on it as the Field Instructor does, but only to ascertain progress. The Field Liaison ensures that the process between the student and the Field Instructor is one of mutuality and that the student and Field Instructor take full responsibility for working on the learning goals they have determined together. The Field Liaison offers to the student and the Field Instructor any ideas about issues or problems in the learning process. The Field Liaison reads the student evaluation and can discuss it with the student and offer her/his perspective to the Field Instructor.

To the Agency and Field Instructor

1. Aid and support the agency and Field Instructor in meeting the GSSWSR’s expectations regarding the content, requirements and structure of Field Education;
2. Maximize the learning experience in field placement by:
   • Visiting the agency at least once during the fall semester for a site visit to oversee learning progress. In the spring semester, a conference call may replace an agency site visit at the discretion of the Field Liaison, the Field Instructor and the student;
   • Reviewing the student’s Learning Agreement, Evaluation, Process Recordings/Journals and other field requirements with the student and Field Instructor at fall visit;
   • Conferring with student and Field Instructor regarding the student’s experience in accordance with the GSSWSR’s stated educational expectations;
• Taking responsibility for helping the student and Field Instructor resolve any problems related to Field Education, e.g., difficulties in the supervisory relationship, problems in meeting administrative and practice expectations;

3. Meet face-to-face individually with the Field Instructor at least once during the school year. In the second semester, an individual meeting by telephone can be held, as needed.

4. Aid the Field Instructor in resolving any questions or problems related to supervision;

5. Confer near the end of the second semester with the agency regarding the placement of students for the following year, available Field Instructors, and educational opportunities;

6. Maintain communication with agency Field Instructors regarding Field Education requirements, curriculum and changes which may impact Field Education;

7. Act as consultant to the agency in developing a student field education program of high quality, ensuring a balance between direct/indirect learning experiences and micro and macro learning activities, and integration of classroom and field learning.

To the School

1. Maintain contact with the Field Office Staff regarding any significant changes in the agency or the student’s field educational experience;

2. Describe and evaluate the educational opportunities within the agency, and provide the GSSWSR with a written evaluation at the end of the year;

3. Review the student’s Learning Agreement with the student and Field Instructor at the fall visit;

4. Review Field Instructor’s written student evaluation and on the basis of this evaluation, determine student’s grade, and report failing or marginal performance to the GSSWSR Faculty Advisor and the Director or Assistant Director of Field Education;

5. Inform the student’s Faculty Advisor and Director of Field Education of any serious and unresolved difficulty in field placement and act as GSSWSR’s initial representative in processing such a problem or grievance;

6. Communicate to the Field Education Office any agency or service delivery issues, which might have implications for the curriculum;

7. Complete and submit the Site Visit/phone Conference Form found in Appendix L of this manual.

8. Review the School - Agency Agreement found in Appendix I of this manual.

9. Communicate regularly with the Director and Assistant Director of Field Education regarding challenges and potential ethical and legal issues arising in the field.

To the Student
1. Orient new students to Field Education by attending their foundation, clinical or community practice class at least once each semester, as arranged with the class instructor;

2. Meet at least once individually with the student each semester regarding the student’s Field Education experience and discuss any issues or concerns to be raised during the agency visit;

3. Coordinate a Site Visit at least once jointly with the student and Field Instructor in the fall semester and facilitate a conference call in the spring semester, if an agency site visit is not necessary, to evaluate the student’s progress;

4. Provide consultation to student and Field Instructor in the preparation of a Learning Agreement, as needed, and review this Learning Agreement at their semester site visit;

5. Review the student's timesheet/monthly report about the Field Education experience and address any concerns or questions directly with the student;

6. Complete the End of Semester Evaluation of Student's Performance (Grade Sheet) in the Field for the fall and the spring semesters (and summer session for Advanced Standing students);

7. Assist the student in resolving conflicts which may arise in their field placement.

XII. RESPONSIBILITIES OF AGENCY AND FIELD INSTRUCTOR

To the School

1. Coordinate with the GSSWSR to provide a Field Education that complements and augments classroom teaching;

2. Provide time for the Field Instructor to meet at least once in the fall semester with the Field Liaison and student together at the agency and provide time for a conference call or site visit in the spring semester;

3. Complete the Learning Agreement in collaboration with student. This functions as a learning contract which outlines the student’s learning goals, activities and time frames.

4. Evaluate the student progress through the achievement of learning goals at the end of each semester and recommend a grade of satisfactory or unsatisfactory;

5. Follow the academic calendar established by the GSSWSR for Field Education and within that framework expect the student to accommodate to agency hours, including evening hours and if the student works overtime, provide compensatory time;

6. Keep the Field Liaison informed of the student’s progress; raise questions as needed, and advise the Field Liaison of concerns and problems involving the student after discussing them first with the student;

7. Keep the Field Liaison informed of any changes or problems at the agency which may affect Field Education;
8. Advise the GSSWSR regarding various components of the Curriculum and of the connection between Field and course learning objectives and be involved in planning for future use of the placement as needed;

9. Inform the agency of the GSSWSR’s expectations regarding the content and structure of the Field Education;

10. Support and adhere to all relevant practice and professional standards. These include the NASW Code of Ethics and GSSWSR Standards of Professional Behavior;

11. Carefully read and sign the School-Agency Agreement found in Appendix I of the manual.

To the Student

1. Provide orientation to and information about the agency and community including the mission, policies, philosophy, funding sources, populations served, strengths and weaknesses and the service delivery system;

2. Assume overall responsibility for coordination of the educational experience while encouraging agency staff to participate in the student's field experience;

3. Be selective in making assignments in order to ensure variety and progression in learning;

4. Be available to the student for in-person individual supervisory conferences of at least one hour on a weekly basis and for brief conferences as needed;

5. Assist the student in meeting professional responsibilities and using time appropriately; if the student carries out field hours in excess of those required, provide compensatory time;

6. Act as an advocate for the student in gaining access to learning experiences within the agency and within the professional community;

7. Where possible, arrange for participation in selected agency activities such as committees, conferences, attendance at agency board meetings, and in-service training;

8. Aid in the development of the student’s professional identity and encourage participation in professional organizations, e.g., NASW, NABSW, Pennsylvania Society for Clinical Social Work;

9. Provide an educational climate wherein the student and the Field Instructor can identify learning needs, maximize the student's learning potential and mutually evaluate the student's progress in relation to the educational goals of the GSSWSR.

XIII. RESPONSIBILITIES OF THE STUDENT IN THE FIELD SETTING

All students are expected to:

1. Meet the academic requirements, maintain satisfactory academic progress and demonstrate readiness for field placement;
2. Submit all field placement documents in keeping with field procedures and specific time frames;

3. Follow the academic calendar established by the GSSWSR for Field Education and within that framework, accommodate agency hours, including evening hours; students are expected to be available during agency’s standard working hours. This is to encourage integration into the agency environment and to encourage interaction with other professionals working standard hours. If a student is not available during the agency’s regular working hours, approval must be granted by the Director of Field Education;

4. To perform in a responsible manner, keeping commitments to the agency, to the Field Instructor, to clients, and to the Field Liaison and abide by GSSWSR’s Standards of Professional Behavior;

5. Accept dual role of student learner and practitioner and all related responsibilities;

6. Identify themselves as student social workers in all professional interactions and interventions;

7. Abide by all agency policies and procedures;

8. Take responsibility for self-directed learning by preparing the learning agreement and writing revisions as necessary;

9. Reflect on weekly progress and identify specific areas for feedback during weekly supervisory meetings and seminars;

10. Participate in selected agency activities such as staff meetings, conferences, in-service training and committees;

11. Share responsibility for the learning experience by: participating in weekly supervisory conferences; selecting and presenting material, preparing an agenda; completing agency documentation; sharing reactions to, and questions about, the field experience (function, policy, staffing, case management, etc.); giving feedback to Field Instructor regarding supervision; advising Field Instructor of learning needs;

12. Keep Field Instructor informed of school assignments related to the Field Education and share material from School assignments when relevant;

13. Obtain agency approval for use of any case material or records outside the agency and ensure that accepted standards of confidentiality are maintained;

14. Meet with the Field Liaison individually, during the site visit and on a regular basis, as needed, communicating learning experiences;

15. Communicate immediately with/respond immediately to the Field Liaison regarding any problems and/or concerns related to Field Education;

16. Assist Field Liaison in scheduling site visits;

17. Meet at least once during the fall semester jointly with the Field Instructor and Field Liaison and participate in a conference call or site visit during the spring semester with the Field Instructor and the Field Liaison;
18. Submit all required Field Education learning assignments using Sonia and email as needed;

19. Complete the Student Evaluation of the Field Experience form at the end of the spring semester;

20. Review the Field Placement Agreement form found in Appendix I of this manual;

21. Be aware that as a condition of being placed, students may be required to present criminal background and child abuse clearances. Some agencies may require medical testing and drug screening;

22. Be punctual, ready to perform and reliable in attendance and assigned responsibilities;

23. Be aware of safety policies and protocols within the agency.

Field Placement Time and Attendance
All students are required to be in the field the equivalent of 2 full agency work (or 8-hour) days per week/per semester in the Foundation, or first year, and the equivalent of 3 full agency work (or 8-hour) days per week/per semester in the Concentration, or second year. Advanced Standing students are in the field the equivalent of 3 full agency work (or 8-hour) days per week throughout the field placement, including summer session and the following fall and spring semesters.

Students wishing to change their regularly scheduled field days must obtain permission from both their Field Instructor and Field Liaison. Agencies are encouraged to provide students up to two sick days/semester, as needed. Students are entitled to take any GSSWSR holidays and/or agency holidays, as well as agency closures (e.g., due to inclement weather) that fall on regularly scheduled field days. These days, as well as up to the two granted sick days, are not made up by the student. Cumulative planned overtime cannot be carried over from semester to semester, but in instances of prolonged illness or other emergency, exception may be made by the Director of Field Education.

Recesses
Winter Recess
Students are not required to be in field practice during the winter field recess. The date of the Winter Recess from field is always stated in the GSSWSR academic calendar.

Spring Recess
Students are entitled to three days of vacation from field practice during the spring recess (usually the second week of March). Dates are stated in current year GSSWSR academic calendar. The exception would be for students placed in educational/academic settings that provide a spring recess at a different time from GSSWSR; in those situations, the student would be expected to carry out their regular field hours during the designated GSSWSR spring break, in order to observe the agency spring break schedule away from the field.
Regular attendance in the field placement is expected of all students. Students are expected to arrive on time and to remain for the entirety of their scheduled field work day. Continual lateness, or leaving early, is unacceptable.

Students must inform the agency of planned absences or lateness for any reason. If unable to attend field placement due to an unexpected emergency or illness, students are also expected to notify the agency Field Instructor prior to the start of the work day.

Plans for making up missed time must conform to client needs and agency’s schedule and must be discussed with and approved by the Field Instructor. If absences exceed the equivalent of one week of field placement per semester or if there are problems in arranging a make-up schedule, the Field Liaison must be consulted to determine a plan to meet the required time in field. Students have until the day prior to grades being due each semester to complete the required time in field for that semester. If students require an extension to make up hourly requirements, the student must communicate with the Field Liaison and determine days and time to complete required time in field in collaboration with the Field Instructor. Failure to complete required time in field placement may result in an Incomplete or Unsatisfactory grade for in the Field course.

Students who anticipate prolonged absence from Field should communicate such to the Director or Assistant Director of Field Education. The Field Liaison should be informed of absences of more than two days per semester. Because the field course is taken concurrently with the Practice Course, absences totaling more than 3 weeks during the semester (except in the case of reassignment due to withdrawal from a field placement) may result in referral to the Committee to Evaluate the Performance of Master’s Students and may result in a recommendation of withdrawal from the Field Course.

Agency holidays/closures are observed by the student, along with any School holidays that fall on a day when the student is in the field. Field practice time lost because of holidays established by either the School or the agency (including religious and secular holidays) is not made up by the student. Students should be excused from Field Education for the observation of any religious holidays not designated by the agency and students are required to make up these days. It is necessary to inform the Field Instructor in advance of such absence(s) so that a plan can be made to make up any time/work missed.

Because field is a concurrent course with the practice course, students may not complete required time in field prior to the end of the academic semester except in the case of an illness or emergency. The student must receive permission in advance to complete the required time in field prior to the end of the semester from the Field Liaison, in consultation with the Director or Assistant Director of Field Education.

**Responsibility for completion of required time in Field**

Students are responsible for keeping up with their required field days. Students have until the last day prior to grades being due each semester to complete the required field days. Because field is a concurrent course with the practice course, students may not complete time in field
prior to the end of the academic semester except in the case of an illness or emergency. The student must receive permission in advance to complete field hours prior to the end of the semester from the Field Liaison, in consultation with the Director or Assistant Director of Field Education.

**Illness/Emergency**
Occasionally illness and other emergencies may cause students to be absent from field placement. The Field Instructor must be notified of any illness/emergency that keeps the student away from placement. The Field Liaison should be informed of absences of more than two days per semester. Plans for making up absences should be discussed with the Field Liaison and Field Instructor. Students who anticipate prolonged absence from Field should communicate such to the Director or Assistant Director of Field Education.

**Trainings, Workshops, and Conferences**
Any assignment or activity that is required or requested by the field agency may count toward required time in field. This could include outside reading, meeting attendance, conference, workshop, training, etc. Students must receive prior approval from the Field Instructor to attend. Students should be given field hour credits for training, workshops, conferences and any work, assignments or activities that is required by the Field Instructor and that has been communicated to the School in advance of the field placement.

**Weekly field group supervision provided by GSSWSR**
Students supervised by Field Instructors who do not have an MSS or MSW degree are required to attend weekly group supervision with a facilitator who has been designated by the Director of Field Education and who possesses an MSS or MSW degree and a minimum of two years post graduate practice experience. The weekly field group supervision provides students with a social work professional perspective and allows students the opportunity to ask questions, raise concerns, process field experiences, present cases, and participate in other supervision activities as directed by group facilitator. The facilitator maintains contact with students’ Field Liaison. Field supervision groups may be held at the same time and day each week. The time spent in group supervision counts toward required time in field.

**XIV. FACULTY ADVISING RESPONSIBILITIES**
Each student has a Faculty Advisor who is available to help the student increase knowledge and develop their social work skill sets, achieve professional identity and goals and who maintains a relationship with the student in regard to their overall functioning within the educational program. Students are also encouraged to consult with any Faculty member or member of the Administrative staff they may seek out to discuss issues that may arise while in the program. Students are referred to their Academic Faculty Advisors if problems arise in the field. Students should be aware that faculty, staff and Field Liaisons communicate regularly regarding student progress and needs.

Instructors are also concerned with facilitating the student’s learning. Course instructors are responsible for teaching specific areas of professional knowledge and for the evaluation of the
student’s progress in the course. Course instructors and Field Liaisons are responsible for alerting the Faculty Advisor when a student’s performance in the classroom or in field falls below standard and threatens to place a student in academic jeopardy.

If issues come up in the classroom regarding Field Education, the Faculty or instructor should communicate this to the Director or Assistant Director of Field Education.

XV. REQUIREMENTS FOR FIELD EDUCATION

Time Requirements in Field Education

1. Academic and Field Education Calendars are made available to Field Instructors and students on the web or Sonia at the beginning of the academic year.

2. All GSSWSR full-time and part-time students will carry out 2 days/week in the foundation/first year, and 3 days/week in the second/concentration year as part of their Field Education requirements. Advanced Standing students with a BSW degree will carry out 3 days/week in the field in the summer session, as well as in fall and spring semester.

3. The manner in which time requirements for Field Education, as indicated above, are met is negotiated between the student and Field Instructor. Days and times are determined by agency and student needs. The student’s schedule in field must be identified on the Learning Agreement.

4. It is expected that students are in the field for a full agency (8-hour) work day or the equivalent. Students may make special hourly arrangements with the field agency, in consultation with their Field Instructor, and based on agency needs and student’s schedule.

5. Only hours spent in the Field, or in attendance at agency-sponsored or agency–affiliated events, workshops, lectures, or other meeting/activities, approved as part of the field assignment and communicated by the agency to the Field Office are counted toward required student field time.

6. It is suggested that, if possible, at least one hour of the field placement/week be devoted to completion of process recordings. However, time spent writing process recordings outside of the regular field placement is not counted toward required time in field.

7. The student must arrange with their Field Instructor in advance to receive compensatory time off for time spent at the agency in assigned activities beyond required field time. A student who wishes to engage in any other training, lecture, workshop that is not required by the agency must have received prior approval from their Field Instructor in order for time spent in such training to be considered for inclusion in field time requirements.

8. The GSSWSR (see Academic Calendar and Field Education Schedule) establishes vacation periods, and, in addition, students are entitled to School and agency holidays/closures occurring on Field Education days. These days are not required to be made up. The
School recommends that the agency consider granting up to two days of sick leave per semester to cover time off for illness. If students require an extension to make up time requirements, the student must communicate with the Field Liaison and determine days and time to complete required time in field in collaboration with the Field Instructor.

9. In general, students observe agency hours and the calendar followed by agency staff. However, students should consult the Field Education calendar, especially for Thanksgiving, winter and spring recesses, and some holidays. Students should not plan on taking vacations during the practicum year.

10. Field Education time lost because of extended illness or other causes are also to be made up. The plan for making up short periods of absence should be worked out between the student and the Field Instructor. If such absences exceed the equivalent of one week of field placement per semester or if there are problems in arranging a make-up schedule, the Field Liaison must be consulted to determine a plan to meet the required time in the field. Failure to complete required time in the field may result in an Incomplete or Unsatisfactory grade for in the Field course.

11. If student participation on an official School committee (e.g., student representative to Faculty Meeting) occurs on a field day, students may consider the hour(s) spent in the meeting toward their required time in field and are expected to discuss a plan for appropriate coverage of their responsibilities with the Field Instructor well in advance of the planned absence.

**Student Assignments**

1. Students will complete the following and submit the documents to their Field Liaisons through Sonia.
   - Learning Agreement – Due by the 4th week of the semester and modified as necessary in the spring semester
   - (3) Process recordings or journals/semester, signed and reviewed by Field Instructor – due approximately during weeks 4-5, 8-9, and 12-13 in the semester. (Additional process recording/journals may be required by the Field Instructor for use in field supervision.)

2. Student Evaluation of field placement/Field Instructor/Field Liaison – due on the last day of Field Education.

**Process Recordings**

The School requires that all students learn to do process recording of interviews. The School affirms the value of process recordings as a tool to help students recall and reflect upon their work and allows for detailed review and feedback from the Field Instructor on the student’s interactions with clients. The School expects students to do a minimum of three (3) process recordings per semester which are to be submitted to the Field Instructor for feedback/signature. The student also uploads a copy of the process recording with the Field Instructor’s signature to the Assignment module of Sonia for their Field Liaison’s review.
Students should take care in removing any identifying information contained in the Process Recordings prior to uploading the assignment to Sonia.

A process recording is the written description of the interaction between client and worker. It contains verbatim or descriptive summary recording of the content of the interaction, the worker's own observations, reactions and questions, and allows for detailed response and feedback from the Field Instructor. Formats vary, and students should consult with their Field Instructor about the most appropriate format given the particular setting and learning needs (See Appendix M).

While it is suggested that Field agencies permit students time at the field placement to complete process recording assignments, it is understood that students may have to spend additional time, beyond the required 2 or 3 days/week of field placement, to complete required process recordings. Any additional time spent on process recordings outside of the field placement is not counted toward required field time.

- The Process Recording offers the student and the Field Instructor an opportunity to evaluate the effectiveness of practice work in the field. It is a requirement but more importantly it is a tool that should be used regularly. It is also effective for exploring segments of the session that the student may want to develop further, and a tool to facilitate the application of knowledge learned in class during the process recording in the field.
- The Process Recording gives students the chance to self-observe and develop critical thinking, reasoning and self-reflective skills. It is an integral part of supervision and the development of professional identity, conduct and practice. It enhances the efficacy of supervision; provides a focus for discussion; increases the student’s awareness of self, and other; provides useful insight about the student’s skills, and areas of development.
- The Process Recording is also used as a learning tool to assist students with applying theories and concepts into practice. The Process Recording can also develop the professional confidence of the student during their fieldwork in the Field Education setting.
- In the Process Recording, the student should include: a snapshot of what was said or occurred in a client session; description of any non-verbal activity; the student’s feelings and reactions to the client and to the interview as it takes place; the student’s critical thoughts regarding the process recording itself; and a plan for the next meeting (See Appendix M).

Journals
- The Journal is an educational tool for both the student and Field Instructors to use with specific learning goals in mind (See Appendix N).
- In the Journal completion process, a student recalls a contact, reports detail, comments on his/her activities and develops a plan for future activities.
- Field Instructors utilize Journals in supervisory sessions to assist in the development of assessment and intervention skill building as well as for monitoring and offering feedback to the student.
• The Journal is also used as a learning tool to assist students with applying theories and concepts into practice.
• The School expects Students to do a minimum of three Journals per semester which are to be submitted to the Field Instructor for feedback and signature. The student also uploads a copy of the Journal with the Field Instructor’s approval to Sonia for their Field Liaison’s review. Students should take care in removing any identifying information contained in the Journal prior to uploading the assignment to Sonia.
• While it is suggested that Field agencies permit students time at the field placement to complete journal assignments, it is understood that students may have to spend additional time, beyond the 2 or 3 days/week of field placement, to complete required journals. Any additional time spent on process recordings/journals outside of the field placement is not counted toward required field time.

XVI. STUDENT EVALUATION POLICY AND PROCESS
Field learning is collaborative process, beginning with the formulation of the learning contract, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives.

It is the Field Instructor’s responsibility to conduct an evaluation conference with the student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning objectives included in the learning agreement, as well as other criteria agreed upon by both Field Instructor and student. The student should be given some time to read, reflect, and assimilate the content. The Field Instructor and student should then meet together to review the evaluation. Assessments should be supported by practice illustrations. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference. The major purposes of the evaluation include an opportunity for students and Field Instructors to evaluate what students have learned and where they are now, and to conceptualize what skills and learning needs they should focus on in the future.

Students are not to be requested to write their own evaluation. The writing of the evaluation is the responsibility of each Field Instructor, who will appropriately ask for student input and have an evaluation conference before, or at, the time it is finalized.

On-going evaluation of the student’s performance in the field is an integral part of Field Education. Evaluation provides formative feedback to the student and the necessary oversight of social work practice performed by students. It also establishes focus and direction in partnership with the student, helps the student develop awareness of progress and of strengths and areas of improvement, identifies issues in the supervisory relationship, and provides an opportunity for the student to experience professional accountability. A formal evaluation, occurring at the end of each semester, offers the student, Field Instructor, and GSSWSR an assessment of the student’s overall progress and achievement of learning outcomes. An
evaluation conference held between the Field Instructor and student should be scheduled a few weeks before the actual evaluation is to be submitted to the GSSWSR. Students and Field Instructors should evaluate the student’s learning progress in each of the core competencies.

Both the Field Instructor and student should come prepared to discuss the topics identified in the Evaluation of Student Performance listed under each concentration (see Appendix O). This conference should serve to support the student’s learning during the preceding semester, assess the supervisory relationship and identify the future learning agenda. It is the Field Instructor’s responsibility in collaboration with the student to complete the final evaluation. The student will be required to provide a self-evaluation. A copy of the evaluation should be made available to the student.

**Student Field Education Assignments -- Academic Requirements Related to Grading of Field Education:**

The Field Education final grade (Satisfactory, Unsatisfactory, or Incomplete) is given at the end of each semester. The Field Education course grade is given by the Field Liaison and is based on the student’s professional conduct and full participation in field learning at the agency placement, completion of required time in field, submission of learning agreement, process recordings/journals, participation in individual and field-site meetings with the Field Liaison, as well as the Evaluation completed by the Field Instructor. The field course is graded on a satisfactory/unsatisfactory basis; a student who receives an unsatisfactory grade in Field will be referred to the Committee to Evaluate Performance of Master’s Students. The Field Liaison is the course instructor and is responsible for the student’s grade.

If a student receives more than 3 “Does Not Meet Expectations” (“1”) ratings for practice behaviors in any of the 10 competency areas in the final Field Evaluation in any semester, the Field Liaison should initiate a meeting with either the Assistant Director or Director of Field Education to discuss student progress in the field. A determination may be made regarding referral of the student to the Committee to Evaluate the Performance of Master’s Students. Students with more than 3 "Does Not Meet Expectations" ("1") ratings for a competency area on the Final Field Grade form in any semester may be at risk of receiving an Unsatisfactory Field Grade.

In the rare case in which a significant discrepancy exists, or is anticipated, between the judgment of the Field Instructor and Field Liaison regarding a student’s evaluation and final grade, a dialogue will occur between the Field Liaison and Field Instructor, prior to the issuance of the final grade. If a mutual consensus cannot be reached, the Director of Field Education may be called upon to mediate and make recommendations. The final Field Grade will be issued by the Field Liaison.

**XVII. ADDRESSING ISSUES IN THE FIELD**

Most students adapt and then perform well at their field agencies. Students engage in a normal orientation period or transitional process which generally takes about four to six weeks. Primary responsibility for the resolution of problems rests with the student and their Field Instructor. The expectation is that the student and Field Instructor engage in open and direct dialogue and issues regarding scheduling, work expectations, supervision, management of risk
or other areas that are addressed in learning agreements. Open communication facilitates resolution of problems, conflict and learning.

It is important for students to address any issues in the field with the Field Instructor as the first point of contact and to communicate and gain support and guidance from their Field Liaisons as soon as possible. In cases where there are safety, ethical or legal concerns arising in the field, these issues must be communicated to the Field Liaison and Director or Assistant Director of Field Education immediately.

**Steps for Addressing Issues in the Field**

In situations where there may be student performance or behavioral issues or when students believe there may be a problem or conflict, the following steps should be taken:

1. Student and Field Instructor make efforts to discuss and resolve problems or concerns;
2. If issues cannot be resolved, either Field Instructor or student contacts the Field Liaison;
3. The Field Liaison provides the student and Field Instructor with suggestions to resolve problems;
4. The Field Liaison will schedule a three-way meeting with student and Field Instructor with the goal of resolving the issue;
5. If the issue is still not resolved, the Field Liaison will consult with the Director or Assistant Director of Field Education.

**Remediation Action Planning and Reassignment**

When problems or concerns arise with regard to the student’s functioning or performance in the agency, it is always important for the Field Instructor to contact the Field Liaison early on. The Field Liaison is available to consult about the problem or concern, and help to identify the issues and suggested steps towards a resolution. A discussion of the plans involved to improve the situation are always the first step and the Field Liaison will remain involved to monitor progress towards changes that are being initiated. If needed, a meeting of Field Liaison, student and Field Instructor – and, at times, agency supervisor and/or the Director or Assistant Director of Field Education, will be held to assess and locate areas of difficulty. If problems persist despite the efforts of the Field Instructor, student and Field Liaison to resolve them, a more formal step may be taken, including the possibility of the development of a Remediation Action Plan (see Form, Appendix U).

When students are assigned field placements they are committing themselves to that agency and its clients for the duration of the academic year. Problems may arise in field that may lead to a student being reassigned. However, if students are experiencing problems in field they must follow proper procedure, as outlined above.

There are sometimes circumstances that necessitate a student being re-assigned to a new Field Instructor and/or new field placement site. As stated above, the student, the Field Instructor and the Field Liaison, in consultation with the Director or Assistant Director of Field Education, will make a decision about how to move forward.

If a decision is made to reassign the student to a new field placement, the Field Instructor will complete a Field Instructor Summary of Interrupted Field Placement form (Appendix V) and the
Field Education Office will carry out the same process of referral to potential field agency and interview with agency. Once a decision has been made to terminate the current field placement, the process of ending at that field placement must be complete before a new field placement is sought. If a new field placement is secured, the student will be required to perform extra days/hours in order to make up time lost during the process of changing field placements. These arrangements will be made by the student, new agency Field Instructor, and Field Liaison.

If a student requires more than one re-assignment during their two Field Education years, the Director of Field Education may request that the student come before the Committee to Evaluate the Performance of Master’s Students. This is to ensure that the student has the opportunity to have the required amount and type of practice experience and meet the GSSWSR's expectation for students in the field.

Withdrawal from Field Placement

A request for withdrawal of a student from Field Placement may be made by the student, Field Instructor, an agency administrator, or Field Liaison, in consultation with the Director of Field Education. Reasons for such requests may include, but not be limited to, the following:

1. Level of student readiness/preparation for the placement. For the Foundation Field Placement, it is assumed that the student has demonstrated academic preparedness and ability to perform the essential duties required in agency-based field settings. For the Advanced Year Field placement, it is expected that the student has acquired competence in Foundation year knowledge prior to the beginning of the Advanced Year Field placement. For either field placement year, evidence to the contrary of the above expectations, given appropriate efforts by the agency Field Instructor and Field Liaison to assist the student with such deficits, constitutes grounds for the withdrawal of the field placement for that student.

2. Documented unprofessional conduct or demonstrable lack of progress in attaining field education learning objectives as identified by student and Field Instructor.

3. Failure to comply with the NASW Code of Ethics (see Appendix A) and/or the GSSWSR Standards of Professional Behavior.

4. Agency breach of Field Placement Agreement. The agency is expected to provide the learning experiences and/or appropriate supervision as identified in the Field Placement Agreement (see Appendix I).

5. Unexpected events. There may be times in the life of the student or occurrences in the agency where continuing in that field placement setting might jeopardize the quality of the student's learning experience (e.g. personal trauma, major life events, agency or community incidents, agency re-organization or staff reassignments).

A written statement which documents the issues and/or concerns is to be prepared by the person initiating the action and provided to the Field Liaison and Director or Assistant Director of Field Education.

The Field Liaison and Director or Assistant Director of Field Education will meet to discuss the recommended course of action with regard to, and following, withdrawal of the student from field placement. The Field Liaison communicates with the student’s faculty Practice Instructor when the student is withdrawn from the field and/or makes a field placement change, in order
to facilitate continued curricular integration and smooth transition. Because the field course is taken concurrently with the Practice Course and is closely integrated with classroom assignments, lack of a field placement for more than one half of the academic semester, during the period of reassignment of field placement, may be grounds for referral to the Committee to Evaluate the Performance of Master’s Students and may result in a recommendation of withdrawal from the Field Course.

In the event that the student is withdrawn from the field placement and there are concerns about reassignment to a new field placement, a decision to refer the student to the Committee to Evaluate the Performance of Master’s Students may be made by the Director of Field Education.

If a student or Field Instructor requests a removal from field placement, either the Field Instructor or student must send a written request to the Director of Field Education outlining specific details as to the reasons for potential removal. Removal of students from field placement is the determination of the Director of Field Education in consultation with the Field Liaison and the Dean.

**Withdrawal from Field Placement Related to Student Performance**

A student’s field work performance is subject to an ongoing and shared assessment by the student’s Field Instructor and Field Liaison. A concern with the student’s field work performance may be present if a student is having difficulty meeting the learning objectives for Field. Examples of such difficulty include, but are not limited to:

- Inability to maintain relationships with clients;
- Difficulty making active use of supervision and professional feedback;
- Limited capacity for self-reflection as it relates to the work;
- Difficulty completing agency paperwork and related assignments;
- Difficulty sufficiently developing social work skills and knowledge;
- Difficulty observing appropriate boundaries with clients;
- Difficulty abiding by the NASW Code of Ethics;
- Difficulty maintaining professional standards of behavior, including meeting agency and field requirements;
- Unwillingness to engage with a variety of clients, client issues, and practice modalities;
- Difficulty working collaboratively with other professionals in the agency and community at large in one’s professional social work role;
- Difficulty reflecting on the role of one’s own cultural background and biases as they influence the nature of one’s work.

When withdrawal of a student from a field placement is recommended for reasons related to documented student poor performance, the student meets with both Field Liaison and Field
Instructor to discuss the reasons for the termination. The Field Instructor submits to the Field Liaison a written, up-to-date summary of the student’s field experience, including the reason(s) for termination (see Appendix S, “Field Instructor Summary-Interrupted Field Placement” form). This summary is provided by the Field Liaison to the Director and Assistant Director of Field Education, and then shared with the student. The student may submit a response to the Field Instructor’s summary. Both the Field Instructor’s summary and the student’s response become part of the student’s official record.

A student who has been withdrawn from a field placement for reasons related to documented poor performance will meet with the Director or Assistant Director of Field Education who will determine if the student will be given another placement or be referred to the Committee to Evaluate the Performance of Master’s Students to review the student’s program and performance. If the student is again removed for reasons related to documented poor performance in the second placement, or, in the replacement process, refuses or is refused a field placement, the student will not be placed again until the Committee to Evaluate the Performance of Master’s Students meets and reviews the student’s program and performance. The purpose of this meeting is to make recommendations. These recommendations may include, but are not limited to: rearrangement of student’s program to complete field placement at a later time; having the student seek additional experiences outside of the School to address identified areas of weakness; providing additional field placement opportunity(ies); or removal from the program.

**Withdrawal from Field Placement Unrelated to Student Performance**

Placement reassignments may also be made for issues unrelated to student performance, based on the assessment of the Field Liaison in consultation with the Director or Assistant Director of Field Education. Multiple factors may be considered in determining the need for reassignment, including:

- Insufficient learning opportunities, or inadequate agency resources to support a field placement, and no possibility for change;
- Agency closure or reorganization that hinders student supervision and task assignment;
- Mismatch between the demands of the agency and the learning needs and capabilities of the student;
- Irreconcilable difference between the student and the supervisor.

When such serious obstacles to the student’s learning are present in the agency, the following steps should be completed prior to consideration of withdrawal of the student from the field placement. A request for removal may be initiated by the student after the following steps have been completed:

1. The student shares their concerns with the Field Liaison in preparation for discussion of the situation with the Field Instructor.
2. If, after discussion with the Field Instructor, the situation remains unresolved, the student contacts the Field Liaison to discuss the issues again.
3. The Field Liaison meets with student and Field Instructor to determine if the issue can be resolved and, if so, to put a plan into place to address the issue. The Field Liaison notifies the Director or Assistant Director of Field Education of the issue.

4. If, after such discussion and planning, the matter is not resolved, a meeting that may include the Director or Assistant Director of Field Education may be held at the field placement with the student, Field Instructor, and Field Liaison. The purpose of the meeting is to discuss all the attending issues, and, if necessary, develop a plan for professional ending of the student’s work in the agency.

If a student is withdrawn from field placement under these circumstances (i.e., unrelated to student performance) and then reassigned during the same semester, the student, new Field Instructor, and Field Liaison will meet to discuss a plan regarding making up time in the field in order to complete successfully.

In cases where a request for withdrawal from the field placement is made by either the student or the Field Liaison, the final decision regarding withdrawal rests with the Director of Field Education in consultation with the Dean.

Re-placement in the spring semester following withdrawal from field placement

Field placements are designed to be carried out over a full academic year, concurrent with the practice course. In situations where a student who has been withdrawn from the field for any reason is returning to the field in the spring semester of the following academic year, field placement options will be limited. In such situations, the field placement assignment in the returning year will be determined as follows:

a. If the original field placement is available, the student will be replaced at that field agency for the second semester.

b. If a field placement at the original agency is either not available or considered contraindicated by either the agency or the Field Education Office in consultation with the Dean, alternative option(s) will be explored and presented to the student by the Field Education Office. The student will then select and/or prioritize their preference(s) of field placement from among these option(s).

Student Termination of Field Placement Without Authorization

Only the Director or Assistant Director of Field Education can authorize a premature termination of field placement. For students who will be entering field for the first time in fall 2014, a student who withdraws from field placement without following the official process, as outlined above, will receive a grade of “Unsatisfactory” for the semester in the Field course.

XVIII. GRIEVANCE PROCEDURES

Occasionally, there are situations in the field settings that cannot be resolved satisfactorily between the student and Field Instructor. When the above steps have been taken to attempt to resolve problems and a resolution was not reached, a student may decide to file a grievance.

The following steps are to be taken:

1. Student and Liaison determine whether a formal grievance will be pursued regarding field placement issues.
2. Student will complete the Student Grievance Report Form (see Appendix Q) and submit it to the Field Liaison and the Director of Field Education.

3. The Director of Field Education will schedule a face-to-face meeting with the student.

4. The Director of Field Education will convene a meeting with the Field Liaison and Faculty Advisor, to gather information, determine the nature of grievance and identify any possible solutions for remediation.

5. The Director of Field Education will conduct an investigation and document findings.

6. The Director of Education will inform the GSSWSR Dean of grievance being filed.

7. Student and stakeholders will be informed of decision/resolution in writing.

A student who is not satisfied with the outcome may wish to appeal by outlining their concerns in writing and submitting them to the Dean directly. The Dean will review and determine a final decision. This decision will be binding.

Please note: In cases where a grievance is filed against a GSSWSR employee, students will follow grievance procedures outlined in GSSWSR catalog.

XIX. LIABILITY AND MALPRACTICE COVERAGE

The GSSWSR does not assume liability for injury to, or caused by the student in Field Education. If students are expected to use their own automobiles in Field Education placement, the student and the agency should have a written understanding in regard to reimbursement and insurance coverage.

All students are covered by professional liability insurance designed in cooperation with the National Association of Social Workers Insurance Trust and administered by The American Professional Agency, Inc. It protects students for duties performed as part of their field placement in the amount of $2,000,000 for each claim and $4,000,000 aggregate.

XX. SAFETY INFORMATION

Field Education is an integral part of the social work educational experience and is unique in that it is offered in the practice settings in the community. In the field placement settings there are degrees of uncertainty and potential for physical or psychological harm due to the potential severity of the nature and growing complexities of issues faced in social work practice.

It is the policy of GSSWSR that all students become aware of safety needs and concerns by attending the Field Preparation for Practice Workshop prior to beginning their field placements. Students are provided a general overview of basic safety issues at this time.

Students should be aware of their agency’s policies on safety and consider the potential safety issues both in the agency setting and when they are performing duties outside the agency such as home visits. Student concerns should be discussed with their Field Instructor, Field Liaison and/or Director or Assistant Director of Field Education. Students have the right to feel safe in their learning environments.

The GSSWSR expects each agency to have a written safety plan of action specific to the function and layout of each agency, branch or division of an organization and to orient all students to the agency’s safety policy and plan. Each safety plan should be detailed and comprehensive so that
all students know exactly what to do in case of an emergency. Field Instructors are responsible for providing GSSWSR students with agency safety policies and guidelines. This is noted on the School/Agency Agreement.

If there is an incident while a student is in field placement or as a result of their field placement, they are to immediately notify their Field Instructor, Liaison and Director or Assistant Director of Field Education. Students will be referred for appropriate treatment first at the proper facility. A student must complete an Incident Reporting Form (See Appendix U) and an investigation will occur immediately.
Appendix A

Code of Ethics of the National Association of Social Workers
Found online: http://www.naswma.org/?page=71

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant Codes of ethics, recognizing that among Codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek
Appendix A

appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

**Ethical Principles**

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

**Value: Service**

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

**Value: Social Justice**

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

**Value: Dignity and Worth of the Person**

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

**Value: Importance of Human Relationships**

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

**Value: Integrity**

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

**Value: Competence**

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

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

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

1.01 Commitment to Clients

Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.
1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.
(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

### 1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### 1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### 1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### 1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.
1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

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

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.
2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.
3.02 Education and Training

(a) Social workers who function as educators, Field Instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or Field Instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or Field Instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or Field Instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the
implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.
6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
## Field Education

### Agency Application Form

<table>
<thead>
<tr>
<th>Agency Information</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Agency Name</td>
<td></td>
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<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>Zip</td>
</tr>
<tr>
<td>Web Address</td>
<td></td>
</tr>
<tr>
<td>Affiliation/Parent Org</td>
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</tr>
<tr>
<td>Is the agency/program a partnership with another organization?</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, name of partnering organization</td>
<td></td>
</tr>
</tbody>
</table>

### Agency Contact

<table>
<thead>
<tr>
<th>Field</th>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
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<td>Phone</td>
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</tbody>
</table>

### Agency Service Areas (check all that apply)

- Administration/Program Management
- Alternative Education/Learning Differences
- Child Welfare
- College Counseling
- Community Mental Health
- Community Organization/Development
- Corrections/Criminal Justice
- Developmental Disabilities
- Domestic Violence/Victim Services
- Family & Children’s Services
- Gerontology/Aging
- Group Services
- Health Care
- Hospice
- Housing/Homelessness
- Immigrant/Refugee Services
- Inpatient Mental Health
- Legal/Advocacy Issues
- LGBTQ
- Long-term/Community-based Care
- Occupational/Workplace Services
- Outpatient Mental Health
- Program Evaluation
- Residential Services – Adult
- Residential Services – Child
- Substance Use/Alcohol Drug
- Social Policy
- School Social Work
- Other: __
### Number of MSS Students Requested by Year and Track

<table>
<thead>
<tr>
<th>Track</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Standing Student (begins in June in 2nd year MSS program)</td>
<td></td>
</tr>
<tr>
<td>First Year Student (2 days/week)</td>
<td></td>
</tr>
<tr>
<td>Second Year Student (3 days/week)</td>
<td></td>
</tr>
</tbody>
</table>

#### Clinical Social Work

Community Practice, Policy, and Advocacy

### Brief Description of Agency

Include characteristics of communities/populations served (e.g. income, race, ethnic groups, gender)

### Populations Served

(Choose all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Adolescents/Young Adults</td>
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</tr>
<tr>
<td>Adults</td>
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<tr>
<td>Elderly</td>
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<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
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<td></td>
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<tr>
<td>Women</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Couples</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td></td>
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</tr>
</tbody>
</table>

### Other

Yes | No

- Does the agency have its own application process and/or forms for student internships?
  *If yes, please attach information.*
- Is agency accessible to public transportation?
- Is agency accessible to persons with disabilities?
- Is a car necessary to carry out student assignments?
- Are home visits required?
- Are evening hours required?
- Are evening/weekend hours available?
- Are there specific days when the student must be available for their placement?
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
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<tbody>
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</tbody>
</table>
- Are there stipends available for students?
- Does the agency support employees using their work as a placement?
- Is fluency in another language, besides English, required (Y/N) preferred (Y/N) or helpful (Y/N)
- If yes, what language? Spanish Other:
- Are clearances required?
  - Yes
  - No

**Check All That Apply:**

- Criminal
- Child Abuse
- Federal
- Medical
- Other

If so, does the agency facilitate the clearance application?
  - Yes
  - No
**PLEASE LIST AGENCY LOCATIONS REQUESTING STUDENTS:**

<table>
<thead>
<tr>
<th>Location 1: Name</th>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person Name</td>
<td>Title</td>
<td>Contact Phone &amp; Email</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location 2: Name</th>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person Name</td>
<td>Title</td>
<td>Contact Phone &amp; Email</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there additional locations or branches? (Please add additional sheets if necessary)  

**YES**  

**NO**

**Practice Skill Areas for Students – Check all that apply**

<table>
<thead>
<tr>
<th>Advocacy</th>
<th>Crisis Intervention</th>
<th>In-home Intervention</th>
<th>Planning/Program Development &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Management</td>
<td>Discharge Planning</td>
<td>Individual Treatment</td>
<td>Policy Analysis &amp; Development</td>
</tr>
<tr>
<td>Committees / Task Force</td>
<td>Funding/Grant Writing</td>
<td>Legislative Advocacy</td>
<td>Research and Analysis</td>
</tr>
<tr>
<td>Community Development</td>
<td>Group / Family Treatment</td>
<td>Mediation</td>
<td>Other: __</td>
</tr>
<tr>
<td>Community Organizing</td>
<td>Information and Referral</td>
<td>Needs Assessment</td>
<td>Other: __</td>
</tr>
</tbody>
</table>

**Roles / Tasks / Projects to be done by student:**

**Field Instructor Qualifications:**

Qualified social work Field Instructors are chosen from the staff of the Agency. The Agency, in cooperation with the School, designates the Field Instructor. It is preferable that the Field Instructor will have a Master's degree from an accredited school of social work. A minimum of two years post-master’s experience is required. Non-MSS/MSW Field Instructors or master’s level professionals in related fields such as Psychology, Counseling or Marriage and Family Therapy with the requisite two years post-masters experience may be assigned as the onsite Field Instructor; however, the Council on Social Work Education (CSWE) requires that in such cases, social work programs/schools provide students with the professional social work perspective. To meet this requirement, students in agencies in which the Field Instructor does not hold the MSS/MSW degree must participate in a required weekly field group supervision as an adjunct to the supervision provided by the agency. This group supervision is held at the school and facilitated by a master’s level social worker. The hour spent in field group supervision will be applied toward students’ required field hours.

Field Instructors supervising a student for the first time are expected to participate in a Seminar for Field Instructors (SIFI), a ten-session course on providing supervision to students offered by the School.
# Field Instructor Information

Please list any staff that will be serving in the role of Field Instructor:

## Staff Person 1

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Location</th>
</tr>
</thead>
</table>

Check all that apply:  
- [ ] MSW:  
- [ ] MSS:  
- [ ] Other degree:  

- At least 2 years post-masters experience in the field?  
  - [ ] Yes  
  - [ ] No  

- Previous experience supervising MSS/ MSW students?  
  - [ ] Yes  
  - [ ] No

## Staff Person 2

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Location</th>
</tr>
</thead>
</table>

Check all that apply:  
- [ ] MSW:  
- [ ] MSS:  
- [ ] Other degree:  

- At least 2 years post-masters experience in the field?  
  - [ ] Yes  
  - [ ] No  

- Previous experience supervising MSS/ MSW students?  
  - [ ] Yes  
  - [ ] No

## Staff Person 3

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Location</th>
</tr>
</thead>
</table>

Check all that apply:  
- [ ] MSW:  
- [ ] MSS:  
- [ ] Other degree:  

- At least 2 years post-masters experience in the field?  
  - [ ] Yes  
  - [ ] No  

- Previous experience supervising MSS/ MSW students?  
  - [ ] Yes  
  - [ ] No

*If you have additional information or brochures about your agency, please feel free to send.*
### 2015-2016 Field Education Confirmation Form

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name</td>
<td></td>
</tr>
<tr>
<td>Agency Name</td>
<td></td>
</tr>
<tr>
<td>Street Address</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip</td>
<td></td>
</tr>
<tr>
<td>Dept/Program</td>
<td></td>
</tr>
<tr>
<td>Dept/Program Address (if different from main site)</td>
<td></td>
</tr>
<tr>
<td>Agency Contact Name</td>
<td></td>
</tr>
<tr>
<td>Agency Contact Telephone</td>
<td></td>
</tr>
<tr>
<td>Agency Contact Email</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Qualifications:</td>
<td>Qualified social work field instructors are chosen from the staff of the Agency. The Agency, in cooperation with the School, designates the field instructor. It is preferable that the field instructor will have a Master’s degree from an accredited school of social work. A minimum of two years post-master’s experience is required. Non-MSS/MSW field instructors or master’s level professionals in related fields such as Psychology, Counseling or Marriage and Family Therapy with the requisite two years post-masters experience may be assigned as the onsite field instructor; however, the Council on Social Work Education (CSWE) requires that in such cases, social work programs/schools provide students with the professional social work perspective. To meet this requirement, students in agencies in which the field instructor does not hold the MSS/MSW degree must participate in a required weekly field group supervision as an adjunct to the supervision provided by the agency. This group supervision is held at the school and facilitated by a master’s level social worker. The hour spent in field group supervision will be applied toward students’ required field hours. Field instructors supervising a student for the first time are expected to participate in a Seminar for Field Instructors (SIFI), a ten-session course on providing supervision to students offered by the School.</td>
</tr>
<tr>
<td>Field Instructor Name</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Telephone</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Email</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Address (if different from main site)</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Degree(s)(MSS, MSW, MA, PhD)</td>
<td></td>
</tr>
<tr>
<td>Field Instructor Certifications (licenses, trainings, etc.)</td>
<td></td>
</tr>
<tr>
<td>Has the Field Instructor taken a Supervision Course Seminar in Field Instruction (SIFI) either at GSSWSR or at another School/Program?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Field Instructor have at 2 years post master experience in the field?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**NOTE:** A copy of the Field Instructor resume is to be submitted with the Confirmation Form and will be kept on file in the Field Office.

According to CSWE (Council on Social Work Education) Field Education Accreditation Standards, Field Instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective. GSSWSR provides this component through required student attendance in weekly field group supervision held at the School.

Please return form by email: field@brynmawr.edu or mail to Field Education Office, Bryn Mawr College Graduate School of Social Work and Social Research, 300 Airdale Road, Bryn Mawr, PA 19010
Appendix D-a

Bryn Mawr Graduate School of Social Work and Social Research
Field Education Placement Flowchart: Incoming students *

(*Timeline for FEO may vary in response to agency/student needs.)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Full time:</th>
<th>Advanced Standing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Field Education Office (FEO) contacts student upon enrollment to GSSWSR, and sends FEO materials</td>
<td>March-July</td>
<td>Feb.-May</td>
</tr>
<tr>
<td>2</td>
<td>Student completes and submits the pre-placement questionnaire (PPQ) and resume to <a href="mailto:field@brynmawr.edu">field@brynmawr.edu</a></td>
<td>ASAP</td>
<td>ASAP</td>
</tr>
<tr>
<td>3</td>
<td>Interview with FEO to discuss interests, goals and field placement options</td>
<td>March-July</td>
<td>Within 2 weeks of received PPQ</td>
</tr>
<tr>
<td>4</td>
<td>FEO recruits agencies and sends on student resumes to begin match process. Agencies respond to FEO indicating interest.</td>
<td>March-August</td>
<td>Feb.-May</td>
</tr>
<tr>
<td>5</td>
<td>FEO provides student with agency contact information. Student contacts agency within 48 hours to schedule an interview.</td>
<td>March-August</td>
<td>March-May</td>
</tr>
<tr>
<td>6</td>
<td>If a match is made, student sends a confirmation email to Field Education Office. If no match, student informs FEO. FEO will discuss alternative agency with student.</td>
<td>March-August</td>
<td>March-May</td>
</tr>
<tr>
<td>7</td>
<td>FEO sends email to agency contact with request for confirmation of placement and school-agency agreement.</td>
<td>March-August</td>
<td>March-May</td>
</tr>
<tr>
<td>8</td>
<td>Student confirms with agency regarding: required screenings, clearances, agency required orientation, and schedule for field days/hours.</td>
<td>Before Field Placement start date</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Student completes any necessary requirements per agency request.</td>
<td>Before Field Placement start date</td>
<td></td>
</tr>
</tbody>
</table>

Full time: Field Education starts the 1st week of Fall Semester

Advanced Standing: Field Education starts the beginning of June
Field Education Placement Flowchart:
Returning Part-Time and Full Time Students *

Step 1
Field Education Office (FEO) conducts classroom information sessions and provides pre-placement questionnaire (PPQ)
November, 2015

Step 2
Career Development Services offers resume writing and interview skills workshop for students
November-December

Step 3
- Students currently in Field sign up for meeting with Director or Assistant Director of Field Education
- Students entering first year in field sign up for Group meeting
Nov-Dec, 2015

Step 4
Students currently in field placement meet with Director or Assistant Director of Field Education to discuss interests, goals and field placement options; PPQ & resume submitted prior to meeting
January 5-23, 2016

Step 5
Last day for all students to complete and submit the pre-placement questionnaire (PPQ) and resume to field@brynmawr.edu
January 15, 2016

Step 6
Students entering first year in field attend Group interviews held with Field Education Office to discuss interests, goals and field placement options
January 24-31, 2016

Step 7
FEO recruits agencies and refers students/resumes to begin match process. Agencies respond to FEO indicating interest.
February-May, 2016

Step 8
FEO provides student with agency contact information. Student contacts agency within 48 hours to schedule an interview.
February-May, 2016

Step 9
If a match is made, student sends a confirmation email to Field Education Office. If no match, student informs FEO. FEO will discuss alternative agency with student.
February-May, 2016

Step 10
Student obtains Field Instructor (Fi) contact information and provides to FEO. FEO sends email to agency contact with request for confirmation of placement and school-agency agreement.
March-June, 2016

Step 11
Student confirms with agency regarding: required screenings, clearances, agency required orientation, and schedule for field days/hours.
March-June, 2016

Step 12
Student completes any necessary requirements per agency request.
Before field placement start date, 2016

Field Education starts 1st week of Fall Semester
Field Education

Pre-Placement Questionnaire

Instructions

Any student requesting a field placement must fill out this form.

- Complete this form for all students who will be requesting a field placement in the fall (including worksite).
- Email **form and your updated resume** to: field@brynmawr.edu.
- Review the MSS Field Education Manual available at: http://www.brynmawr.edu/socialwork/degrees/mss/resources.html

Requirements

- Advanced Standing are in placement Summer, Fall, and Spring semesters.
- 1st year, 2nd year, and worksite students are in placement for both Fall and Spring semesters.
- Advanced Standing students are in the field 3 full days per week, or the equivalent of 22.5 hours/week for 10 weeks in the summer (June – mid-August).
- 1st year/Foundation year students are in the field 2 days per week, or the equivalent of 15 hours/week.
- 2nd year students are scheduled are in the field 3 full days per week, or the equivalent of 22.5 hours/week.
- All students must be available to accept field placements that occur during regular weekday hours. The Field Education Office cannot guarantee availability of field placements with weekend and/or evening hours.
- Students requesting to complete an employment-based field placement (Worksite) must also complete a “Proposal for Worksite Placement” form (see Field Education Website).
- Students must be registered for Field Education I-IV for each term they are in a field placement and the corresponding Foundation, Clinical Social Work and Community Practice, Policy and Advocacy class.
- Students placed at Field agencies with non-MSS/MSW supervisors onsite must participate in field group supervision provided by the Field Education Office.
- Students requesting accommodations must present a letter from Access Services specific to field placement.
- Students should not request a field placement in an agency where they or a family member has/is receiving services.
- Most agencies require a student to obtain Child Abuse & Criminal History Clearances, which include a state police and FBI clearance. Students may also be required to obtain a physical examination, ppd, drug and hepatitis B screening.
- The Field Education department cannot guarantee placements for students who have been convicted of misdemeanors and/or felonies and are unable to pass Child Abuse & Criminal History Clearances or who are unable to pass health, drug & alcohol screenings.
- Bryn Mawr Graduate School of Social Work and Social Research provides liability coverage to all students in field education.

Deadlines

- **DEADLINE FOR CONTINUING STUDENT PRE-PLACEMENT QUESTIONNAIRES IS JANUARY**
- **DEADLINE FOR ADVANCED STANDING PRE-PLACEMENT QUESTIONNAIRES – WITHIN 1 WEEK OF ENROLLMENT**
- **DEADLINE FOR INCOMING STUDENTS PRE-PLACEMENT QUESTIONNAIRES – WITHIN 2 WEEKS OF ENROLLMENT**
# Appendix E

## Field Education

**Bryn Mawr College**  
Graduate School of Social Work and Social Research

### Pre-Placement Questionnaire

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
<th>(Please print or type. Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATUS:</td>
<td>Full-Time Part-Time First year Field 2nd year Field Advanced Standing</td>
</tr>
<tr>
<td>CONCENTRATION:</td>
<td>Clinical Practice Community Practice, Policy &amp; Advocacy</td>
</tr>
<tr>
<td>DEGREE:</td>
<td>MSS MSS/MPH</td>
</tr>
</tbody>
</table>

**STUDENT INFORMATION**

- Name
- ID#
- Mailing address
- City/State/Zip Code
- Telephone (Home: Work: Cell:)
- E-Mail Address

---

Please note: All correspondence will be sent to your Bryn Mawr College email address. We advise that you check your Bryn Mawr email account regularly throughout your time in the program for important information and reminders.

### SPECIAL PROGRAMS (Check below):

- Child & Family Wellbeing
- Home and School Visitor
- Organizational Management

---

Please read and complete the following section.

Indicate most recent work experience (social work/human services related):

- Most recent volunteer experience (Please describe):

Do you have use of an automobile for field placement?
- Yes
- No

Do you have any travel restrictions?
- Yes
- No

Will you be employed while in field placement?
- Yes
- No

If yes, average # hour(s) per week:

Note: It is expected that at least one field day will occur on a weekday (M-F) during regular daytime hours (between 8:30 AM and 5:00 PM). All students must be available to accommodate this schedule.

Will you be able to obtain Act 33/34 clearances (and/or FBI fingerprinting) that are free of misdemeanors and felonies?
- Yes
- No

Are you requesting accommodations for your field placement?
- Yes
- No

Are you fluent in another language other than English?
- Yes
- No

Language(s):

What additional considerations are most important to you in the selection of a field placement assignment such as location, etc.?

Is there any information pertinent to your being assigned to a field placement that has not been identified in this form?
- Yes
- No

If yes, please contact the field education department to discuss ahead of your group interview.

Do you agree to abide by the NASW Code of Ethics in your field placement?
- Yes
- No

Are you aware that violations to the Code of Ethics in field placement can lead to academic integrity charges?
- Yes
- No

I agree to follow the GSSWSR Standards of Professional Behavior.
- Yes
- No

I agree to follow the GSSWSR policies and procedures regarding field placement.
- Yes
- No

I understand that all computer hardware, software, network access, information and data provided to me as a social work student intern is the property of the agency in which I am placed and should be used for official agency purposes only. I will not use the agency computer systems for personal or non-business related purposes.

---

**STUDENT SIGNATURE:** ___________________________  **DATE:** __________
Please indicate your preferences for field placement opportunities by selecting from the following agency settings and services, practice skill areas and population groups. Your selected interests will assist in the matching process.

**AGENCY/PROGRAM SETTING - CHOOSE YOUR TOP THREE (3) (# in order of preference)**

<table>
<thead>
<tr>
<th>Administration/Program Management</th>
<th>Domestic Violence/Victim Services</th>
<th>Inpatient Mental Health</th>
<th>Residential Services - Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education/Learning Differences</td>
<td>Family &amp; Children's Services</td>
<td>Legal/Advocacy Issues</td>
<td>Residential Services - Child</td>
</tr>
<tr>
<td>Child Welfare</td>
<td>Gerontology/Aging</td>
<td>LGBTQ</td>
<td>Substance Use/Alcohol Drug</td>
</tr>
<tr>
<td>College Counseling</td>
<td>Group Services</td>
<td>Long-term/Community-based Care</td>
<td>Social Policy</td>
</tr>
<tr>
<td>Community Mental Health</td>
<td>Health Care</td>
<td>Occupational/Workplace Services</td>
<td>School Social Work</td>
</tr>
<tr>
<td>Community Organization/Development</td>
<td>Hospice</td>
<td>Outpatient Mental Health</td>
<td>Other: ___</td>
</tr>
<tr>
<td>Corrections/Criminal Justice</td>
<td>Housing/Homelessness</td>
<td>Program Evaluation</td>
<td>Other: ___</td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td>Immigrant/Refugee Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate your location preference: | Suburban | Urban | Either/Both | Other: |

**PRACTICE SKILL AREA – Check all that apply**

| Advocacy | Crisis Intervention | In-home Intervention | Planning/Program Development & Evaluation |
| Case Management | Discharge Planning | Individual Treatment | Policy Analysis & Development |
| Committees / Task Force | Funding/Grant Writing | Legislative Advocacy | Research and Analysis |
| Community Development | Group / Family Treatment | Mediation | Other: ___ |
| Community Organizing | Information and Referral | Needs Assessment | Other: ___ |

**POPULATION PREFERENCE - CHOOSE YOUR TOP THREE (3)**

| Children | Men | Families |
| Adolescents/Young Adults | Women | Couples |
| Adults | LGBTQ | Groups |
| Elderly | Other (specify) | Individuals |

**FIELD PLACEMENT & AGENCY PREFERENCE**

All placements are arranged by the Field Education Office. Students should not initiate contact with any agency to seek a placement within that agency prior to consulting with the Field Education Office.
Students may obtain a general idea of placement settings by checking the Field Agency Resources Moodle organization website: (https://moodle.brynmawr.edu/course/view.php?id=755) or the 3-ring binders on the table outside of the Field Education Office. These listings may not be exhaustive as the field office frequently updates field materials in response to calls from agencies interested in providing field placement opportunities for our students. Other recommended sources of information include the agency’s website.

First year students will be matched to an agency field site according to their professional and academic goals, experience level and interests, and their interview with a field education representative.

Second year and Advanced Standing students are asked, in addition, to provide specific choices (see next page).

### FOR SECOND YEAR AND ADVANCED STANDING STUDENTS ONLY:

Although we cannot guarantee that you will be placed in one of your preferred programs/agencies, this information will be used to determine an appropriate field placement.

<table>
<thead>
<tr>
<th>AGENCY NAME/LOCATION: (List Top 3 Choices)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Additional Comments:

FOR FIELD EDUCATION OFFICE ONLY:

☐ Individual Interview  ☐ Group Interview  ☐ Telephone Interview
# Appendix F

## Student Checklist for Field Education Placement Process

### Step 1: Start The Field Placement Process

| Newly admitted students interview scheduled with Field Education Office (FEO). |
| 1st year Full-Time: March-July |
| Advanced Standing: February-May |
| Part-Time students: sign-up for Field Education information sessions. December |
| 2nd year in Field: Field Education Staff will conduct information sessions during one of your Foundation classes. November-December |

### Step 2: Pre-Placement Questionnaire (PPQ) and Resume

- Complete PPQ and update your resume
- Submit completed PPQ and resume to field@brynmawr.edu
  - 1st year Part-Time and 2nd year continuing students must submit resume and Pre-Placement Questionnaire by January
  - Advanced Standing: must submit resume and Pre-Placement Questionnaire directly following enrollment
  - Incoming Full time students: must submit resume and Pre-Placement Questionnaire directly following enrollment

### Step 3: Interview with Field Education Office (FEO)

- Interview scheduled with Field Education Office (Interview Date:_______________)
- Interview with Field Education Staff completed
- Students are encouraged to attend resume writing and interview skill workshops offered by the Career Services Office December-January

### Step 4: Interview with Agency

- Field Education Office will send student’s resume to agency (allow up to 1 week to hear from agency)
- Student coordinates interview with agency within 72 hours of contact
- Interview scheduled with agency (Interview Date:_______________) REMEMBER TO BRING interview questions and copy of resume.

#### Step 4[a]: During Interview with Agency

- Confirm the name and contact information of the Field Instructor
- **Determine requirements for clearances, screenings, orientation dates and schedule for field placement with agency**

### Step 5: Contact Field Office with Interview results

- A. If match is made, student is to confirm with an email to field@brynmawr.edu. Proceed to step 6
- B. If no match is made, student is to contact FEO for further instructions

### Step 6: Placement Confirmation and Readiness for Field Practice

- Confirm field placement schedule with agency as well as screenings, clearances, and orientation dates
- Complete any necessary clearances as soon as possible. **Students are responsible for determining the clearances and screenings that are required by their agency.** These forms are accessible on the GSSWSR website. [http://www.brynmawr.edu/socialwork/degrees/mss/resources.html](http://www.brynmawr.edu/socialwork/degrees/mss/resources.html)
- Read the Field Education Manual and the GSSWSR Catalog located at the following links: [http://www.brynmawr.edu/socialwork/degrees/mss/resources.html](http://www.brynmawr.edu/socialwork/degrees/mss/resources.html)
- [http://www.brynmawr.edu/socialwork/resources/](http://www.brynmawr.edu/socialwork/resources/)
- Commence Field Placement (Start Date:______________________)
Field Education

Preparing for the Field Interview at Agency

During your interview at your field placement site, both you and the agency contact person will explore your interests, the field placement opportunities, and your expectations for the practicum. Below is a list of questions that you may be asked, or may want to consider asking, during your initial appointment.

In addition to the possible questions listed below, please confirm whether Field Instruction from an MSW or MSS is available at the agency. It is acceptable for the assigned Field Instructor to have a master’s degree (or higher) in a related field (e.g., Human Services, Psychology, Education, Counseling, etc.); in such circumstances, however, students must be available to attend weekly field group supervision held at GSSWSR, facilitated by an MSW or MSS, for the purpose of providing the Social Work professional perspective. These meetings are held during traditional class days: Tuesdays from 1:30 PM-2:30 PM (Foundation Year) or Wednesdays from 1:30-2:30 PM (Second Year - Advanced Clinical). For Second year- Advanced Community Practice, Policy, and Advocacy students, the group supervision sessions will be arranged according to individual student schedule(s). Please convey this information to the agency, as needed. Please let the Field Office know after the interview if a student placed at this agency would need to attend one of these sessions.

Possible Questions from Agency to Student

1. Tell me about yourself. Why did you enter the field of social work?
2. Why do you want to carry out a placement at this agency/program? Why with this population?
3. Tell me about your previous experience(s) in the field - where things went well and where there were challenges.
4. Have you ever been introduced to a theoretical framework for practice in the field, in class or elsewhere?
5. Is there a specific population with which you would most want to work?
6. Is there a population with which you would have difficulty working?
7. What is your preferred supervisory style?
8. What is your learning style?
9. Tell me about an ethical dilemma you have encountered while at your previous field placement. (If applicable)
10. Do you see yourself working in this area of practice following graduation?
11. Is there a particular area of interest or practice service in which you would like to gain experience?
12. What do you see yourself doing in 5 years? What do you want to do with your MSS degree?

Possible Questions from Student of Agency Contact/Field Instructor

1. What are the services provided by the agency?
2. What kinds of activities, programs and learning assignments does a student typically carry out?
3. Are there opportunities for both direct service and community practice, policy, advocacy assignments? (if applicable)
4. Is there an orientation for new students? If so when?
5. What clearances will I need and what are the dates for submission?
6. What are general demographics of clients and communities served by this agency?
7. What kinds of cases and/or projects do you anticipate assigning to me?
8. What specific skills will I be able to develop at this agency?
9. What is the approach to and structure of supervision?
10. Are there specific days of the week when I must be available at the placement?
11. What type of interaction does a student have with other students and with staff?
12. What opportunities exist for inter-professional collaboration or cooperation?
13. What knowledge or experience do you hope a student will bring to the agency?
14. How are students helped to handle issues of diversity regarding age, gender identity, race, ethnicity, and sexual orientation, mental and physical ability on both staff and client levels?
15. What types of in-service training or workshops and conferences will be available to me?
16. Is there safety training and a safety protocol plan in place at the agency?
Field Education

Worksite Placement Proposal – 2015-16

Guidelines for Worksite Placement Setting

Please read and share with your agency prior to completing Worksite Proposal.

I. MISSION OF FIELD EDUCATION PROGRAM

Field Education is an integral part of the Graduate School of Social Work and Social Research’s Master of Social Service (MSS) and Master in Law and Social Policy (MLSP). The Field Education component of the curriculum provides students with both observational learning and practical “hands-on” social work experience in preparation for professional social work practice.

Field Education prepares students for advanced practice through the mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration. (2008 EPAS, EP 2.0) This competency-based approach is based on the measurement of specific practice behaviors. Students will be able to demonstrate the integration and application of competencies in their field practice.

The mission of GSSWSR’s Field Education is also to advance and apply knowledge to the enhancement of individual, societal and global well-being and to promote social and economic justice through its practice, service, and research and scholarly activities. The School provides a learning environment that is supportive and intellectually rigorous, encouraging critical thinking and the expression of social work values through classes, field-based training, research, and active civic engagement in collaboration with the College as a whole. The Graduate School of Social Work and Social Research at Bryn Mawr College recognizes that some students may already be employed in a setting which would meet the criteria for a field placement. In such cases, the School may approve a Worksite Field Placement that meets certain criteria established by CSWE’s Accreditation Standard 2.1.6. Accordingly, there must be a clear differentiation between the student’s current job responsibilities and the proposed educational work to be completed as their field placement. While the designated field placement may occur within the regular 40 hour week, tasks must be different from work assigned to the student in their employee role. The hours used for field placement must be supervised by a Field Instructor who is different from the student’s supervisor for employment. Students are encouraged to have a non-worksite placement for one of the two years if at all possible.

II. PROCESS FOR REQUESTING A WORKSITE FIELD PLACEMENT

The option of proposing a Worksite Field Placement is available for students who are currently employed in a human service capacity in an agency that meets the criteria for approved placement setting and who have been employed in that agency for no less than 6 months at the time of such proposal. These criteria would include, but not be limited to: adequate resources to support a student field placement, and the availability of learning opportunities to match graduate-level field learning objectives. There is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student’s learning. In order to be approved, the Worksite Field Placement must meet all School requirements and learning objectives and cannot duplicate current job tasks and responsibilities. In accordance with CSWE policy, field credit cannot be given for any past work experience.
Current students submit a completed Worksite Field Placement Proposal in the beginning of the spring semester which is signed by their current supervisor and proposed Field Instructor, as well as the student. Incoming students may submit a proposal shortly after they have enrolled and met with the Field Education office. Worksite placements must be approved by the Director or Assistant Director of Field Education prior to the student beginning placement in the fall. The Worksite Field Placement Proposal form is located in the appendix of the Field Education Manual and on the GSSWSR website.

III. STUDENT GUIDELINES
1. Students must be employed by the agency (or affiliate) for a minimum of six months prior to proposing a worksite field placement at the agency.
2. The student must discuss with the Director or Assistant Director of Field Education their intent to request an employment-based placement.
3. Student’s employment performance evaluations must be at a satisfactory level.
4. Student must have passed the agency/organization’s probationary period for new employees.
5. Students must have an entirely different program/department than where they are employed. This new setting must meet CSWE and GSSWSR’s criteria for an approved worksite field experience.
6. The student must have a qualified Field Instructor who is not the student’s current direct supervisor. A qualified Field Instructor meets all of the standards for Field Instructors outlined previously in this manual.
7. Students may not use previous employment hours for field placement hours.
8. Students, in collaboration with the agency must identify separate assignments, client systems and/or projects for their field placement experience outside of their current employment assignments.
9. Students, in conjunction with their prospective Field Instructor and/or other agency personnel must complete a Worksite Proposal (available on the GSSWSR website).
10. The student must obtain signatures documenting approval of all relevant agency personnel, including the current immediate employment supervisor of the student, the proposed Field Instructor. The resume (or CV) of the proposed Field Instructor must be submitted along with the form. All approved proposals are signed by either the Director or Assistant Director of Field Education.
11. A member of the field office may make a visit to the agency to review the placement plans, in relation to the School’s field learning objectives, with the agency administrator and/or Field Instructor.
12. The student is advised that if the field internship in an employing agency is found to be unacceptable, the student must coordinate with the Director or Assistant Director of Field Education to find another placement.
13. It is the responsibility of the Field Liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the School and the proposal made by the student. Deviations from this employment-based placement plan or termination from employment may result in the student’s placement being terminated.

IV. AGENCY GUIDELINES
The agency of employment can be used as a placement setting when the following conditions are met:

1. When the agency has available either different units or distinctly different learning opportunities that will provide the student professional learning experience different from their routine job duties. Thus, students will be taken out of their current job description activities for the number of required hours per week that constitute the field placement to ensure that specific Masters-level core competencies and practice behaviors can be achieved.
2. The placement must be fundamentally different from the student’s past and current job responsibilities and must be capable of expanding the student’s current professional knowledge and skill base.
Appendix H

3. When the agency has a qualified supervisor (described in Section V, below) available who can serve as the Field Instructor and who is a different person from the student’s job supervisor. This is to ensure, in part, that the Field Instructor is free to focus on educational aspects of the placement rather than workload issues. The agency and the Field Instructor are expected to provide professional Social Work supervision.

4. When the agency and the School can agree that the assignments given to a worksite placement student are consistent with the educational objectives of the School, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student’s professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements.

5. Assure that the department, section or program area is able to meet the educational needs of the student.

6. Provide an onsite Field Instructor (MSS/MSW professional) to supervise the student

7. Be willing to help the student identify days and hours allotted for field placement and employment assignments must be specified in the written agreement between the Agency, School, and Student.
   - First year students complete 15 hours per week of field education for 15 weeks per semester, totaling 225 hours per semester.
   - Second year students complete 22.5 hours per week of field education for 15 weeks per semester, totaling 337.5 hours per semester.

8. Be willing to sign off on educational plan which is specified in a written agreement between the Agency, School, and Student: The Worksite Placement Proposal.

V. FIELD INSTRUCTOR GUIDELINES

1. The Field Instructor must meet the criteria set by GSSWSR for all Field Education Supervisors:
   - A Master’s degree from an accredited school of social work*
   - A minimum of two years post-Master’s experience in the area of practice in which she or he will be supervising students.
   - For first time Field Instructors, a course on supervision (“Seminar in Field Instruction - SIFI”) is provided by the School and all new Field Instructors are expected to attend.

2. Field Instructor must be able to provide 1 hour of individual supervision to students every week.

3. Field Instructor evaluates student as learner, not as employee.

4. If the Field Instructor has not supervised students before they agree to attend a training seminar (SIFI) held for beginning Field Instructors at GSSWSR or another area graduate school of social work.

5. Field Instructor agrees to meet at least once, on-site with designated Field Liaison from the school and their student to discuss learning objectives.

*NB- Non-MSW Field Instructors may be approved but the student must also participate in weekly group supervision sessions held at the School to provide the professional social work perspective.

VI. GSSWSR GUIDELINES FOR MONITORING WORKSITE PLACEMENTS

1. Student completes Worksite Proposal Form w/required signatures and submits to Field Education Staff for approval.

2. The School will provide the agency with access to the Field Education Manual and other pertinent information.

3. The Director or Assistant Director of Field Education will evaluate the proposed worksite placement for: credentials of identified Field Instructor (different from work supervisor), degree and experience for supervision and learning opportunities to demonstrate program competencies, separate from employee’s job function.

4. The School will hold a Seminar in Field Instruction (SIFI) series for first-time Field Instructors to support their learning to supervise social work students.

5. The assigned Field Liaison will carefully monitor the Worksite Field Placement to ensure that field activities and supervision are proceeding according to the plan. The Field Liaison will communicate with the students, Field Instructors, and agency contact person at least three times during the academic year; one of these contacts will be an agency visit.
6. The Field Liaison will complete site visit forms, collect students learning agreements, process recordings or journals and final evaluations of students.

VII. **DIRECTIONS FOR STUDENTS APPLYING FOR WORKSITE FIELD PLACEMENTS:** - Students must:

1. Attend an informational meeting either in their Foundation Practice Class or at special times during the fall semester to discuss the field placement process.
2. Complete & submit a Pre-Placement Questionnaire (available on the GSSWSR website) and email it along with an updated resume to the Field Office prior to their interview.
3. Download and complete Worksite Proposal Form from the GSSWSR website by **March 30**. Proposals must be signed by agency representatives who can approve the field placement, by the proposed Field Instructor and by the student. Proposals submitted beyond the due date may not be approved.
4. The proposed Field Instructors must complete the Proposed Field Instructor’s information section of the form and attach their resume or CV to the student’s submission of Worksite proposal form.
5. It is the student’s responsibility to ensure that the form is signed by the appropriate individual(s), in the space provided for both “Current Supervisor” and “Agency Director” (or their respective designees).
6. Submit proposal via email to field@brynmawr.edu

**Students:** *Please do not submit these guidelines along with your proposal (which follows).*
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Appendix H

Field Education

Worksite Placement Form – 2015-16

Worksite Form must be complete and returned to Field Office by March 30

Student’s Name: ___________________________ Email: ___________________________
Student’s ID: ___________________________ Track: ___________________________
Telephone: ___________________________ Tel. Other: ___________________________

STATUS: [ ] Full-Time [ ] Part-Time [ ] First Yr Field [ ] 2nd year Field [ ] Advanced Standing

CONCENTRATION: [ ] Clinical Practice [ ] Community Practice, Policy & Advocacy

PLEASE NOTE: Completion and submission of this proposal does not indicate that the field placement is official. ALL PROPOSALS ARE SUBJECT TO REVIEW AND APPROVAL by the Bryn Mawr Field Education Department. Students and Field Instructors will receive written notification upon approval.

Student Employment Information (please attach current resume)

Agency Name: ___________________________
Dept. Unit: ___________________________
Address: ___________________________

Director or CEO ___________________________
Current Supvr: ___________________________
Supervisor Tel: ___________________________ Email: ___________________________

How long have you worked at the agency? ___________________________
Have you Passed your probationary period? [ ] Yes [ ] No
Number of hours you work per week? ___________________________

Agency mission and description of agency functions:

________________________________________

81
Briefly describe your current job duties/tasks population served & modalities of practice used:

For students entering their 2nd year of field placement, briefly describe your first year placement, include department, population served and practice modalities (i.e. Individual, group, family, community, etc.)

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<th>Year MSW/MSS was conferred?</th>
<th>Specify if other discipline:</th>
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Has the Field Instructor supervised social work students before?  
Yes  No
Has the field instructor attended field instructor training classes?  
Yes  No
If yes, where?  And when?  *(please attach certificate)*

**PROPOSED FIELD INSTRUCTOR:**  *Field Instructor’s must attach their cv/resume to this proposal.*

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Describe your proposed field placement.

Days in Field:  *Indicate hours in field in the blank spaces provided next to each day in the field.*

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I understand and agree that my field placement hours must be outside of my regular work schedule.  
Yes  No
I understand and agree that my field placement must be in a different department than my current job.  
Yes  No
I understand and agree that my field instructor must be different than my employment supervisor.  
Yes  No

82
Appendix H

Describe your proposed field placement. Please be as specific as possible. Include schedule days/hours dedicated to field placement, percentage of direct practice work, projects and tasks. First year students are required to complete 15 hours (2 days) of field work per week; second year students 22.5 hours (3 days) per week. This includes time for direct practice, concrete services or collateral contacts, required documentation, team/staff meetings and one hour of required weekly supervision. Attach additional pages if necessary. If there is any overlap with your current job, please specify and indicate time allotted for each task.

Describe the differences between the population you serve in your job and the clients you will work with in field. If the population is similar – describe how modalities or interventions used will differ from your job (i.e. where are the learning opportunities?)

Describe the new skills you hope to learn in your placement experience: (ex. group facilitation, assessment of indiv.)
Appendix H

Are there other learning/training opportunities available (not included above) i.e. work with individuals, groups, communities, training, seminars, etc. at your agency? Indicate if these overlap with current job duties.

Please explain how you plan to keep the your job and field placement separate (please indicate if there is a different location/office, etc for your field placement). Also, explain any overlap (and amount of time) such as staff meetings, case conferences, etc. required for both your job and placement.
Please sign below. Signing this proposal indicates review and agreement by all parties.

Return completed form to: Field Education office at GSSWSR, 300 Airdale Road, Bryn Mawr, PA 19010-1646 or via email to: field@brynmawr.edu.

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<tbody>
<tr>
<td><strong>Student</strong></td>
<td>Date</td>
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<tr>
<td><strong>Current Supervisor or Designee/Degree/License</strong></td>
<td>Date</td>
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<tr>
<td><strong>Proposed Field Instructor/Degree/License</strong></td>
<td>Date</td>
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<tr>
<td><strong>Agency Director or CEO or Designee</strong></td>
<td>Date</td>
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**For Office Use Only:**

- Date Received: ____________  
- Date Approved: ____________  
- Revision Needed: [ ]
- Administrator Signature: ___________________________  
  Date ______________
Appendix I

Field Placement Agreement

2015-2016

The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) has initiated this agreement between the School and Agencies serving as field education practice sites in order to clarify their work together and ensure the high quality and integrity of the educational experience of the students. This agreement takes effect when a signed contract is received and signed by both the School and Agency. The dates and hourly expectations for student field placements are as follows, unless otherwise adjusted based on advance written agreement between School and Agency:

**Full time students:** AY 2015-2016 field education placements begin the week of August 31, 2015 and continue until April 22, 2016.

**First Year Foundation Practice students** are in the field the equivalent of 2 full agency work days per semester.

**Second Year Concentration students** are in the field the equivalent of 3 full agency work days per semester. Specific days in the field can be arranged between the student and Field Instructor. Days and times are determined by agency and student needs.

**Advanced Standing students:** Student will be in the field the equivalent of 3 full agency workdays. First day of field begins Thursday, June 4th, 2015 and ends on Friday, August 7th, 2015. Students will return to agency the week of August 31, 2015 and follow the Second Year Concentration schedule, above.

School and Agency Agree:

- to make no distinction among students covered by this agreement on the basis of race, color, religion, gender, national or ethnic origin, sexual orientation, age, or physical ability;
- to establish the educational objectives listed on the learning contract for the Field Education experience, devise methods for their implementation, and regularly evaluate the effectiveness of the experience;
- to inform one another in a timely manner of any changes in academic curriculum or academic status of a student, availability of learning opportunities, and staffing or supervision affecting the academic preparation or practice experience of students;
- to notify one another in a timely manner of the requested withdrawal of a student from an assignment and to process this request together to reach mutually agreed upon terms;
- to implement coordinated planning and evaluation of the field placement through regular communication between the agency and School;
- to be responsible for its own acts or omissions and hold the other party harmless for the consequences of its own acts or omissions in all actions for injuries, losses, and damage to
persons and property arising out of the project which is the subject of this agreement.

School Agrees:

- to select students to be placed at the agency after careful discussion with both the student and the agency, and consideration of the student's ability, practice concentration, goals, interests, and previous experience;
- to assign only those students who have satisfactorily completed or are currently undertaking the required course of study to prepare them for field placement;
- to notify each student placed within the agency that they shall not be considered an employee of the agency for purposes of financial or fringe benefits;
- to maintain full responsibility for conducting any student disciplinary proceedings in accordance with its own rules and regulations;
- to assign a member of its faculty or professional staff to serve as liaison to the agency and make at least one site visit and at least one conference call with the student and Field Instructor to review progress and address any concerns;
- to assume responsibility for assigning a final grade for each student at the end of each semester in consultation with the Field Instructor and through a careful consideration of the Field Instructor's written evaluation of the student;
- to maintain all educational records and reports relating to the participation of individual students in field agencies;
- to maintain professional liability insurance for each student, liaison, and practice instructor in the amount of $2,000,000 for each claim and $4,000,000 aggregate;
- to provide Field Instructors with field manuals and other appropriate forms as well as an academic calendar;
- to provide the agency with student profiles and to provide the agency and students with questions on which to focus during the placement interview;
- to provide seminars for new Field Instructors as well as educational opportunities for experienced Field Instructors;
- to advise students of their responsibility to familiarize themselves with existing rules and regulations of the agency including a respect for the confidentiality of agency clients and client records;
- to communicate with the agency immediately (or within a one day window) any safety, ethical, legal, or clinical concerns regarding the field experience.

Agency Agrees:

- to provide a field placement for a student(s) for the entire academic year barring unforeseen circumstances;
- to designate a Field Instructor mutually agreeable to School and agency;
- to provide the Field Instructor with time to plan, implement, and supervise the field placement experience;
- to provide each student with a minimum of one hour of individual (and/or alternating weeks of individual/group) face-to-face supervision each week;
- to monitor student field attendance and learning activities while in field and
complete required documentations (learning agreement and student evaluations)
• to familiarize students with existing policies and procedures of the agency including, but not limited to, those relating to confidentiality and safety;
• to allow students to use case material within the bounds of confidentiality to complete course assignments;
• to make its facilities available to students, including sufficient desk space and access to office supplies necessary for performance of student’s responsibilities;
• to have a written understanding in regard to reimbursement and insurance with students who are expected to use their own or agency automobiles in performing practicum assignments;
• to provide for all student travel approved by the supervisor and occurring on behalf of the agency or its clients by reimbursing students for use of their private cars at the mileage rate provided to agency employees, or reimbursing students for costs incurred for public transportation.
• to provide the Field Instructor with time to attend the Field Instructors Orientation Meeting in the fall at the School and the Field Instruction Seminars when appropriate;
• to provide the School with a written description of the field placement experience;
• to meet in the spring with assigned student(s) for the following academic year to discuss learning opportunities and expectations;
• to make available to assigned students learning experiences in line with the agency mission and written description;
• to submit a written evaluation of the performance of each student at the end of each semester by the dates specified on the Academic Calendar unless otherwise agreed upon by both parties, using the evaluative guidelines provided in the Field Instruction Manual by the School;
• to notify the School immediately of any situation or problem which may threaten a student's satisfactory completion of the assignment;
• to provide written notice of any incident or claim involving any of the students placed at the agency;
• to apprise the School in a timely way of any unforeseen complications which may affect the student's practicum experience.
• To communicate with the school any potential safety, ethical, legal, or clinical violations or behavior (within a 24 hour period) with the students field education experience.

Additional Agreements:

• This agreement constitutes the entire agreement between the parties and all other written agreements or understandings are hereby merged into this agreement.
• No amendment or modification to this agreement shall be effective unless the same is in writing and signed by both parties; minor adjustments may be agreed upon by letter,
but shall only be binding if signed by the recipient.

- This agreement shall be construed in accordance with the laws of the Commonwealth of Pennsylvania.

Bryn Mawr College Graduate School of Social Work and Social Research

School Contact:                Jerry A. Berenson    Title: Chief Administrative Officer and Interim Chief Financial Officer
Signature:  
Agency Name:  
Agency Contact:  
Signature:  

Date: 2/18/2010
HOW TO USE THE LEARNING AGREEMENT 
AND FIELD EVALUATION DOCUMENTS

The Learning Agreement will be used to inform the Evaluation for all students in 1st YEAR FOUNDATION field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The Evaluation addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. Behaviors are to be assessed within agency context or as determined by student and supervisor. The comment section is used to highlight abilities as well as strategies to promote student learning.
LEARNING AGREEMENT

The Learning Agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). It is the joint responsibility of the Student and Field Instructor to negotiate the learning agreement content within the first weeks of the field placement. The Student is responsible for providing a copy of the Learning Agreement to the Field Liaison.

The Learning Agreement establishes learning objectives for the students that are feasible and attainable and serves as a tool to identify what the student will learn and what activities will be a part of the placement experience. The process of formulating a learning agreement also provides an early opportunity for students to take an active role in shaping their own learning and for students and Field Instructors to develop a good working relationship with each other. The agreement is considered to be a working document and should serve as a guide for supervision throughout the year.

Learning Goals & Assignments

There are two components to the learning agreement:

(1) Learning goals/objectives: (What new knowledge, skills and values do students want to learn?);

   --and--

(2) Learning strategies or assignments: (How will students reach their learning goals?)

The Student and Field Instructor should determine learning goals in partnership as they complete the Learning Agreement. Students are to identify learning goals they wish to achieve in their field placement. Students and Field Instructors may refer to the list of the EPAS 10 core competencies and their respective practice behaviors (pp. 4-5), in developing the Learning Agreement. Students will be evaluated and provided with feedback on all 41 practice behaviors. Field Instructors are expected to ensure that supervisory sessions have a clear plan and focus, adhere to agreements made, and provide student with critical feedback related to their performance and assignments. In developing learning goals, consideration should be given to the following:

- Field agency services and programs
- Field agency history, philosophy, policies and procedures
- Needs of the client population
- CSWE EPAS competencies and practice behaviors
- Student’s expressed goals, motivations and interests
- Student experience level and learning style
- Classroom assignments, listed in course syllabus (provided to the Field Instructor by the student)
Developing the Learning Agreement

Planning for the development of the learning agreement should begin during the first two weeks of the field placement. By the third week, a draft of the learning agreement should be developed, with the final version provided to the Field Liaison in the fourth week of the semester.

The following steps can be followed in developing the learning agreement:

1. The Learning Agreement may be drafted by the Student and given to the Field Instructor for review prior to the regularly scheduled supervision session; it would then be revised by the student to incorporate the instructor’s changes. Or, the Student and Field Instructor can develop a draft together, in the context of a supervisory session.

2. The Learning Agreement is signed by Student and Field Instructor (pg. 8 – Cover Sheet) and uploaded by the student to Sonia by the end of the 4th week (no later than September 25, 2015) for the Field Liaison’s review. If the Field Liaison has no recommended changes, a hard copy of the Agreement is then signed by the Field Liaison. The Field Liaison may recommend additional changes to Agreement; these changes are to be made by the Student in consultation with the Field Instructor. Following these changes, a revised Learning Agreement is uploaded by the student to Sonia and the Field Liaison reviews the Agreement for final approval.

3. The Learning Agreement may be amended at the end of the first semester or beginning of the second semester in consultation with the Field Instructor. Revisions are made as some objectives are met and new ones are added and as the Student's activities and learning needs change. Revisions are provided to the Field Liaison within the first month of the second semester. Students do not need to rewrite the learning agreement, but merely create an addendum. If changes are made, the corresponding box on the cover sheet should be checked and the revised Learning Agreement (with Addendum) uploaded to Sonia within the first month of the second semester (no later than January 29, 2016). If no change is made, the original Learning Agreement remains in effect in the second semester.

Learning Agreement and EPAS

The Learning Agreement is designed to give direction and learning structure to the field experience and is developed around the 10 core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). CSWE has operationalized these competencies by identifying 41 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The field placement plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE. The goal is for students to achieve proficiency in each competency listed below, to become competent in the corresponding Practice Behaviors, and to find ways to integrate classroom knowledge with practice experience.

A sample Learning Agreement is included (pg. 6-7) to assist students and Field Instructors in developing appropriate goals and assignments. Please consult your Field Liaison if you have additional questions.
List of Ten Core Competencies and Corresponding Practice Behaviors (CSWE)

Educational Policy and Accreditation Standards (EPAS):

2.1.1. Identify as a professional social worker and conduct oneself accordingly.
   Practice Behaviors:
   A. Advocate for client access to the services of social work
   B. Practice personal reflection and self-correction to assure continual professional development
   C. Attend to professional roles and boundaries
   D. Demonstrate professional demeanor in behavior, appearance and communication
   E. Engage in career-long learning
   F. Use supervision and consultation

2.1.2. Apply social work ethical principles to guide professional practice.
   Practice Behaviors:
   A. Recognize and manage personal values in a way that allows professional values to guide practice
   B. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics
   C. Tolerate ambiguity in resolving ethical conflicts
   D. Apply strategies of ethical reasoning to arrive at principled decisions

2.1.3. Apply critical thinking to inform and communicate professional judgments.
   Practice Behaviors:
   A. Distinguish, appraise and integrate multiple sources of knowledge, including research based knowledge and practice wisdom
   B. Analyze models of assessment, prevention, intervention and evaluation
   C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

2.1.4. Engage Diversity and Difference in Practice.
   Practice Behaviors:
   A. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power
   B. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
   C. Recognize and communicate his/her understanding of the importance of difference in shaping life experiences
   D. View themselves as learners and engage those with whom they work as informants

2.1.5. Advocate for human rights and social justice.
   Practice Behaviors:
   A. Understand the forms and mechanisms of oppression and discrimination
   B. Advocate for human rights and social and economic justice
   C. Engage in practices that advance social and economic justice

2.1.6. Engage in research-informed practice and practice-informed research.
   Practice Behaviors:
   A. Use practice experience to inform scientific inquiry and
   B. Use research evidence to inform practice.
List of Ten Core Competencies and Corresponding Practice Behaviors (CSWE) continued

2.1.7. Apply knowledge of human behavior in the social environment.
   Practice Behaviors:
   A. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
   B. Critique and apply knowledge to understand person and environment.

2.1.8. Engage in policy practice to advance social and economic well-being.
   Practice Behaviors:
   A. Analyze, formulate, and advocate for policies that advance social well-being; and
   B. Collaborate with colleagues and clients for effective policy action.

2.1.9. Respond to contexts that shape practice.
   Practice Behaviors:
   A. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
   B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.
   Practice Behaviors:
   Engagement:
   A. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
   B. Use empathy and other interpersonal skills
   C. Develop a mutually agreed-on focus of work and desired outcomes

   Assessment:
   A. Collect, organize, and interpret client data
   B. Assess client strengths and limitations
   C. Develop mutually agreed-on intervention goals and objectives
   D. Select appropriate intervention strategies

   Intervention:
   A. Initiate actions to achieve organizational goals
   B. Implement prevention interventions that enhance client capacities
   C. Help clients resolve problems
   D. Negotiate, mediate, and advocate for clients
   E. Facilitate transitions and endings

   Evaluation:
   A. Social workers critically analyze, monitor, and evaluate interventions
**Learning Agreement - Sample**

The final version of the learning agreement is signed by the student and Field Instructor, and is retained by the faculty liaison. Copies should be kept by the student and Field Instructor.

List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list on the previous pages, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates. All 10 EPAS competencies must be reflected among the goals. Goals may reflect multiple competencies.

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<tr>
<th>EXAMPLES</th>
<th>Goals:</th>
<th>EPAS</th>
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<tbody>
<tr>
<td>Ex. 1</td>
<td>Understand how grief may affect development across the life cycle and learn to provide supportive intervention to individuals and families in clinical and community/home setting</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.7, 2.1.10</td>
</tr>
<tr>
<td>Ex. 2</td>
<td>Learn about group dynamics and group leadership skills with bereaved spouses/partners</td>
<td>2.1.1, 2.1.2, 2.1.3, 2.1.4</td>
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Describe the field assignments to be undertaken related to each goal. Ensure that all practice behaviors associated with EPAS competencies are reflected among the assignments. Each assignment may reflect multiple practice behaviors.

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b. Student assignment will include a diverse client population to facilitate a deeper understanding of how grief impacts individuals at different stages of life and with differing cultural identification(s).  
c. Student will provide process recordings of work with at least two clients. |
d. Student will present cases in case conference, and adhere to agency’s compliance standards.

Ex. (Goal #2)

*Student will help to facilitate and develop activities for a therapeutic support group for bereaved spouses/partners meeting every other week.*

Ex. (Goal #3)

*Student will identify ways to cope with stress related to working with extreme loss and discuss implementation with supervisor.*

Ex. (Goal #4)

a. *Student will read agency policy and procedure manual*
b. *Student will meet other staff in the agency and gain a better understanding of their roles and function*
c. *Student will become familiar with a range of resources for individuals and families, and the funding sources and application process for each*

Ex. (Goal #5)

a. *Student will review (2) articles on intervention with grief and loss and discuss with supervisor*
b. *Student will evaluate the outcome of an intervention with a client/family/group by looking at change in the presenting problem over time.*

Comments:
Office of Field Education
Learning Agreement – Cover Sheet

1st Year (FOUNDATION)

Student Name: ________________________________________________________________

Field Instructor, Degree & Title: ______________________________________________________

Field Placement Agency/Organization: ______________________________________________

Field Liaison: __________________________________________________________________

As part of this agreement, please specify the following:

1) **Placement Schedule** (Please include days & hours. Per the Field Education Manual, any time missing from field - including, but not limited to illness, holidays or personal time - is to be discussed with the Field Instructor in advance and made up by the student):

2) **Supervision** (include days, times, with whom, and details of supervisory expectations; i.e., agenda, process recordings, tape recording):

3) **Other staff who might assign tasks or provide oversight to student** (include names and titles):

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**Learning Agreement Signatures:**

The Learning Agreement is to be completed and signed by the Field Instructor and the Student. The Field Instructor is asked to retain a copy and to utilize this agreement in supervisory sessions to track learning progress. The Student is to upload to Sonia a copy of the Agreement and submit a hard copy with signatures to the Liaison’s GSSWSR mailbox. The Liaison will provide necessary feedback. This signature indicates agreement with the Learning Agreement.

Student Signature: __________________________ Date (1st Sem.): __________ Date (2nd Sem.): __________
Change □ No Change □

Field Instructor Signature: __________________________ Date (1st Sem.): __________ Date (2nd Sem.): __________
Change □ No Change □
Learning Agreement

The final version of the learning agreement is signed by the student and Field Instructor, and is retained by the faculty liaison. Copies should be kept by the student and Field Instructor.

List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list on the previous pages, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates. All 10 EPAS competencies must be reflected among the goals. Each goal may reflect multiple competencies.

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The Learning Agreement will be used to inform the Evaluation for all students in 2nd YEAR (CLINICAL) field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

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LEARNING AGREEMENT

The Learning Agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). It is the joint responsibility of the Student and Field Instructor to negotiate the learning agreement content within the first weeks of the field placement. The Student is responsible for providing a copy of the Learning Agreement to the Field Liaison.

The Learning Agreement establishes learning objectives for the students that are feasible and attainable and serves as a tool to identify what the student will learn and what activities will be a part of the placement experience. The process of formulating a learning agreement also provides an early opportunity for students to take an active role in shaping their own learning and for students and Field Instructors to develop a good working relationship with each other. The agreement is considered to be a working document and should serve as a guide for supervision throughout the year.

Learning Goals & Assignments

There are two components to the learning agreement:

1. Learning goals/objectives: (What new knowledge, skills and values do students want to learn?);  --and--
2. Learning strategies, or assignments: (How will students reach their learning goals?)

The Student and Field Instructor should determine learning goals in partnership as they complete the Learning Agreement. Students are to identify learning goals they wish to achieve in their field placement. Students and Field Instructors may refer to the list of the EPAS 10 core competencies and their respective practice behaviors (pp. 4-5), in developing the Learning Agreement. Students will be evaluated and provided with feedback on all 37 practice behaviors. Field Instructors are expected to ensure that supervisory sessions have a clear plan and focus, adhere to agreements made, and provide student with critical feedback related to their performance and assignments. In developing learning goals, consideration should be given to the following:

- Field agency services and programs
- Field agency history, philosophy, policies and procedures
- Needs of the client population
- CSWE EPAS competencies and practice behaviors
- Student’s expressed goals, motivations and interests
- Student experience level and learning style
- Classroom assignments, listed in course syllabus (provided to the Field Instructor by the student)
Developing the Learning Agreement

Planning for the development of the learning agreement should begin during the **first two weeks** of the field placement. By the **third week**, a draft of the learning agreement should be developed, with the **final version** provided to the Field Liaison in the **fourth week of the semester**.

The following steps can be followed in developing the learning agreement:

4. The Learning Agreement may be drafted by the Student and given to the Field Instructor for review prior to the regularly scheduled supervision session; it would then be revised by the student to incorporate the instructor’s changes. Or, the Student and Field Instructor can develop a draft together, in the context of a supervisory session.

5. The Learning Agreement is signed by Student and Field Instructor (pg. 8 – Cover Sheet) and uploaded by the student to **Sonia** by the end of the 4th week (no later than **September 25th**) for the Field Liaison’s review. If the Field Liaison has no recommended changes, a hard copy of the Agreement is then signed by the Field Liaison. The Field Liaison may recommend additional changes to Agreement; these changes are to be made by the Student in consultation with the Field Instructor. Following these changes, a revised Learning Agreement is uploaded by the student to **Sonia** and the Field Liaison signs a hard copy of the document.

6. The Learning Agreement may be amended at the end of the first semester or beginning of the second semester in consultation with the Field Instructor. Revisions are made as some objectives are met and new ones are added and as the Student’s activities and learning needs change. Revisions are provided to the Field Liaison within the first month of the second semester. Students do not need to rewrite the learning agreement, but merely create an addendum. If changes are made, the corresponding box on the cover sheet should be checked and the revised Learning Agreement (with Addendum) uploaded to **Sonia** within the first month of the second semester (no later than **January 29th**). If no change is made, the original Learning Agreement remains in effect in the second semester.

**Learning Agreement and EPAS**

The Learning Agreement is designed to give direction and learning structure to the field experience and is developed around the 10 core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). For the Advanced Clinical concentration, the GSSWSR has operationalized these competencies by identifying 37 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The field placement plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE. The goal is for students to achieve proficiency in each competency listed below, to become competent in the corresponding Practice Behaviors, and to find ways to integrate classroom knowledge with practice experience.

A sample Learning Agreement is included (pg. 6-7) to assist students and Field Instructors in developing appropriate goals and assignments. Please consult your Field Liaison if you have additional questions.
CSWE Educational Policy and Accreditation Standards (EPAS) Competencies:

2.1.1. Identify as a professional social worker and conduct oneself accordingly.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
1. Readily identify as social work professionals.
2. Demonstrate professional use of self with client(s).
3. Understand and identify professional strengths, limitations and challenges.
4. Develop, manage and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

2. 1.2. Apply social work ethical principles to guide professional practice.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
5. Apply ethical decision-making skills to issues specific to clinical social work.
6. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights and wellbeing.
7. Identify and use knowledge of relationship dynamics, including power differentials.
8. Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients’ wellbeing.

2.1.3 Apply critical thinking to inform and communicate professional judgments.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
10. Identify and articulate clients’ strengths and vulnerabilities.
11. Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention and practice evaluation tools.
12. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.
13. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.

2.1.4. Engage Diversity and Difference in Practice.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
14. Research and apply knowledge of diverse populations to enhance client wellbeing.
15. Work effectively with diverse populations.
16. Identify and use practitioner/client differences from a strengths perspective.

2.1.5. Advocate for human rights and social justice.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
17. Use knowledge of the effects of oppression, discrimination and historical trauma on client and client systems to guide treatment planning and intervention.

2.1.6. Engage in research-informed practice and practice-informed research.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
18. Use the evidence-based practice process in clinical assessment and intervention with clients.

2.1.7. Apply knowledge of human behavior in the social environment.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
19. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.
20. Use biopsychosocialspiritual theories in case formulation and assessment.
21. Consult with professional colleagues and/or team members as needed to confirm assessment and intervention plans.
Appendix J-b

List of CSWE Ten Core Competencies & 
Corresponding GSSWSR Advanced Clinical Concentration Practice Behaviors, continued

2.1.8. Engage in policy practice to advance social and economic well-being.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
22. Communicate to professional colleagues, collaterals and/or community stakeholders the implications of policies and policy change in the lives of clients, and show awareness of contextual influences on clients’ life experiences.

2.1.9. Respond to contexts that shape practice.

GSSWSR Advanced Clinical Concentration Practice Behaviors:
23. Assess the quality of clients’ interactions within their social contexts.
24. Develop intervention plans to accomplish systemic change.
25. Work collaboratively with others to effect systemic change that is sustainable.

2.1.10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

GSSWSR Advanced Clinical Concentration Practice Behaviors:

Engagement:
26. Develop a culturally responsive therapeutic relationship.
27. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
28. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Assessment:
29. Use multidimensional biopsychosocialspiritual assessment tools.
30. Assess clients’ readiness for change.
31. Assess client’s coping strategies to reinforce and improve adaptation to life situations, circumstances and events.
32. Select and modify appropriate intervention strategies based on continuous clinical assessment.
33. Ability to utilize differential assessment models or response systems appropriate for one’s practice setting.

Intervention:
34. Critically evaluate, select and apply best practices and evidence-based interventions.
35. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
36. Collaborate with other professionals to coordinate treatment interventions.

Evaluation:
37. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocialspiritual conditions.
The final version of the learning agreement is signed by the student and Field Instructor, and is retained by the faculty liaison. Copies should be kept by the student and Field Instructor.

List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list on the previous pages, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates. All 10 EPAS competencies must be reflected among the goals. Goals may reflect multiple competencies.

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Appendix J-b

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Comments:
Office of Field Education  
Learning Agreement – Cover Sheet  
2nd Year (Clinical)

Student Name: ____________________________________________________________

Field Instructor, Degree & Title: ______________________________________________

Field Placement Agency/Organization: _________________________________________

Field Liaison: ______________________________________________________________

As part of this agreement, please specify the following:

1) Placement Schedule (Please include days & hours. Per the Field Education Manual, any time missing from field - including, but not limited to illness, holidays or personal time - is to be discussed with the Field Instructor in advance and made up by the student):

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Student Signature:_____________________________ Date (1st Sem.): ___________ Date (2nd Sem.):__________  
Change □ No Change □

Field Instructor Signature:________________________ Date (1st Sem.): ___________ Date (2nd Sem.):__________  
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Appendix J-b

Learning Agreement

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**Comments:**

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300 Airdale Road, Bryn Mawr, PA 19010 | 610-520-2601 | field@brynmawr.edu
- LEARNING AGREEMENT FORM -
2nd YEAR COMMUNITY PRACTICE, POLICY, and ADVOCACY

HOW TO USE THE LEARNING AGREEMENT
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The Learning Agreement will be used to inform the Evaluation for all students in 2nd YEAR COMMUNITY PRACTICE, POLICY, and ADVOCACY field placements. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

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- Needs of the client population
- CSWE EPAS competencies and practice behaviors
- Student’s expressed goals, motivations and interests
- Student experience level and learning style
- Classroom assignments, listed in course syllabus (provided to the Field Instructor by the student)
Developing the Learning Agreement

Planning for the development of the learning agreement should begin during the **first two weeks** of the field placement. By the **third week**, a draft of the learning agreement should be developed, with the **final version** provided to the Field Liaison in the **fourth week of the semester**.

The following steps can be followed in developing the learning agreement:

7. The Learning Agreement may be drafted by the Student and given to the Field Instructor for review prior to the regularly scheduled supervision session; it would then be revised by the student to incorporate the instructor's changes. Or, the Student and Field Instructor can develop a draft together, in the context of a supervisory session.

8. The Learning Agreement is signed by Student and Field Instructor (pg. 9 – Cover Sheet) and uploaded by the student to *Sonia* by the end of the 4th week (**no later than September 25th**) for the Field Liaison’s review. If the Field Liaison has no recommended changes, a hard copy of the Agreement is then signed by the Field Liaison. The Field Liaison may recommend additional changes to Agreement; these changes are to be made by the Student in consultation with the Field Instructor. Following these changes, a revised Learning Agreement is uploaded by the student to *Sonia* and the Field Liaison signs a hard copy of the document.

9. The Learning Agreement may be amended at the end of the first semester or beginning of the second semester in consultation with the Field Instructor. Revisions are made as some objectives are met and new ones are added and as the Student’s activities and learning needs change. Revisions are provided to the Field Liaison within the first month of the second semester. Students do not need to rewrite the learning agreement, but merely create an addendum. If changes are made, the corresponding box on the cover sheet should be checked and the revised Learning Agreement (with Addendum) uploaded to *Sonia* within the first month of the second semester (**no later than January 29th**). If no change is made, the original Learning Agreement remains in effect in the second semester.

Learning Agreement and EPAS

The Learning Agreement is designed to give direction and learning structure to the field experience and is developed around the 10 core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). For the Advanced Community Practice, Policy and Advocacy concentration, the GSSWSR has operationalized these competencies by identifying 35 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The field placement plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE. The goal is for students to achieve proficiency in each competency listed below, to become competent in the corresponding Practice Behaviors, and to find ways to integrate classroom knowledge with practice experience.

A sample Learning Agreement is included (pg. 7-8) to assist students and Field Instructors in developing appropriate goals and assignments. Please consult your Field Liaison if you have additional questions.
List of CSWE Ten Core Competencies and Corresponding GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors

CSWE Educational Policy and Accreditation Standards (EPAS) Competencies:

2.1.1. Identify as a professional social worker and conduct oneself accordingly.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

1. Actively engage in a commitment to social justice and human rights
2. Effectively use reflection, supervision, and self-correction on both personal level and collective (community, identity group(s), organizational, regional, national, etc.) levels
3. Appropriately undertake self-directed, autonomous action, and collective action following the lead of multiple stakeholders and constituencies
4. Balance the variety of roles, relationships, and priorities within which macro social workers practice
5. Demonstrate an ability to (a) build, (b) take part in, (c) evaluate, and (d) improve collaborations and project teams
6. Effectively communicate, individually and collectively, using a variety of modes (written, oral, multimedia)

2.1.2. Apply social work ethical principles to guide professional practice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

7. Apply ethical standards and values from NASW, CSWE, IFSW/IASSW to work with organizations and communities
8. Promote justice within organizations and communities, through investigating, understanding, and addressing historical and present power relationships and modes of domination and oppression
9. Apply ethical reasoning to sort through the ambiguities and conflicting priorities in macro social work

2.1.3. Apply critical thinking to inform and communicate professional judgments.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

10. Critically evaluate multiple frameworks and approaches to make reasoned decisions for action
11. Demonstrate an ability to work flexibly within ambiguous and rapidly-shifting situations
12. Demonstrate the application of empirically sound and reasoned steps toward collaborative problem solving across diverse constituencies

2.1.4. Engage Diversity and Difference in Practice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

13. Demonstrate an ability to reflect on, act responsibly on, and communicate about personal and collective positionality, power, and biases, including how these dynamics affect communities and organizations, social movements, and policy development
14. View as experts, engage with, and ensure the participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions
15. Be able to discuss the historical and present tensions of within social work with communities and organizations, including (a) the role of historical trauma and collective resilience; (b) the dynamics of insider/outside tensions; and (c) the practical and philosophical issues regarding work that crosses multiple, interconnected factors including (but not limited to) age, race, class, color, nationality, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex and sexual orientation
2.1.5. Advocate for human rights and social justice.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

16. Discuss and critically evaluate the historical and political contexts of, and macro social work’s traditions around, human rights and social and economic justice, including legacies of structural power arrangements
17. Be able to use existing and develop new evaluative indicators to determine collective (social, economic, political, and environmental) wellbeing
18. Individually and collectively advocate for human rights

2.1.6. Engage in research-informed practice and practice-informed research.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

19. Collectively and individually demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data and in using data to prepare and present professional products for community agencies
20. Manage group and community-based research efforts, including the following and/or integration of members of communities and organizations in all steps of research (goals, questions, design, collection, analyses, interpretation)
21. Identify and utilize best practice, evidence-informed research to understand issues and to develop and implement community and organizational interventions

2.1.7. Apply knowledge of human behavior in the social environment.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

22. Assess and analyze communities and organizations as social systems with life cycles and arrangements of connections
23. Utilize the potential and/or realized connections between and among individuals, collectives, and places in all stages of macro practice
24. Actively engage with communities and organizations to plan, recommend, and evaluate interventions emphasizing diverse contexts (cultural, historical, social, economic, and political)

2.1.8. Engage in policy practice to advance social and economic well-being.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

25. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups
26. Work collaboratively to formulate and promote policies that advance social justice, the effectiveness of social services, and collective wellbeing

2.1.9. Respond to contexts that shape practice.
GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

27. Strengthen and aid in the development of communities, groups, and organizations through (a) collaboration in all stages of macro practice (engagement, assessment, intervention, and evaluation); (b) joint problem identification and strategic planning; and (c) leadership development of self and others
28. Actively discover and utilize strengths and knowledge (both new and old) from the cultural, geographical, political, legal, economic, environmental, technological, and scientific contexts within communities and organizations to inform macro practice
Appendix J-c

List of CSWE Ten Core Competencies and Corresponding GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors, continued

2.1.10. Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

29. Demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising)

30. Actively draw on multiple theories and frameworks within community and organizational engagement, assessment, intervention, and evaluation (e.g. organizational and systems theories; theories of change; theories of community development/organization; theories of policy advocacy)

31. Demonstrate effective, logical movement through the engagement-assessment-intervention-evaluation cycle, including constructing and using logic models to guide the process

Engagement:

32. Engage with communities and organizations in a kind, collaborative, transparent manner that reflects mutuality; (b) demonstrate effective verbal and nonverbal communication skills

Assessment:

33. (a) Develop relevant and mutually agreed-upon questions for assessment; (b) Undertake a variety of strategies and presentation formats for community assessments; (c) Demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data for an assessment (e.g. surveys, interviews, focus groups, visual methods); (d) Articulate attempts at navigating insider/outsider tensions, including conflicts between “prescribed” goals and community priorities in needs assessments; (e) Appreciate the differences among research led by, done with, and done on communities

Intervention:

34. (a) Use an assessment to draw logical, collaborative implications for programmatic and policy interventions; (b) Design collaborative programmatic and policy interventions, using well-reasoned theories of change strategies selected from a well-considered range of theories and strategies; (c) Communicate, orally and in writing, effective proposals for intervention plans across areas of macro practice, including organizations, communities, and policy areas

Evaluation:

35. (a) Differentiate between and be able to isolate the advantages and disadvantages of different types of evaluation, including summative and formative; process and outcome; (b) Critically evaluate why programs succeed or fail, including theories of program cause and effect and issues of implementation; (c) Understand and use theories of change for evaluation of various program and policy issues
The final version of the learning agreement is signed by the student and Field Instructor, and is retained by the faculty liaison. Copies should be kept by the student and Field Instructor.

List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list on the previous pages, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates. All 10 EPAS competencies must be reflected among the goals. Goals may reflect multiple competencies.

**EXAMPLES**

**Goals:**

**Ex. 1**  
Demonstrate ability in managing and supervising a group while maintaining the goal of increasing awareness regarding social inequalities  
2.1.1, 2.1.3, 2.1.9, 2.1.10

**Ex. 2**  
Increase communication skills toward effective provision of feedback  
2.1.1, 2.1.2, 2.1.3, 2.1.10

**Ex. 3**  
Increase knowledge of services to hotline caller, including referral to appropriate resources and advocacy  
2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, & 2.1.10

**Ex. 4**  
Improve knowledge of development, including grant-writing and fundraising  
2.1.8, 2.1.9

**Ex. 5**  
Improve understanding of relationships with organizational stakeholders, including members of the board, volunteers, staff and clients  
2.1.3, 2.1.8

Describe the field assignments to be undertaken related to each goal. Ensure that all practice behaviors associated with EPAS competencies are reflected among the assignments. Each assignment may reflect multiple practice behaviors.

**Assignments:**

**Ex. (Goal #1)**

1. Provide assistance and guidance to new hotline volunteers during the orientation period
2. Develop comprehensive knowledge of training materials for hotline volunteers
3. Developing competence in administrative duties in the establishment of special task force
4. Work with supervisor in the area of recruiting, interviewing, and hiring new hotline counselors.

**Ex. (Goal #2)**

1. Carry out the role of hotline counselor and refine listening skills with callers.
2. Provide feedback to hotline volunteers during training and supervision
3. Work with coordinator to assist with recording of participant interaction in special task force meeting

**Ex. (Goal #3)**

1. Complete hotline counselor training
b. Learn about multiple resources for providing social and legal information  

c. Observe court session to learn about potential caller experience, and inform response to callers’ concerns  

d. Research issue of literacy among caller population and develop ways to address this issue through modification of resources

<table>
<thead>
<tr>
<th>Ex. (Goal #4)</th>
<th>Assist supervisor with grant-writing and donor appeals</th>
</tr>
</thead>
</table>

| Ex. (Goal #5) |  
|---------------|------------------------------------------------|
| e. Attend board meetings |  
| f. Assist in the development and implementation of a cultural competency training for new volunteers |  

| Comments: |  
|-----------|------------------------------------------------|

300 Airdale Road, Bryn Mawr, PA 19010 | 610-520-2601 | field@brynmawr.edu
Office of Field Education  
Learning Agreement – Cover Sheet  

2nd Year (Community Practice, Policy and Advocacy)  

Student Name:  

Field Instructor, Degree & Title:  

Field Placement Agency/Organization:  

Field Liaison:  

As part of this agreement, please specify the following:  

1) Placement Schedule (Please include days & hours. Per the Field Education Manual, any time missing from field - including, but not limited to illness, holidays or personal time - is to be discussed with the Field Instructor in advance and made up by the student):  

2) Supervision (include days, times, with whom, and details of supervisory expectations; i.e., agenda, process recordings, tape recording):  

3) Other staff who might assign tasks or provide oversight to student (include names and titles):  

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Name</th>
<th>Title</th>
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</table>

Learning Agreement Signatures:  
The Learning Agreement is to be completed and signed by the Field Instructor and the Student. The Field Instructor is asked to retain a copy and to utilize this agreement in supervisory sessions to track learning progress. The Student is to upload to Sonia a copy of the Agreement and submit a hard copy with signatures to the Liaison’s GSSWSR mailbox. The Liaison will provide necessary feedback. This signature indicates agreement with the Learning Agreement.  

Student Signature:_____________ Date (1st Sem.): ___________ Date (2nd Sem.): ___________  

Field Instructor Signature:_____________ Date (1st Sem.): ___________ Date (2nd Sem.): ___________
Learning Agreement

The final version of the learning agreement is signed by the student and Field Instructor, and is retained by the faculty liaison. Copies should be kept by the student and Field Instructor.

List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list on the previous pages, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates. **All 10 EPAS competencies must be reflected among the goals. Each goal may reflect multiple competencies.**

<table>
<thead>
<tr>
<th>Goals:</th>
<th>EPAS</th>
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<td>6.</td>
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<td>7.</td>
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</table>
Describe the field assignments to be undertaken related to each goal. All 41 “practice behaviors” associated with EPAS competencies must be reflected among the assignments. Each assignment may reflect multiple practice behaviors. (“Practice behaviors” do not need to be noted here, but must be reflected in the assignments upon which student will be evaluated.)

<table>
<thead>
<tr>
<th>Assignments:</th>
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<tbody>
<tr>
<td>Goal #1</td>
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<td>Goal #2</td>
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<td>Goal #3</td>
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<tr>
<td>Goal #4</td>
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<tr>
<td>Goal #5</td>
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<tr>
<th>Comments:</th>
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300 Airdale Road, Bryn Mawr, PA 19010  | 610-520-2601  | field@brynmawr.edu
Field Education

Timesheet/Monthly Report

Students are to submit their timesheet/monthly report by uploading it to Sonia by the 5th of the following month for which it covers. Students are to refer to the Field Manual for hour requirements.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Month and Year:</th>
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<tbody>
<tr>
<td>Field Instructor:</td>
<td>FI Signature</td>
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<tr>
<td>Agency:</td>
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<tr>
<td>Field Liaison:</td>
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</table>

Students must enter the total hours from the previous month for each successive month.

<table>
<thead>
<tr>
<th>HOURS:</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>TOTAL to Date</th>
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**Date**

<table>
<thead>
<tr>
<th>Learning Experiences / Activities</th>
<th>Hours</th>
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**Total Hours**

*If more space is needed, please use the back side of this form.*
### Continued from page 1

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<tr>
<th>Date</th>
<th>Learning Experiences / Activities</th>
<th>Sub-Total Hours</th>
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# Field Education

**BRYN MAWR COLLEGE**  
**GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH**

## Field Site Visit/Phone Conference

<table>
<thead>
<tr>
<th>Field Site Visit/Phone Conference</th>
<th>Date</th>
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<tbody>
<tr>
<td>Student Name</td>
<td></td>
</tr>
<tr>
<td>Field Liaison</td>
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<tr>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Field Instructor</td>
<td></td>
</tr>
<tr>
<td>Has FL met with Field Instructor individually</td>
<td>1st Year</td>
</tr>
<tr>
<td>Has FL met with or phoned student prior to site visit</td>
<td></td>
</tr>
<tr>
<td>Has FL met with Field Instructor and student</td>
<td></td>
</tr>
<tr>
<td>Is the student receiving weekly supervision?</td>
<td>YES NO</td>
</tr>
<tr>
<td>Is student on track to meet hourly requirements</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

### Overview of Field Experience

(Include): Process of entry into placement, including initial adjustment & engagement in learning process; whether learning goals are being achieved, review of student’s learning activities, process recordings/journals reviewed by FI, caseload, groups, advocacy, projects, grant writing, policy activities or training seminars, etc.)

### Are there any challenges to the students learning, in the supervisory relationship? If yes, please be specific and describe a plan of action. (use additional sheet if necessary)

Yes No
Liaison Comments:

**Are students able to:**

- Attend to professional roles and boundaries
- Make effective use of supervisory relationship other agency-based learning opportunities
- Make regular use of process recordings as a tool for fieldwork learning
- Receive and integrate constructive feedback
- Define areas of improvement
- Make effective use of the Field Liaison process
- Complete field based assignments in timely manner
### PROCESS RECORDING TEMPLATE

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Contact:</td>
<td>Date of Submission:</td>
</tr>
</tbody>
</table>

**Client name or Initials:**

*Client name should be removed or completely inked out for copy submitted to Field Liaison*

Session/Contact # and location (if agency, write “Agency”; if other than agency, indicate *general, not specific*, location, e.g. : “Home Visit”):

**Tuning in:**
### Goal and/or Purpose of Contact:

<table>
<thead>
<tr>
<th>Content Dialogue</th>
<th>Reflection &amp; Feelings</th>
<th>Observation/Analysis</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### A summary of the student's impressions:


### Future plans:


### Identification of questions for supervision:


Appendix M

Please complete the following after your supervisory session with Field Instructor, then share with Field Instructor. Field Instructor signs and student uploads entire (signed) document to Sonia for Field Liaison review.

<table>
<thead>
<tr>
<th>Reflection on supervisory session utilizing process recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your practice learning enhanced by the discussion of this process recording with your Field Instructor?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which competencies and practice behaviors were relevant to your learning?</th>
</tr>
</thead>
</table>
INFORMATION THAT SHOULD GO INTO JOURNAL RECORDING

Journal recording can be used to reflect on work with larger client systems and/or on a longer-term a Community Practice, Policy, and Advocacy assignment, and to show steps that are being taken to complete the assignment. It is an educational tool for both the student and Field Instructor to use with specific learning goals in mind. The purpose is for the student to be able to recall the contact, report detail, comment on his/her activities, review the work done, and plan for future activity. Field Instructors’ comments can be included in the margins near the related discussion, or at the end of the recording, and can highlight intervention and assessment skills, as well as the skills for monitoring and critiquing one’s work.

---

**Journal Recording Template**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project/Assignment:</strong> (Explanation of the assignment/project and its purpose. Identify the need that the assignment/project will be meeting for the agency/community and the goal of the project.)</td>
<td></td>
</tr>
<tr>
<td>Date of interview, meeting, activity, event, project, etc.:</td>
<td></td>
</tr>
<tr>
<td>Objectives of interview, meeting, activity, event, project, etc.:</td>
<td></td>
</tr>
<tr>
<td>Description of interview, meeting, activity, event, project, etc.:</td>
<td></td>
</tr>
</tbody>
</table>
### Chronology of events:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>

### Specific details of interaction:

Include group dynamics, tactics and strategies; some dialogue (verbatim) to illustrate group process; include observations, feelings and analytical thoughts about what was happening, challenges/Obstacles, issues that hinder the accomplishment of the group’s task.

<table>
<thead>
<tr>
<th>Date</th>
<th>Interaction Details</th>
</tr>
</thead>
</table>

### Self-Assessment:

(Include questions, uncertainties; evaluation of practice and observations about how tasks might have been done differently)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Details</th>
</tr>
</thead>
</table>

### Future Plans:

(What possible next steps are recommended? What changes or plans might be required? How might this project or similar projects be adjusted going forward?)

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan Details</th>
</tr>
</thead>
</table>

### Agenda for Supervision:

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda Details</th>
</tr>
</thead>
</table>
Please complete the following after your supervisory session with Field Instructor, then share with Field Instructor. Field Instructor signs and student uploads entire (signed) document to Sonia for Field Liaison review.

<table>
<thead>
<tr>
<th>Reflection on supervisory session utilizing journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your practice learning enhanced by the discussion of this journal with your Field Instructor?</td>
</tr>
<tr>
<td>Which competencies and practice behaviors were relevant to your learning?</td>
</tr>
</tbody>
</table>
Appendix O
GROUP PROCESS RECORDING TEMPLATE

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor Signature</th>
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</thead>
<tbody>
<tr>
<td>Date of Group Session:</td>
<td>Date of Submission:</td>
</tr>
</tbody>
</table>

Description of group: *(e.g., Type of group; overarching goal of the group; purpose of the group; specific population attending the group.)*

<table>
<thead>
<tr>
<th>Number of group members</th>
<th>Session # and location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuning in:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group process</th>
<th>Reflections &amp; Feelings</th>
<th>Observation/Analysis</th>
<th>Supervisory Comments</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

300 Airdale Road, Bryn Mawr, PA 19010  | 610-520-2601  | field@brynmawr.edu
A summary of the student's impressions:

Future plans:

Identification of questions for supervision:
Appendix O

Please complete the following after your supervisory session with Field Instructor, then share with Field Instructor. Field Instructor signs and student uploads entire (signed) document to Sonia for Field Liaison review.

<table>
<thead>
<tr>
<th>Reflection on supervisory session utilizing process recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your practice learning enhanced by the discussion of this process recording with your Field Instructor?</td>
</tr>
</tbody>
</table>

| Which competencies and practice behaviors were relevant to your learning? |
How to use the Learning Agreement and Evaluation Forms

The **Learning Agreement** will be used to inform the Field Evaluation. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the **Learning Agreement**, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The **Learning Agreement** is a working document that can be updated and revisited throughout the practicum year, in the fall, 2015 and/or spring 2016 semesters. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The **Evaluation** addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. **Behaviors are to be assessed within agency context or as determined by student and supervisor.** The comment section is used to highlight abilities as well as strategies to promote student learning.
FIELD EVALUATION

Field learning is a collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and Field Instructor to evaluate what the student has learned and where she/he is now, and to conceptualize what skills and learning needs they should focus on in the future.

It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

The 10-week Field Summer Session for Advanced Standing students bridges practice knowledge and skills that students encountered in a BSW field placement with advanced practice knowledge and skills in helping relationship, evidence-based practice, and skills for assessing and intervening with individuals, families, groups, communities, organizations, and policies. The competencies and practice behaviors included in the Summer Session Field Evaluation are those that are expected for students completing their Foundation year in the MSS program in the Foundation year. For the summer semester Evaluation, it is the Field Instructor's responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation should be based upon identified learning goals/assignments included in the Learning Agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion (pg. 16). The Field Instructor and Student should then meet together to review the evaluation. Once completed, online, Students are to upload the completed Evaluation to Sonia. A hard copy of the Evaluation, with signatures, must be mailed to GSSWSR.

In completing the Evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Practice Behaviors using the scale below. Field Instructors are to evaluate performance by entering the appropriate numerical rating into the corresponding box on the pages that follow.

**Scale:**

**Application of knowledge and skills to practice:**

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Exceeds expectations for a student at this level</td>
<td>Meets expectations for a student at this level</td>
<td>Needs improvement/does not meet expectations for a student at this level</td>
<td>No Opportunity*</td>
<td></td>
</tr>
</tbody>
</table>

*No Opportunity (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined.
# FIELD EDUCATION EVALUATION COVER SHEET

This page must be completed and submitted as part of the evaluation.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Name:</td>
<td>Field Liaison’s Name:</td>
</tr>
<tr>
<td>Semester, Year:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Brief description of agency (clients served, professions represented, funding sources, size):

Description of major assignments, demographic data, and intervention modalities used:
### 1. Professional Identity: The student social worker identifies as a professional social worker and conducts oneself accordingly. Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. They commit themselves to the profession’s enhancement and to their own professional conduct and growth.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

#### Assess the student’s ability to:

- 1.1 Advocate for client access to services of social work
- 1.2 Practice personal reflection and self-correction to assure continual professional development
- 1.3 Attend to professional roles and boundaries
- 1.4 Demonstrate professional demeanor in behavior, appearance and communication
- 1.5 Engage in career-long learning
- 1.6 Use supervision and consultation
- Adhere to agency rules regarding daily and weekly schedule, dress code, professional standards and communication expectations
- Solicit, receive and implement formative feedback from supervisor and colleagues
- Demonstrate ability to manage own emotions (self-regulation)

### Other:

#### Supervisor’s Narrative Evaluation:
Provide example(s) of how the social work student has demonstrated competency in professional identity. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**Summer Semester**
2. Ethical practice: *The student social worker applies social work ethical principles to guide professional practice.* Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

<table>
<thead>
<tr>
<th>Exceeds Expectations 3</th>
<th>Meets Expectations 2</th>
<th>Needs Improvement 1</th>
<th>No Opportunity 0</th>
</tr>
</thead>
</table>

Assess the student social worker’s ability to:

2.1 Recognize and manage personal values in a way that allows professional values to guide practice;
2.2 Make ethical decisions by applying standards of the NASW Code of Ethics
2.3 Tolerate ambiguity in resolving ethical conflicts;
2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

Demonstrate knowledge about common ethical dilemmas in social work practice
Use consultation and supervision to inform ethical decision making
Apply ethical reasoning and culturally responsive frameworks to issues specific to clinical practice

Other:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in ethical practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**Student Name:**
3. **Critical Thinking**: The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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<th>Exceeds Expectations</th>
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**Assess the student social worker’s ability to:**

3.1 Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

3.2 Analyze models of assessment, prevention, intervention, and evaluation

3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Demonstrate ability to think critically, creatively, and analytically

**Other:**

**Other:**

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in critical thinking. Examples should support the ratings you have assigned and include suggested strategies to promote learning, as needed.

**Summer Semester**
Student Name: 

4. Diversity and Difference in Practice: The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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</table>

Assess the student social worker’s ability to:

4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences

4.4 View themselves as learners and engage those with whom they work as informants

Other:

Other:

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in engaging diversity and difference in practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

Summer Semester
5. Human rights and social and economic justice. The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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Assess the student social worker’s ability to:

5.1 Understand the forms and mechanisms of oppression and discrimination
5.2 Advocate for human rights and social and economic justice
5.3 Engage in practices that advance social and economic justice

Other:

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in advancing human rights and social and economic justice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

Summer Semester
### Student Name:

6: **Research and Practice:** *The student engages in research-informed practice and practice-informed research.* Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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</table>

#### Assess the student’s ability to:

- **6.1 Use practice experience to inform scientific inquiry**
- **6.2 Use research evidence to inform practice**
- Stay abreast of quantitative and qualitative research findings and evidence-based practices to inform practice

#### Other:

#### Supervisor’s Narrative Evaluation:
*Provide example(s) of how the social work student has demonstrated competency in engaging in research-informed practice and practice-informed research. Examples should support the ratings you have assigned and include suggested strategies to promote learning.*

**Summer Semester**
### 7: Human behavior and the social environment

The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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#### Assess the student’s ability to:

- **7.1 Utilize conceptual frameworks, including person-in-environment (PIE), to guide the processes of assessment, intervention, and evaluation;**
- **7.2 Critique and apply knowledge to understand person and environment.**
- Demonstrate an understanding of how biological, psychological, cultural and social factors influence human behavior
- Consider the concepts of vulnerability, risk and resilience in relation to clients and client systems
- Apply multidisciplinary theories from the liberal arts to inform relevant treatment and intervention decisions

**Other:**

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in applying knowledge of human behavior and the social environment. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**Summer Semester**
### Appendix P-a

**Student Name:**

8. **Policy practice.** *The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.* Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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<th>Meets Expectations 2</th>
<th>Needs Improvement 1</th>
<th>No Opportunity 0</th>
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<td><strong>Assess the student’s ability to:</strong></td>
<td><strong>Summer Semester Rating</strong></td>
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<tr>
<td>8.1 Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<td>8.2 Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<td>Identify the agency history, mission, philosophy and funding stream</td>
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<tr>
<td>Understand relevant legislation and policy that informs agency practice</td>
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<tr>
<td>Use policy process to advance social and economic justice and well-being for individuals, families and communities</td>
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<td><strong>Other:</strong></td>
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**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

| Summer Semester |
### Student Name:

#### 9. Practice Contexts. *The student responds to contexts that shape practice.* Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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#### Assess the student’s ability to:

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<tr>
<td>Summer Semester Rating</td>
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</table>

9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**Other:**

**Other:**

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in responding to contexts that shape practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**Summer Semester**
10. Engagement, assessment, intervention and evaluation. The student (a) engages, (b) assesses, (c) intervenes and (d) evaluates with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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</table>

10a. Engagement

Assess the student’s ability to:

10a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
10a.2 Develop a mutually agreed-on focus of work and desired outcomes
10a.3 Use empathy and other interpersonal skills

Other:

10b. Assessment

Assess the student’s ability to:

10b.1 Assess client/constituent strengths, stressors and limitations
10b.2 Collect, organize and interpret client/constituent data
10b.3 Develop mutually agreed-on intervention goals and objectives.
10b.4 Select appropriate intervention strategies.
Practice the principles, techniques and art of effective interviewing

10c. Intervention

Assess the student’s ability to:

10c.1 Initiate actions to achieve organizational goals
10c.2 Implement prevention interventions that enhance client capacities
10c.3 Help clients to resolve problems
10c.4 Negotiate, mediate, and advocate for clients
10c.5 Facilitate transitions and endings

Other:
Other:
## 10d. Evaluation

### Assess the student’s ability to:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Summer Semester Rating</th>
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<tbody>
<tr>
<td>10d.1</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
</tr>
</tbody>
</table>

### Other:

#### 10. Engagement, assessment, intervention and evaluation continued:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

### Summer Semester

#### 11. Self-care and awareness

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>No Opportunity</th>
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### Assess the student’s ability to:

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<tr>
<th>Rating</th>
<th>Summer Semester Rating</th>
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<tbody>
<tr>
<td></td>
<td>Develop awareness of own professional, personal and learning needs and advocates for self accordingly</td>
</tr>
<tr>
<td></td>
<td>Articulate feelings, thoughts, concerns and conflicts affecting performance</td>
</tr>
<tr>
<td></td>
<td>Implement strategies for relaxation, stress management and personal care</td>
</tr>
<tr>
<td></td>
<td>Maintain commitment to work-life balance</td>
</tr>
</tbody>
</table>

### Other:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

### Summer Semester
### 12. Professional Work Skills

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Summer Semester Rating</th>
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</thead>
<tbody>
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<td>Exceeds</td>
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<td>Meets</td>
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<tr>
<td>Needs</td>
<td></td>
</tr>
<tr>
<td>No Opportunity</td>
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</table>

#### Assess student’s ability to:

- Demonstrate intellectual curiosity, creativity, and strategic thinking
- Effectively manage and prioritize workload
- Possess organizational skills and attention to detail
- Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings
- Demonstrate professional written and verbal communication
- Adhere to expected work schedule and hours of internship
- Inform Field Instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text)
- Meet agreed-upon deadlines
- Dress professionally according to agency’s standards
- Maintain collegial, respectful and collaborative attitude towards all agency staff
- Accept and follow instructions or directives from supervisor or agency designee

#### Other:

#### Additional Comments on Professional Work Skills:
<table>
<thead>
<tr>
<th>Student Name:</th>
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</thead>
<tbody>
<tr>
<td>Student’s Narrative Self-Evaluation of Overall Progress</td>
</tr>
<tr>
<td>Summer Semester</td>
</tr>
<tr>
<td>Students should note a change and development in knowledge, skills and competencies and include detailed information regarding practice experiences.</td>
</tr>
<tr>
<td><strong>Field Instructor Summary</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>1. Please summarize your assessment of the student’s performance in field placement.</td>
</tr>
<tr>
<td>2. Based on your assessment of the student’s performance and potential for further professional development, indicate your plans for the next semester.</td>
</tr>
</tbody>
</table>
Type of Print Names:

<table>
<thead>
<tr>
<th>Student Name:</th>
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</thead>
<tbody>
<tr>
<td>Field Instructor Name:</td>
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</tbody>
</table>

Submission instructions:

Provide an electronic and a printed copy of the evaluation.* This can be done in the following ways:

(1) Electronic copy:
- **Preferred method:** Student scans the completed/signed evaluation and uploads to Sonia. If this option is not available, the Student or Field Instructor may e-mail the completed/signed evaluation as an attachment to the Field Liaison at: (Field Liaison)@brynmawr.edu

(2) Original copy:
- Mail or deliver the original printed and signed document to:
  - Bryn Mawr GSSWSR - Field Education Office
  - 300 Airdale Road
  - Bryn Mawr, PA 19010

*If delivering in person, place in the mail box of your Field Liaison.

The Student’s signature does not imply agreement, only that the Student has read the evaluation. In situations where the Student disagrees with the evaluation the Field Instructor may wish to include the Student’s views in the text. If the student wishes to include an addendum to the evaluation they may do so. The addendum would become a part of the student’s permanent record.

Summer Semester Evaluation Signatures:

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*: _________ (* Please convey any concerns related to completion of hours to the Field Liaison.)

Signatures:

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor Signature</td>
<td>Date:</td>
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</tbody>
</table>
HOW TO USE THE LEARNING AGREEMENT 
AND FIELD EVALUATION DOCUMENTS

The Learning Agreement will be used to inform the Evaluation for all students in 1st YEAR (FOUNDATION) field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS)

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The Evaluation addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. Behaviors are to be assessed within agency context or as determined by student and supervisor. The comment section is used to highlight abilities as well as strategies to promote student learning.
EVALUATION

Field learning is collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and Field Instructor to evaluate what the student has learned and where she/he is now, and to conceptualize what skills and learning needs they should focus on in the future.

It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

For the end-of-semester Evaluation, it is the Field Instructor’s responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning goals/assignments included in the learning agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion (pg. 16). The Field Instructor and Student should then meet together to review the evaluation. Once completed, the Student and Field Instructor both sign. Students are to upload the completed evaluation to Sonia and submit a hard copy with signatures to their Liaison’s GSSWSR mailbox by December 11th, 2015 (fall semester) and April 22nd, 2016 (spring semester).

Please save and use the same document for both fall and spring semester student evaluations.

In completing the Evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Practice Behaviors using the scale below. Field Instructors are to evaluate performance by entering the appropriate numerical rating into the corresponding box on the pages that follow.

**Scale:**

Application of knowledge and skills to practice:

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<tr>
<th>No Opportunity*</th>
<th>Does not meet expectations for a student at this level</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations for a student at this level</th>
<th>Exceeds expectations for a student at this level</th>
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*No Opportunity (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined (this rating is used in the fall semester only).

* It is expected that in the spring semester, students will achieve a rating of 1 through 4 in all practice behaviors.
# FIELD EDUCATION EVALUATION COVER SHEET

*This page must be completed and submitted as part of the evaluation.*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor’s Name:</th>
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<tr>
<th>Agency Name:</th>
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**Brief description of agency (clients served, professions represented, funding sources, size):**

**Description of major assignments, demographic data, and intervention modalities used:**
1. **Professional Identity:** The student social worker identifies as a professional social worker and conducts oneself accordingly. Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. They commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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**Assess the student’s ability to:**

- 1.1 Advocate for client access to services of social work
- 1.2 Practice personal reflection and self-correction to assure continual professional development
- 1.3 Attend to professional roles and boundaries
- 1.4 Demonstrate professional demeanor in behavior, appearance and communication
- 1.5 Engage in career-long learning
- 1.6 Use supervision and consultation
- Adhere to agency rules regarding daily and weekly schedule, dress code, professional standards and communication expectations
- Solicit, receive and implement formative feedback from supervisor and colleagues
- Demonstrate ability to manage own emotions (self-regulation)

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in professional identity. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

- **1st Semester**

- **2nd Semester**
2. Ethical practice: *The student social worker applies social work ethical principles to guide professional practice.* Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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Assess the student social worker’s ability to:

1. Recognize and manage personal values in a way that allows professional values to guide practice;
2. Make ethical decisions by applying standards of the NASW Code of Ethics;
3. Tolerate ambiguity in resolving ethical conflicts;
4. Apply strategies of ethical reasoning to arrive at principled decisions;
5. Demonstrate knowledge about common ethical dilemmas in social work practice;
6. Use consultation and supervision to inform ethical decision making;
7. Apply ethical reasoning and culturally responsive frameworks to issues specific to clinical practice.

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in ethical practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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3. **Critical Thinking**: The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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### Assess the student social worker’s ability to:

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- 3.1 Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 3.2 Analyze models of assessment, prevention, intervention, and evaluation
- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in critical thinking. Examples should support the ratings you have assigned and include suggested strategies to promote learning, as needed.

### 1st Semester

#### 2nd Semester


4. Diversity and Difference in Practice: The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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Assess the student social worker’s ability to:

4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences

4.4 View themselves as learners and engage those with whom they work as informants

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in engaging diversity and difference in practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
### 5. Human rights and social and economic justice

The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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**Assess the student social worker’s ability to:**

- **5.1 Understand the forms and mechanisms of oppression and discrimination**
- **5.2 Advocate for human rights and social and economic justice**
- **5.3 Engage in practices that advance social and economic justice**

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in advancing human rights and social and economic justice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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**6: Research and Practice:** The student engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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**Assess the student’s ability to:**

1. Use practice experience to inform scientific inquiry
2. Use research evidence to inform practice
3. Stay abreast of quantitative and qualitative research findings and evidence-based practices to inform practice

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in research-informed practice and practice-informed research. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

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**2nd Semester**

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7: Human behavior and the social environment. The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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Assess the student’s ability to:

- 7.2 Utilize conceptual frameworks, including person-in-environment (PIE), to guide the processes of assessment, intervention, and evaluation;
- 7.2 Critique and apply knowledge to understand person and environment.
- Demonstrate an understanding of how biological, psychological, cultural and social factors influence human behavior
- Consider the concepts of vulnerability, risk and resilience in relation to clients and client systems
- Apply multidisciplinary theories from the liberal arts to inform relevant treatment and intervention decisions

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in applying knowledge of human behavior and the social environment. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
8. Policy practice. The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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**Assess the student’s ability to:**

8.1 Analyze, formulate, and advocate for policies that advance social well-being.

8.2 Collaborate with colleagues and clients for effective policy action.

Identify the agency history, mission, philosophy and funding stream

Understand relevant legislation and policy that informs agency practice

Use policy process to advance social and economic justice and well-being for individuals, families and communities

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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| 2nd Semester |
9. Practice Contexts. The student responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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Assess the student’s ability to:

9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in responding to contexts that shape practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
10. Engagement, assessment, intervention and evaluation. *The student (a) engages, (b) assesses, (c) intervenes and (d) evaluates with individuals, families, groups, organizations and communities.* Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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**10a. Engagement**

Assess the student’s ability to:

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10a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
10a.2 Use empathy and other interpersonal skills
10a.3 Develop a mutually agreed-on focus of work and desired outcomes

**10b. Assessment**

Assess the student’s ability to:

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10b.1 Collect, organize, and interpret client data
10b.2 Assess client/constituent strengths and limitations
10b.3 Develop mutually agreed-on intervention goals and objectives.
10b.4 Select appropriate intervention strategies.
Practice the principles, techniques and art of effective interviewing

**10c. Intervention**

Assess the student’s ability to:

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10c.1 Initiate actions to achieve organizational goals
10c.2 Implement prevention interventions that enhance client capacities
10c.3 Help clients to resolve problems
10c.4 Negotiate, mediate, and advocate for clients
10c.5 Facilitate transitions and endings

**10d. Evaluation**

Assess the student’s ability to:

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10d.1 Critically analyze, monitor, and evaluate interventions
10. Engagement, assessment, intervention and evaluation continued:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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## 11. Self-care and awareness

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### Assess the student’s ability to:

- Develop awareness of own professional, personal and learning needs and advocates for self accordingly
- Articulate feelings, thoughts, concerns and conflicts affecting performance
- Implement strategies for relaxation, stress management and personal care
- Maintain commitment to work-life balance

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

### 1st Semester

### 2nd Semester
### 12. Professional Work Skills

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**Assess student’s ability to:**

- Demonstrate intellectual curiosity, creativity, and strategic thinking
- Effectively manage and prioritize workload
- Possess organizational skills and attention to detail
- Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings
- Demonstrate professional written and verbal communication
- Adhere to expected work schedule and hours of internship
- Inform Field Instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text)
- Meet agreed-upon deadlines
- Dress professionally according to agency’s standards
- Maintain collegial, respectful and collaborative attitude towards all agency staff
- Accept and follow instructions or directives from supervisor or agency designee

**Additional Comments on Professional Work Skills:**
# Student’s Narrative Self-Evaluation of Overall Progress

## 1st Semester

Students should note a change and development in knowledge, skills and competencies and include detailed information regarding practice experiences.

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### Field Instructor Summary

3. Please summarize your assessment of the student’s performance in field placement.

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4. Based on your assessment of the student’s performance and potential for further professional development:

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<th>Indicate your plans for the next semester.</th>
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<th>Indicate your recommendations for future learning and development.</th>
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Type or Print Names:

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<td>Field Instructor Name:</td>
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Submission instructions:

Provide an electronic and a printed copy of the evaluation.* This can be done in the following ways:

(3) Electronic copy:
   Preferred method: Student scans the completed/signed evaluation and uploads to Sonia.
   If this option is not available, the Student or Field Instructor may e-mail the completed/signed evaluation as an attachment to the Field Liaison at: (Field Liaison)@brynmawr.edu

(4) Original copy:
   Mail or deliver the original printed and signed document to:
   Bryn Mawr GSSWSR - Field Education Office
   300 Airdale Road
   Bryn Mawr, PA 19010

*If delivering in person, place in the mail box of your Field Liaison.

Student Name: _______________________

The Student’s signature does not imply agreement, only that the Student has read the evaluation. In situations where the Student disagrees with the evaluation the Field Instructor may wish to include the Student’s views in the text. If the student wishes to include an addendum to the evaluation they may do so. The addendum would become a part of the student’s permanent record.

Fall Semester Evaluation Signatures:

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________         (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature:_________________________ Date: ________________

Field Instructor Signature: ______________________ Date: ________________

Spring Semester Evaluation Signatures:

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________         (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: ______________________ Date: ________________

Field Instructor Signature: ______________________ Date: ________________
HOW TO USE THE LEARNING AGREEMENT
AND FIELD EVALUATION DOCUMENTS

The Learning Agreement will be used to inform the Evaluation for all students in 2nd YEAR (CLINICAL) field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The Evaluation addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. Behaviors are to be assessed within agency context or as determined by student and supervisor. The comment section is used to highlight abilities as well as strategies to promote student learning.
EVALUATION

Field learning is a collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and Field Instructor to evaluate what the student has learned and where she/he is now, and to conceptualize what skills and learning needs they should focus on in the future.

It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

For the end-of-semester Evaluation, it is the Field Instructor’s responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning goals/assignments included in the learning agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion (pg. 16). The Field Instructor and Student should then meet together to review the evaluation. Once completed, the Student and Field Instructor both sign. Students are to upload the completed evaluation to Sonia and submit a hard copy with signatures to their Liaison’s GSSWSR mailbox by December 11th, 2015 (fall semester) and April 22nd, 2016 (spring semester).

Please save and use the same document for both fall and spring semester student evaluations.

In completing the Evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Practice Behaviors using the scale below. Field Instructors are to evaluate performance by entering the appropriate numerical rating into the corresponding box on the pages that follow.

Scale:
Application of knowledge and skills to practice:

<table>
<thead>
<tr>
<th>No Opportunity*</th>
<th>Does not meet expectations for a student at this level</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations for a student at this level</th>
<th>Exceeds expectations for a student at this level</th>
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<tr>
<td>N/A</td>
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</table>

*No Opportunity (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined (this rating is used in the fall semester only).

* It is expected that in the spring semester, students will achieve a rating of 1 through 4 in all practice behaviors.
FIELD EDUCATION
EVALUATION COVER SHEET
This page must be completed and submitted as part of the evaluation.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Name:</td>
<td>Field Liaison’s Name:</td>
</tr>
<tr>
<td>Semester, Year:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Brief description of agency (clients served, professions represented, funding sources, size):

Description of major assignments, demographic data, and intervention modalities used:
1. **Professional Identity**: The student social worker identifies as a professional social worker and conducts oneself accordingly. Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. They commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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<thead>
<tr>
<th>No Opportunity</th>
<th>Does not meet expectations</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations</th>
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<td>N/A</td>
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### Assess the student’s ability to:

1. Advocate for client access to services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance and communication
5. Engage in career-long learning
6. Use supervision and consultation
7. Adhere to agency rules regarding daily and weekly schedule, dress code, professional standards and communication expectations
8. Solicit, receive and implement formative feedback from supervisor and colleagues
9. Demonstrate ability to manage own emotions (self-regulation)

**Supervisor’s Narrative Evaluation**: Provide example(s) of how the social work student has demonstrated competency in professional identity. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

### 1st Semester

### 2nd Semester
2. **Ethical practice:** *The student social worker applies social work ethical principles to guide professional practice.* Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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<th>No Opportunity</th>
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**Assess the student social worker’s ability to:**

1. Recognize and manage personal values in a way that allows professional values to guide practice;
2. Make ethical decisions by applying standards of the NASW Code of Ethics
3. Tolerate ambiguity in resolving ethical conflicts;
4. Apply strategies of ethical reasoning to arrive at principled decisions.
5. Demonstrate knowledge about common ethical dilemmas in social work practice
6. Use consultation and supervision to inform ethical decision making
7. Apply ethical reasoning and culturally responsive frameworks to issues specific to clinical practice

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in ethical practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
3. **Critical Thinking**: *The student social worker applies critical thinking to inform and communicate professional judgments.* Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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### Assess the student social worker’s ability to:

1. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
2. Analyze models of assessment, prevention, intervention, and evaluation
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Demonstrate ability to think critically, creatively, and analytically

**Supervisor’s Narrative Evaluation**: Provide example(s) of how the social work student has demonstrated competency in critical thinking. Examples should support the ratings you have assigned and include suggested strategies to promote learning, as needed.

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tr>
<td>2nd Semester</td>
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</table>
4. Diversity and Difference in Practice: The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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Assess the student social worker’s ability to:

4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences

4.4 View themselves as learners and engage those with whom they work as informants

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging diversity and difference in practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.
5. Human rights and social and economic justice. The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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Assess the student social worker’s ability to:

5.1 Understand the forms and mechanisms of oppression and discrimination
5.2 Advocate for human rights and social and economic justice
5.3 Engage in practices that advance social and economic justice

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in advancing human rights and social and economic justice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
6: Research and Practice: The student engages in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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Assess the student’s ability to:

6.1 Use practice experience to inform scientific inquiry
6.2 Use research evidence to inform practice
Stay abreast of quantitative and qualitative research findings and evidence-based practices to inform practice

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in research-informed practice and practice-informed research. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
**7: Human behavior and the social environment.** The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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**Assess the student’s ability to:**

- **7.3 Utilize conceptual frameworks, including person-in-environment (PIE), to guide the processes of assessment, intervention, and evaluation;**

- **7.2 Critique and apply knowledge to understand person and environment.**

- Demonstrate an understanding of how biological, psychological, cultural and social factors influence human behavior

- Consider the concepts of vulnerability, risk and resilience in relation to clients and client systems

- Apply multidisciplinary theories from the liberal arts to inform relevant treatment and intervention decisions

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in applying knowledge of human behavior and the social environment. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
8. **Policy practice.** The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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**Assess the student’s ability to:**

8.1 Analyze, formulate, and advocate for policies that advance social well-being.

8.2 Collaborate with colleagues and clients for effective policy action.

Identify the agency history, mission, philosophy and funding stream

Understand relevant legislation and policy that informs agency practice

Use policy process to advance social and economic justice and well-being for individuals, families and communities

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

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**2nd Semester**

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9. Practice Contexts. *The student responds to contexts that shape practice.* Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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**Assess the student’s ability to:**

9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in responding to contexts that shape practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**


**2nd Semester**


10. Engagement, assessment, intervention and evaluation. The student (a) engages, (b) assesses, (c) intervenes and (d) evaluates with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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10a. Engagement

Assess the student’s ability to:

10a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
10a.2 Use empathy and other interpersonal skills
10a.3 Develop a mutually agreed-on focus of work and desired outcomes

10b. Assessment

Assess the student’s ability to:

10b.1 Collect, organize, and interpret client data
10b.2 Assess client/constituent strengths and limitations
10b.3 Develop mutually agreed-on intervention goals and objectives.
10b.4 Select appropriate intervention strategies.
Practice the principles, techniques and art of effective interviewing

10c. Intervention

Assess the student’s ability to:

10c.1 Initiate actions to achieve organizational goals
10c.2 Implement prevention interventions that enhance client capacities
10c.3 Help clients to resolve problems
10c.4 Negotiate, mediate, and advocate for clients
10c.5 Facilitate transitions and endings

10d. Evaluation

Assess the student’s ability to:

10d.1 Critically analyze, monitor, and evaluate interventions
10. Engagement, assessment, intervention and evaluation continued:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

<table>
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<th>2nd Semester</th>
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11. Self-care and awareness

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<th>No Opportunity</th>
<th>Does not meet expectations</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations</th>
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**Assess the student’s ability to:**

- Develop awareness of own professional, personal and learning needs and advocates for self accordingly
- Articulate feelings, thoughts, concerns and conflicts affecting performance
- Implement strategies for relaxation, stress management and personal care
- Maintain commitment to work-life balance

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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### 12. Professional Work Skills

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**Assess student’s ability to:**

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<th>1st Sem. Rating</th>
<th>2nd Sem. Rating</th>
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<tbody>
<tr>
<td>Demonstrate intellectual curiosity, creativity, and strategic thinking</td>
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<td>Effectively manage and prioritize workload</td>
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<td>Possess organizational skills and attention to detail</td>
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<td>Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings</td>
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<tr>
<td>Demonstrate professional written and verbal communication</td>
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<tr>
<td>Adhere to expected work schedule and hours of internship</td>
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<tr>
<td>Inform Field Instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text)</td>
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<tr>
<td>Meet agreed-upon deadlines</td>
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<td>Dress professionally according to agency’s standards</td>
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<tr>
<td>Maintain collegial, respectful and collaborative attitude towards all agency staff</td>
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<td>Accept and follow instructions or directives from supervisor or agency designee</td>
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**Additional Comments on Professional Work Skills:**
<table>
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<th>1st Semester</th>
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<tr>
<td>Students should note a change and development in knowledge, skills and competencies and include detailed information regarding practice experiences.</td>
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<th>2nd Semester</th>
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<tr>
<td>5. Please summarize your assessment of the student’s performance in field placement.</td>
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<tr>
<td>------------------------------------------------</td>
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<td><strong>1st Semester</strong></td>
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| **2nd Semester** |

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<th>6. Based on your assessment of the student’s performance and potential for further professional development:</th>
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<tbody>
<tr>
<td><strong>1st Semester</strong> - Indicate your plans for the next semester.</td>
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</table>

| **2nd Semester** - Indicate your recommendations for future learning and development. |
**Appendix P-c**

### Type or Print Names:

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tr>
<td>Field Instructor Name:</td>
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</table>

### Submission instructions:

Provide an electronic and a printed copy of the evaluation.* This can be done in the following ways:

5. **Electronic copy:**
   - **Preferred method:** Student scans the completed/signed evaluation and uploads to *Sonia*.
   - If this option is not available, the Student or Field Instructor may e-mail the completed/signed evaluation as an attachment to the Field Liaison at: *(Field Liaison)*@brynmawr.edu

6. **Original copy:**
   - Mail or deliver the original printed and signed document to:
     Bryn Mawr GSSWSR - Field Education Office
     300 Airdale Road
     Bryn Mawr, PA 19010

*If delivering in person, place in the mailbox of your Field Liaison.

---

**Student Name:** ____________________________

The Student’s signature does not imply agreement, only that the Student has read the evaluation. In situations where the Student disagrees with the evaluation the Field Instructor may wish to include the Student’s views in the text. If the student wishes to include an addendum to the evaluation they may do so. The addendum would become a part of the student’s permanent record.

---

**Fall Semester Evaluation Signatures:**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________  (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: __________________________ Date: ______________

Field Instructor Signature: ______________________ Date: ______________

---

**Spring Semester Evaluation Signatures:**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________  (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: __________________________ Date: ______________

Field Instructor Signature: ______________________ Date: ______________

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Appendix P-d

- EVALUATION FORM -

2nd YEAR (COMMUNITY PRACTICE, POLICY, AND ADVOCACY)

HOW TO USE THE LEARNING AGREEMENT AND FIELD EVALUATION DOCUMENTS

The Learning Agreement will be used to inform the Evaluation for all students in 2nd YEAR (COMMUNITY PRACTICE, POLICY, and ADVOCACY) field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The Evaluation addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. Behaviors are to be assessed within agency context or as determined by student and supervisor. The comment section is used to highlight abilities as well as strategies to promote student learning.
EVALUATION

Field learning is a collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and Field Instructor to evaluate what the student has learned and where she/he is now, and to conceptualize what skills and learning needs they should focus on in the future.

It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

For the end-of-semester Evaluation, it is the Field Instructor’s responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning goals/assignments included in the learning agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion (pg. 17). The Field Instructor and Student should then meet together to review the evaluation. Once completed, the Student and Field Instructor both sign. Students are to upload the completed evaluation to Sonia and submit a hard copy with signatures to their Liaison’s GSSWSR mailbox by December 11th, 2015 (fall semester) and April 22nd, 2016 (spring semester).

Please save and use the same document for both fall and spring semester student evaluations.

In completing the Evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Practice Behaviors using the scale below. Field Instructors are to evaluate performance by entering the appropriate numerical rating into the corresponding box on the pages that follow.

**Scale:**

Application of knowledge and skills to practice:

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<tr>
<th>No Opportunity*</th>
<th>Does not meet expectations for a student at this level</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations for a student at this level</th>
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*No Opportunity (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined (this rating is used in the fall semester only).

* It is expected that in the **spring semester**, students will achieve a rating of 1 through 4 in all practice behaviors.
# FIELD EDUCATION

## EVALUATION COVER SHEET

*This page must be completed and submitted as part of the evaluation.*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor’s Name:</th>
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<tbody>
<tr>
<td>Agency Name:</td>
<td>Field Liaison’s Name:</td>
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<tr>
<td>Semester, Year:</td>
<td>Date:</td>
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**Brief description of agency (clients served, professions represented, funding sources, size):**

**Description of major assignments, demographic data, and intervention modalities used:**
1. **Professional Identity:** The student social worker identifies as a professional social worker and conducts oneself accordingly. Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. They commit themselves to the profession’s enhancement and to their own professional conduct and growth. Students learn to:

- Understand the historical roots, traditions, and practices of professional conduct in community, policy, and organizational social work practice, and
- Recognize various models of and skills in community organizing, policy advocacy, program development, and agency development/management

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**Assess the student’s ability to:**

1. Actively engage in a commitment to social justice and human rights
2. Effectively use reflection, supervision, and self-correction on both personal level and collective (community, identity group(s), organizational, regional, national, etc.) levels
3. Appropriately undertake self-directed, autonomous action, and collective action following the lead of multiple stakeholders and constituencies
4. Balance the variety of roles, relationships, and priorities within which macro social workers practice
5. Demonstrate an ability to (a) build, (b) take part in, (c) evaluate, and (d) improve collaborations and project teams
6. Effectively communicate, individually and collectively, using a variety of modes (written, oral, multimedia)

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in professional identity. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

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**2nd Semester**

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2. Ethical practice: The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Students learn to:
- Understand a variety of ethical standards and priorities within macro social work, both nationally and internationally
- Discern the complexities within macro social work and know how to work these through in a logical manner using ethical reasoning

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### Assess the student social worker’s ability to:

1. **Apply ethical standards and values from NASW, CSWE, IFSW/IASSW to work with organizations and communities**

2. **Promote justice within organizations and communities, through investigating, understanding, and addressing historical and present power relationships and modes of domination and oppression**

3. **Apply ethical reasoning to sort through the ambiguities and conflicting priorities in macro social work**

**Supervisor’s Narrative Evaluation**: Provide example(s) of how the social work student has demonstrated competency in ethical practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
3. **Critical Thinking:** The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Students learn to:

- Know and be able to distinguish the roots of, philosophies behind, and practices within multiple macro social work theories, methods, processes, strategies and techniques
- Understand steps for community and organizational problem solving that are collaborative across diverse constituencies, logical, scientific, and reasoned

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**Assess the student social worker’s ability to:**

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<td>3.1</td>
<td>Critically evaluate multiple frameworks and approaches to make reasoned decisions for action</td>
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<td>3.2</td>
<td>Demonstrate an ability to work flexibly within ambiguous and rapidly-shifting situations</td>
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<td>3.3</td>
<td>Demonstrate the application of empirically sound and reasoned steps toward collaborative problem solving across diverse constituencies</td>
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**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in critical thinking. Examples should support the ratings you have assigned and include suggested strategies to promote learning, as needed.

1st Semester

2nd Semester
### 4. Diversity and Difference in Practice: The student engages diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Students learn to know how to critically reflect and communicate about how the following affect macro social work practice: (a) diversity (b) one’s individual and collective positionality, and (c) the associated power dynamics regarding multiple, interconnected factors including (but not limited to) age, race, class, color, nationality, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex, and sexual orientation.

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#### Assess the student social worker’s ability to:

4.1 Demonstrate an ability to reflect on, act responsibly on, and communicate about personal and collective positionality, power, and biases, including how these dynamics affect communities and organizations, social movements, and policy development

4.2 View as experts, engage with, and ensure the participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions

4.3 Be able to discuss the historical and present tensions of within social work with communities and organizations, including:
   (a) the role of historical trauma and collective resilience;
   (b) the dynamics of insider/outside tensions; and
   (c) the practical and philosophical issues regarding work that crosses multiple, interconnected factors including (but not limited to) age, race, class, color, nationality, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex and sexual orientation

#### Supervisor’s Narrative Evaluation:
Provide example(s) of how the social work student has demonstrated competency in engaging diversity and difference in practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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300 Airdale Road, Bryn Mawr, PA 19010  | 610-520-2601  | field@brynmawr.edu
5. Human rights and social and economic justice. The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Students learn to:

- Know the historical and political contexts of human rights and social and economic justice
- Identify varied principles of human rights, nationally and internationally, as well as theories and strategies to promote social justice and human rights

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Assess the student social worker’s ability to:

5.1 Discuss and critically evaluate the historical and political contexts of, and macro social work’s traditions around, human rights and social and economic justice, including legacies of structural power arrangements

5.2 Be able to use existing and develop new evaluative indicators to determine collective (social, economic, political, and environmental) wellbeing

5.3 Individually and collectively advocate for human rights

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in advancing human rights and social and economic justice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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6. Research and Practice: The student engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Students learn to:

- Be able to critically appraise community research within a continuum of community participation
- Know how to: (a) find, (b) evaluate, (c) utilize, and (d) advance qualitative and quantitative research relevant to macro practice and is participatory and collaborative in nature

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**Assess the student’s ability to:**

6.1 Collectively and individually demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data and in using data to prepare and present professional products for community agencies

6.2 Manage group and community-based research efforts, including the following and/or integration of members of communities and organizations in all steps of research (goals, questions, design, collection, analyses, interpretation)

6.3 Identify and utilize best practice, evidence-informed research to understand issues and to develop and implement community and organizational interventions

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in research-informed practice and practice-informed research. Examples should support the ratings you have assigned and include suggested strategies to promote learning.
7. Human behavior and the social environment. The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Students learn to:

- Recognize the central importance of relationships within macro social work
- Appreciate the unique dimensions that cultural, environmental, urban, and rural contexts bring to communities and organizations and those engaged in these macro systems

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### Assess the student’s ability to:

7.4 Assess and analyze communities and organizations as social systems with life cycles and arrangements of connections

7.2 Utilize the potential and/or realized connections between and among individuals, collectives, and places in all stages of macro practice

7.3 Actively engage with communities and organizations to plan, recommend, and evaluate interventions emphasizing diverse contexts (cultural, historical, social, economic, and political)

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in applying knowledge of human behavior and the social environment. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

#### 1st Semester

#### 2nd Semester
8. Policy practice. *The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.* Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Students learn to:

- Recognize the roots of and conditions around various policy realities relevant to macro practice
- Know strategies for policy development, advocacy, implementation, and evaluation within communities and organizations

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**Assess the student’s ability to:**

8.1 Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups

8.2 Work collaboratively to formulate and promote policies that advance social justice, the effectiveness of social services, and collective wellbeing

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
9. Practice Contexts. *The student responds to contexts that shape practice.* Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Students learn to:

- Recognize and react to the changing landscape of the public, nonprofit, service and for-profit organizations that comprise the social service sector, as well as to the social, economic, political and environmental contexts that shape these organizations and community life.
- Know the principles of leadership in organizations and communities for effective, appropriate, and ethical interventions to improve the collective wellbeing.

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Assess the student’s ability to:

9.1 Strengthen and aid in the development of communities, groups, and organizations through:

(a) collaboration in all stages of macro practice (engagement, assessment, intervention, and evaluation);
(b) joint problem identification and strategic planning; and
(c) leadership development of self and others

9.2 Actively discover and utilize strengths and knowledge (both new and old) from the cultural, geographical, political, legal, economic, environmental, technological, and scientific contexts within communities and organizations to inform macro practice.

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in responding to contexts that shape practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester

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10. Engagement, assessment, intervention and evaluation. The student (a) engages, (b) assesses, (c) intervenes and (d) evaluates with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Students learn to:

- Understand the varied history, theories, techniques, and controversies around community and organizational engagement, assessment, intervention, and evaluation
- Identify factors within successful community and organizational engagement, assessment, intervention, and evaluation, including how to promote participatory and transparent processes and how to identify, anticipate, and navigate common pitfalls
- Appreciate the logical and reasoned pattern of coherently designed engagement-assessment-intervention-evaluation cycles

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Overall skills in community and organizational practice

Assess the student’s ability to:

10. 1 Demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising)

10. 2 Actively draw on multiple theories and frameworks within community and organizational engagement, assessment, intervention, and evaluation (e.g. organizational and systems theories; theories of change; theories of community development/organization; theories of policy advocacy)

10. 3 Demonstrate effective, logical movement through the engagement-assessment-intervention-evaluation cycle, including constructing and using logic models to guide the process

10a. Engagement

Assess the student’s ability to:

10a.1 Engage with communities and organizations in a kind, collaborative, transparent manner that reflects mutuality

10a.2 Demonstrate effective verbal and nonverbal communication skills

10b. Assessment

Assess the student’s ability to:

10b.1 Develop relevant and mutually agreed-upon questions for assessment; (b) (c) (d) (e

10b.2 Undertake a variety of strategies and presentation formats for community assessments;

10b.3 Demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data for an assessment (e.g. surveys, interviews, focus groups, visual methods)

10b.4 Articulate attempts at navigating insider/outsider tensions, including conflicts between “prescribed” goals and community priorities in needs assessments

10b.5 Appreciate the differences among research led by, done with, and done on communities

10c. Intervention
### Assess the student’s ability to:

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<tr>
<td>10c.1 Use an assessment to draw logical, collaborative implications for programmatic and policy interventions</td>
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<td>10c.2 Design collaborative programmatic and policy interventions, using well-reasoned theories of change strategies selected from a well-considered range of theories and strategies</td>
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<td>10c.3 Communicate, orally and in writing, effective proposals for intervention plans across areas of macro practice, including organizations, communities, and policy areas</td>
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### 10d. Evaluation

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<td>10d.1 Differentiate between and be able to isolate the advantages and disadvantages of different types of evaluation, including summative and formative; process and outcome; (b); (c)</td>
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<td>10d.2 Critically evaluate why programs succeed or fail, including theories of program cause and effect and issues of implementation</td>
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<td>10d.3 Understand and use theories of change for evaluation of various program and policy issues</td>
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#### Supervisor’s Narrative Evaluation:

Provide example(s) of how the social work student has demonstrated competency in engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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11. Self-care and awareness

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Assess the student’s ability to:

- Develop awareness of own professional, personal and learning needs and advocates for self accordingly
- Articulate feelings, thoughts, concerns and conflicts affecting performance
- Implement strategies for relaxation, stress management and personal care
- Maintain commitment to work-life balance
- Other:

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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## 12. Professional Work Skills

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### Assess student’s ability to:

- Demonstrate intellectual curiosity, creativity, and strategic thinking
- Effectively manage and prioritize workload
- Possess organizational skills and attention to detail
- Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings
- Demonstrate professional written and verbal communication
- Adhere to expected work schedule and hours of internship
- Inform Field Instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text)
- Meet agreed-upon deadlines
- Dress professionally according to agency’s standards
- Maintain collegial, respectful and collaborative attitude towards all agency staff
- Accept and follow instructions or directives from supervisor or agency designee

**Other:**

**Other:**

### Additional Comments on Professional Work Skills:

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<table>
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<th>Student’s Narrative Self-Evaluation of Overall Progress</th>
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<tr>
<td>Students should note a change and development in knowledge, skills and competencies and include detailed information regarding practice experiences.</td>
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### Field Instructor Summary

7. Please summarize your assessment of the student’s performance in field placement.

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8. Based on your assessment of the student’s performance and potential for further professional development:

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<th>1st Semester - Indicate your plans for the next semester.</th>
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<th>2nd Semester - Indicate your recommendations for future learning and development.</th>
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Type or Print Names:

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Submission instructions:

Provide an electronic and a printed copy of the evaluation.* This can be done in the following ways:

(7) Electronic copy:
Preferred method: Student scans the completed/signed evaluation and uploads to Sonia.
If this option is not available, the Student or Field Instructor may e-mail the completed/signed evaluation as an attachment to the Field Liaison at: (Field Liaison)@brynmawr.edu

(8) Original copy:
Mail or deliver the original printed and signed document to:
Bryn Mawr GSSWSR - Field Education Office
300 Airdale Road
Bryn Mawr, PA 19010

*If delivering in person, place in the mail box of your Field Liaison.

Student Name: ____________________________

The Student’s signature does not imply agreement, only that the Student has read the evaluation. In situations where the Student disagrees with the evaluation the Field Instructor may wish to include the Student’s views in the text. If the student wishes to include an addendum to the evaluation they may do so. The addendum would become a part of the student’s permanent record.

---------------------------------------------------------------------------------------------------------------------------------------------------------------

Fall Semester Evaluation Signatures:

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________      (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: ____________________________ Date: ________________

Field Instructor Signature: ____________________________ Date: ________________

---------------------------------------------------------------------------------------------------------------------------------------------------------------

Spring Semester Evaluation Signatures:

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________      (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: ____________________________ Date: ________________

Field Instructor Signature: ____________________________ Date: ________________
Appendix P-e

- EVALUATION FORM -
1st YEAR (FOUNDATION)
HSV Certificate Program

HOW TO USE THE LEARNING AGREEMENT
AND FIELD EVALUATION DOCUMENTS

The Learning Agreement will be used to inform the Evaluation for all students in 1st YEAR (FOUNDATION) field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the Learning Agreement, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The Learning Agreement is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The Evaluation addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. Behaviors are to be assessed within agency context or as determined by student and supervisor. The comment section is used to highlight abilities as well as strategies to promote student learning.
EVALUATION

Field learning is a collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and Field Instructor to evaluate what the student has learned and where she/he is now, and to conceptualize what skills and learning needs they should focus on in the future.

It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

For the end-of-semester Evaluation, it is the Field Instructor's responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning goals/assignments included in the learning agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion (pg. 18). The Field Instructor and Student should then meet together to review the evaluation. Once completed, the Student and Field Instructor both sign. Students are to upload the completed evaluation to Sonia and submit a hard copy with signatures to their Liaison’s GSSWSR mailbox by December 11th, 2015 (fall semester) and April 22nd, 2016 (spring semester).

Please save and use the same document for both fall and spring semester student evaluations.

In completing the Evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Practice Behaviors using the scale below. Field Instructors are to evaluate performance by entering the appropriate numerical rating into the corresponding box on the pages that follow.

Scale:
Application of knowledge and skills to practice:

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<tr>
<th>No Opportunity*</th>
<th>Does not meet expectations for a student at this level</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations for a student at this level</th>
<th>Exceeds expectations for a student at this level</th>
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*No Opportunity (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined (this rating is used in the fall semester only).

* It is expected that in the spring semester, students will achieve a rating of 1 through 4 in all practice behaviors.
# FIELD EDUCATION EVALUATION COVER SHEET

*This page must be completed and submitted as part of the evaluation.*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor’s Name:</th>
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<tr>
<td>Agency Name:</td>
<td>Field Liaison’s Name:</td>
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<td>Semester, Year:</td>
<td>Date:</td>
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**Brief description of agency (clients served, professions represented, funding sources, size):**

**Description of major assignments, demographic data, and intervention modalities used:**
1. Professional Identity: The student social worker identifies as a professional social worker and conducts oneself accordingly. Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. They commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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Assess the student’s ability to:

1. Advocate for client access to services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance and communication
5. Engage in career-long learning
6. Use supervision and consultation
7. Adhere to agency rules regarding daily and weekly schedule, dress code, professional standards and communication expectations
8. Solicit, receive and implement formative feedback from supervisor and colleagues
9. Demonstrate ability to manage own emotions (self-regulation)

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in professional identity. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
2. Ethical practice: The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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Assess the student social worker’s ability to:

2.1 Recognize and manage personal values in a way that allows professional values to guide practice;
2.2 Make ethical decisions by applying standards of the NASW Code of Ethics
2.3 Tolerate ambiguity in resolving ethical conflicts;
2.4 Apply strategies of ethical reasoning to arrive at principled decisions.
Demonstrate knowledge about common ethical dilemmas in social work practice
Use consultation and supervision to inform ethical decision making
Apply ethical reasoning and culturally responsive frameworks to issues specific to clinical practice

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in ethical practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester

3. Critical Thinking: The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
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### Assess the student social worker’s ability to:

1. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
2. Analyze models of assessment, prevention, intervention, and evaluation
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in critical thinking. Examples should support the ratings you have assigned and include suggested strategies to promote learning, as needed.

#### 1st Semester

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#### 2nd Semester

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4. Diversity and Difference in Practice: The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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Assess the student social worker’s ability to:

4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences

4.4 View themselves as learners and engage those with whom they work as informants

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging diversity and difference in practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
5. Human rights and social and economic justice. The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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Assess the student social worker’s ability to:

5.1 Understand the forms and mechanisms of oppression and discrimination

5.2 Advocate for human rights and social and economic justice

5.3 Engage in practices that advance social and economic justice

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in advancing human rights and social and economic justice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
6: Research and Practice: *The student engages in research-informed practice and practice-informed research.* Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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**Assess the student’s ability to:**

- 6.1 Use practice experience to inform scientific inquiry
- 6.2 Use research evidence to inform practice
- Stay abreast of quantitative and qualitative research findings and evidence-based practices to inform practice

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in research-informed practice and practice-informed research. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

### 1st Semester


### 2nd Semester


7: Human behavior and the social environment. The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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Assess the student’s ability to:

- 7.5 Utilize conceptual frameworks, including person-in-environment (PIE), to guide the processes of assessment, intervention, and evaluation;
- 7.2 Critique and apply knowledge to understand person and environment.
- Demonstrate an understanding of how biological, psychological, cultural and social factors influence human behavior
- Consider the concepts of vulnerability, risk and resilience in relation to clients and client systems
- Apply multidisciplinary theories from the liberal arts to inform relevant treatment and intervention decisions

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in applying knowledge of human behavior and the social environment. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
8. **Policy practice.** *The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.* Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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**Assess the student’s ability to:**

8.1 Analyze, formulate, and advocate for policies that advance social well-being.

8.2 Collaborate with colleagues and clients for effective policy action.

Identify the agency history, mission, philosophy and funding stream

Understand relevant legislation and policy that informs agency practice

Use policy process to advance social and economic justice and well-being for individuals, families and communities

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
9. Practice Contexts. *The student responds to contexts that shape practice.* Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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**Assess the student’s ability to:**

9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in responding to contexts that shape practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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10. Engagement, assessment, intervention and evaluation. The student (a) engages, (b) assesses, (c) intervenes and (d) evaluates with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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### 10a. Engagement

#### Assess the student’s ability to:

- 10a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- 10a.2 Use empathy and other interpersonal skills
- 10a.3 Develop a mutually agreed-on focus of work and desired outcomes

### 10b. Assessment

#### Assess the student’s ability to:

- 10b.1 Collect, organize, and interpret client data
- 10b.2 Assess client/constituent strengths and limitations
- 10b.3 Develop mutually agreed-on intervention goals and objectives
- 10b.4 Select appropriate intervention strategies.
- Practice the principles, techniques and art of effective interviewing

### 10c. Intervention

#### Assess the student’s ability to:

- 10c.1 Initiate actions to achieve organizational goals
- 10c.2 Implement prevention interventions that enhance client capacities
- 10c.3 Help clients to resolve problems
- 10c.4 Negotiate, mediate, and advocate for clients
- 10c.5 Facilitate transitions and endings

### 10d. Evaluation

#### Assess the student’s ability to:

- 10d.1 Critically analyze, monitor, and evaluate interventions
10. Engagement, assessment, intervention and evaluation continued:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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## 11. Self-care and awareness

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### Assess the student’s ability to:

- Develop awareness of own professional, personal and learning needs and advocates for self accordingly
- Articulate feelings, thoughts, concerns and conflicts affecting performance
- Implement strategies for relaxation, stress management and personal care
- Maintain commitment to work-life balance

### Supervisor’s Narrative Evaluation:

Provide example(s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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## 12. Professional Work Skills

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<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
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</table>

### Assess student’s ability to:

- Demonstrate intellectual curiosity, creativity, and strategic thinking
- Effectively manage and prioritize workload
- Possess organizational skills and attention to detail
- Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings
- Demonstrate professional written and verbal communication
- Adhere to expected work schedule and hours of internship
- Inform Field Instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text)
- Meet agreed-upon deadlines
- Dress professionally according to agency’s standards
- Maintain collegial, respectful and collaborative attitude towards all agency staff
- Accept and follow instructions or directives from supervisor or agency designee

### Additional Comments on Professional Work Skills:
### 13. Knowledge and Skills in School-based Practice

<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Does not meet expectations</th>
<th>Demonstrates limited ability/needs some improvement</th>
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<th>Exceeds expectations</th>
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**Assess student’s ability to:**

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<thead>
<tr>
<th>1st Sem. Rating</th>
<th>2nd Sem. Rating</th>
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</thead>
<tbody>
<tr>
<td>Ability to identify child abuse and report such abuse using appropriate procedures in a professional manner</td>
<td></td>
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<tr>
<td>Ability to demonstrate the skill of performing a suicidal assessment and intervention</td>
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<tr>
<td>Ability to address needs of diverse learners</td>
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<tr>
<td>Understanding of the critical role of literacy development as a core area for learning and intervention</td>
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<tr>
<td>Ability to address needs of English language learners</td>
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<tr>
<td>Ability to work as part of an interdisciplinary team</td>
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</table>

**Additional Comments on School-based Knowledge and Skills:**


<table>
<thead>
<tr>
<th>Student’s Narrative Self-Evaluation of Overall Progress</th>
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<tbody>
<tr>
<td><strong>1st Semester</strong></td>
</tr>
<tr>
<td>Students should note a change and development in</td>
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<tr>
<td>knowledge, skills and competencies and include</td>
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<tr>
<td>detailed information regarding practice experiences.</td>
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<p>| <strong>2nd Semester</strong>                                     |
|                                                      |
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<table>
<thead>
<tr>
<th>Field Instructor Summary</th>
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</thead>
<tbody>
<tr>
<td>9. Please summarize your assessment of the student’s performance in field placement.</td>
</tr>
<tr>
<td><strong>1st Semester</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>2nd Semester</strong></td>
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<tr>
<td>10. Based on your assessment of the student’s performance and potential for further professional development:</td>
</tr>
<tr>
<td><strong>1st Semester</strong> - Indicate your plans for the next semester.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2nd Semester</strong> - Indicate your recommendations for future learning and development.</td>
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</tbody>
</table>
Appendix P-e

**Type or Print Names:**

<table>
<thead>
<tr>
<th>Student Name:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor Name:</td>
<td></td>
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</tbody>
</table>

**Submission instructions:**

Provide an electronic and a printed copy of the evaluation.* This can be done in the following ways:

(9) Electronic copy:

- **Preferred method:** Student scans the completed/signed evaluation and uploads to *Sonia*.
- If this option is not available, the Student or Field Instructor may e-mail the completed/signed evaluation as an attachment to the Field Liaison at: *(Field Liaison)*@brynmawr.edu

(10) Original copy:

- Mail or deliver the original printed and signed document to:
  - Bryn Mawr GSSWSR - Field Education Office
  - 300 Airdale Road
  - Bryn Mawr, PA 19010

*If delivering in person, place in the mail box of your Field Liaison.

---

**Fall Semester Evaluation Signatures:**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________

(* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: ___________________________________________ Date: ____________

Field Instructor Signature: ______________________________________ Date: ____________

---

**Spring Semester Evaluation Signatures:**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________

(* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: ___________________________________________ Date: ____________

Field Instructor Signature: ______________________________________ Date: ____________

---
HOW TO USE THE LEARNING AGREEMENT
AND FIELD EVALUATION DOCUMENTS

The **Learning Agreement** will be used to inform the **Evaluation** for all students in **2nd YEAR (CLINICAL)** field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the **Learning Agreement**, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The **Learning Agreement** is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The **Evaluation** addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. **Behaviors are to be assessed within agency context or as determined by student and supervisor.** The comment section is used to highlight abilities as well as strategies to promote student learning.
EVALUATION

Field learning is a collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and Field Instructor to evaluate what the student has learned and where she/he is now, and to conceptualize what skills and learning needs they should focus on in the future.

It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

For the end-of-semester Evaluation, it is the Field Instructor’s responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning goals/assignments included in the learning agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion (pg. 18). The Field Instructor and Student should then meet together to review the evaluation. Once completed, the Student and Field Instructor both sign. Students are to upload the completed evaluation to Sonia and submit a hard copy with signatures to their Liaison’s GSSWSR mailbox by December 11th, 2015 (fall semester) and April 22nd, 2016 (spring semester).

Please save and use the same document for both fall and spring semester student evaluations.

In completing the Evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Practice Behaviors using the scale below. Field Instructors are to evaluate performance by entering the appropriate numerical rating into the corresponding box on the pages that follow.

Scale:
Application of knowledge and skills to practice:

<table>
<thead>
<tr>
<th>No Opportunity*</th>
<th>Does not meet expectations for a student at this level</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations for a student at this level</th>
<th>Exceeds expectations for a student at this level</th>
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<td>N/A</td>
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*No Opportunity (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined (this rating is used in the fall semester only).

* It is expected that in the spring semester, students will achieve a rating of 1 through 4 in all practice behaviors.
FIELD EDUCATION
EVALUATION COVER SHEET

This page must be completed and submitted as part of the evaluation.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor’s Name:</th>
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</thead>
<tbody>
<tr>
<td>Agency Name:</td>
<td>Field Liaison’s Name:</td>
</tr>
<tr>
<td>Semester, Year:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Brief description of agency (clients served, professions represented, funding sources, size):

| Description of major assignments, demographic data, and intervention modalities used: |
1. Professional Identity: The student social worker identifies as a professional social worker and conducts oneself accordingly. Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. They commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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Assess the student’s ability to:

1.1 Readily identify as social work professional.

1.2 Demonstrate professional use of self with client(s).

1.3 Understand and identify professional strengths, limitations and challenges.

1.4 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in professional identity. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester


2nd Semester


### 2. Ethical practice: The student social worker applies social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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Assess the student social worker’s ability to:

- 2.1 Apply ethical decision-making skills to issues specific to clinical social work.
- 2.2 Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights and wellbeing.
- 2.3 Identify and use knowledge of relationship dynamics, including power differentials.
- 2.4 Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients’ wellbeing.

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in ethical practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

#### 1st Semester

#### 2nd Semester
3. Critical Thinking: The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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**Assess the student social worker’s ability to:**

3.1 Engage in reflective practice.

3.2 Identify and articulate clients’ strengths and vulnerabilities.

3.3 Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention and practice evaluation tools.

3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.

3.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in critical thinking. Examples should support the ratings you have assigned and include suggested strategies to promote learning, as needed.

**1st Semester**

**2nd Semester**
4. Diversity and Difference in Practice: The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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Assess the student social worker’s ability to:

4.1 Research and apply knowledge of diverse populations to enhance client wellbeing.
4.2 Work effectively with diverse populations.
4.3 Identify and use practitioner/client differences from a strengths perspective.

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in engaging diversity and difference in practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
5. Human rights and social and economic justice. The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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Assess the student social worker’s ability to:

5.1 Use knowledge of the effects of oppression, discrimination and historical trauma on client and client systems to guide treatment planning and intervention.

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in advancing human rights and social and economic justice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
6: Research and Practice: The student engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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Assess the student’s ability to:

6.1 Use the evidence-based practice process in clinical assessment and intervention with clients.

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in research-informed practice and practice-informed research. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

<table>
<thead>
<tr>
<th>1st Semester</th>
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2nd Semester
## 7: Human behavior and the social environment

The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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### Assess the student’s ability to:

- 7.6 Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.
- 7.2 Use biopsychosocialspiritual theories in case formulation and assessment.
- 7.3 Consult with professional colleagues and/or team members as needed to confirm assessment and intervention plans.

### Supervisor’s Narrative Evaluation:

Provide example(s) of how the social work student has demonstrated competency in applying knowledge of human behavior and the social environment. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

### 1st Semester

### 2nd Semester
8. **Policy practice.** *The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.* Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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**Assess the student’s ability to:**

8.1 Communicate to professional colleagues, collaterals and/or community stake holders the implications of policies and policy change in the lives of clients, and show awareness of contextual influences on clients’ life experiences.

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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</table>
9. Practice Contexts. *The student responds to contexts that shape practice.* Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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**Assess the student’s ability to:**

9.1 Assess the quality of clients’ interactions within their social contexts.

9.2 Develop intervention plans to accomplish systemic change

9.3 Work collaboratively with others to effect systemic change that is sustainable

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in responding to contexts that shape practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
10. Engagement, assessment, intervention and evaluation. The student (a) engages, (b) assesses, (c) intervenes and (d) evaluates with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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### 10a. Engagement

**Assess the student’s ability to:**

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10a.1 Develop a culturally responsive therapeutic relationship.

10a.2 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.

10a.3 Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

### 10b. Assessment

**Assess the student’s ability to:**

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<th>1st Sem. Rating</th>
<th>2nd Sem. Rating</th>
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10b.1 Use multidimensional biopsychosocialspiritual assessment tools.

10b.2 Assess clients’ readiness for change.

10b.3 Assess client’s coping strategies to reinforce and improve adaptation to life situations, circumstances and events.

10b.4 Select and modify appropriate intervention strategies based on continuous clinical assessment.

10b.5 Utilize differential assessment models or response systems appropriate for one’s practice setting.

### 10c. Intervention

**Assess the student’s ability to:**

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<th>1st Sem. Rating</th>
<th>2nd Sem. Rating</th>
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10c.1 Critically evaluate, select and apply best practices and evidence-based interventions.

10c.2 Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

10c.3 Collaborate with other professionals to coordinate treatment interventions.
### 10d. Evaluation

Assess the student’s ability to:

| 10d.1 Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocialspiritual conditions. |
|---|---|

### 10. Engagement, assessment, intervention and evaluation continued:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

<table>
<thead>
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<th>1st Semester</th>
<th>2nd Semester</th>
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2nd Semester
### 11. Self-care and awareness

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<th>No Opportunity</th>
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<th>Demonstrates limited ability/needs some improvement</th>
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</table>

**Assess the student’s ability to:**

- Develop awareness of own professional, personal and learning needs and advocates for self accordingly
- Articulate feelings, thoughts, concerns and conflicts affecting performance
- Implement strategies for relaxation, stress management and personal care
- Maintain commitment to work-life balance
- Other:

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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### 12. Professional Work Skills

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**Assess student’s ability to:**

- Demonstrate intellectual curiosity, creativity, and strategic thinking
- Effectively manage and prioritize workload
- Possess organizational skills and attention to detail
- Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings
- Demonstrate professional written and verbal communication
- Adhere to expected work schedule and hours of internship
- Inform Field Instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text)
- Meet agreed-upon deadlines
- Dress professionally according to agency’s standards
- Maintain collegial, respectful and collaborative attitude towards all agency staff
- Accept and follow instructions or directives from supervisor or agency designee

**Other:**

**Other:**

### Supervisor’s Narrative Evaluation: Provide additional comments on Professional Work Skills:

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#### 2nd Semester

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## 13. Knowledge and Skills in School-based Practice

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### Assess student's ability to:

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<tr>
<td>Ability to identify child abuse and report such abuse using appropriate procedures in a professional manner</td>
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<td>Ability to demonstrate the skill of performing a suicidal assessment and intervention</td>
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<td>Ability to address needs of diverse learners</td>
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<td>Understanding of the critical role of literacy development as a core area for learning and intervention</td>
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<td>Ability to address needs of English language learners</td>
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<td>Ability to work as part of an interdisciplinary team</td>
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### Additional Comments on School-based Knowledge and Skills:


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<tr>
<th><strong>Student’s Narrative Self-Evaluation of Overall Progress</strong></th>
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<td>Students should note a change and development in knowledge, skills and competencies and include detailed information regarding practice experiences.</td>
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<td><strong>2nd Semester</strong></td>
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<th>Field Instructor Summary</th>
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<td>11. Please summarize your assessment of the student’s performance in field placement.</td>
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<td>2nd Semester</td>
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| 12. Based on your assessment of the student’s performance and potential for further professional development: |
| 1st Semester - Indicate your plans for the next semester. |
| 2nd Semester - Indicate your recommendations for future learning and development. |
Appendix P-f

**Type or Print Names:**

| Student Name: |  |
| Field Instructor Name: |  |

**Submission instructions:**

Provide an electronic and a printed copy of the evaluation.* This can be done in the following ways:

1. **Electronic copy:**
   - **Preferred method:** Student scans the completed/signed evaluation and uploads to Sonia.
   - If this option is not available, the Student or Field Instructor may e-mail the completed/signed evaluation as an attachment to the Field Liaison at: (Field Liaison)@brynmawr.edu

2. **Original copy:**
   - Mail or deliver the original printed and signed document to:
     - Bryn Mawr GSSWSR - Field Education Office
     - 300 Airdale Road
     - Bryn Mawr, PA 19010

*If delivering in person, place in the mail box of your Field Liaison.

The Student’s signature does not imply agreement, only that the Student has read the evaluation. In situations where the Student disagrees with the evaluation the Field Instructor may wish to include the Student’s views in the text. If the student wishes to include an addendum to the evaluation they may do so. The addendum would become a part of the student’s permanent record.

**Fall Semester Evaluation Signatures:**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*: ________

(* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: ___________________________ Date: ____________

Field Instructor Signature: ___________________________ Date: ____________

**Spring Semester Evaluation Signatures:**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*: ________

(* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: ___________________________ Date: ____________

Field Instructor Signature: ___________________________ Date: ____________
**HOW TO USE THE LEARNING AGREEMENT AND FIELD EVALUATION DOCUMENTS**

The **Learning Agreement** will be used to inform the **Evaluation** for all students in **2nd YEAR (COMMUNITY PRACTICE, POLICY, and ADVOCACY)** field placement. The Student, Field Instructor, and Field Liaison will use the learning goals & assignments described in the **Learning Agreement**, along with the practice competencies and measurable practice behaviors listed on each page of the evaluation to guide learning as defined by the Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

The **Learning Agreement** is a working document that can be updated and revisited throughout the practicum year. Identified goals and assignments are designed to promote the professional growth and development of the student through practical and hands-on tasks, projects, and applications of the social worker role. The Student and Field Instructor will collaboratively complete the Learning Agreement to determine the goals and expected professional development of the Student. Goals will focus on the particular needs of the Student as well as the mission of the social work profession. These goals will aid in integrating classroom learning with experiences in a real-world fieldwork setting, to maximize and make clear the student’s growth.

Students and Field Instructors are encouraged to add their own unique learning goals, experiences and activities to meet student and agency professional objectives, and to work in concert to create educationally sound learning experiences that help students meet learning outcomes.

The **Evaluation** addresses the core competencies required for Field Education. This form provides a guide for the evaluation of the student’s performance and represents competencies to be achieved by the end of the placement. The field evaluation is the primary method of documenting that students have acquired these competencies. Field education learning goals and assignments are directly related to the competencies and practice behaviors. Ratings should be provided for each individual practice behavior. **Behaviors are to be assessed within agency context or as determined by student and supervisor.** The comment section is used to highlight abilities as well as strategies to promote student learning.
EVALUATION

Field learning is a collaborative process, beginning with the formulation of the learning agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and Field Instructor to evaluate what the student has learned and where she/he is now, and to conceptualize what skills and learning needs they should focus on in the future.

It is expected that the Field Instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the Field Liaison.

For the end-of-semester Evaluation, it is the Field Instructor’s responsibility to conduct an evaluation conference with the Student and, based on the discussion, to write a draft of the final evaluation. The final evaluation each semester should be based upon identified learning goals/assignments included in the learning agreement, as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion (pg. 18). The Field Instructor and Student should then meet together to review the evaluation. Once completed, the Student and Field Instructor both sign. Students are to upload the completed evaluation to Sonia and submit a hard copy with signatures to their Liaison’s GSSWSR mailbox by **December 11th, 2015** (fall semester) and **April 22nd, 2016** (spring semester).

Please save and use the same document for both fall and spring semester student evaluations.

In completing the Evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Practice Behaviors using the scale below. Field Instructors are to evaluate performance by entering the appropriate numerical rating into the corresponding box on the pages that follow.

Scale:
Application of knowledge and skills to practice:

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<th>No Opportunity*</th>
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*No Opportunity (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined (this rating is used in the fall semester only).

* It is expected that in the spring semester, students will achieve a rating of 1 through 4 in all practice behaviors.
### FIELD EDUCATION

#### EVALUATION COVER SHEET

*This page must be completed and submitted as part of the evaluation.*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Field Instructor’s Name:</th>
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<td>Agency Name:</td>
<td>Field Liaison’s Name:</td>
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<td>Semester, Year:</td>
<td>Date:</td>
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**Brief description of agency (clients served, professions represented, funding sources, size):**

**Description of major assignments, demographic data, and intervention modalities used:**
1. **Professional Identity:** *The student social worker identifies as a professional social worker and conducts oneself accordingly.* Social Workers serve as representatives of the profession, its mission and its core values. They know the profession’s history. They commit themselves to the profession’s enhancement and to their own professional conduct and growth. Students learn to:

- Understand the historical roots, traditions, and practices of professional conduct in community, policy, and organizational social work practice, and
- Recognize various models of and skills in community organizing, policy advocacy, program development, and agency development/management

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**Assess the student’s ability to:**

1.1 Actively engage in a commitment to social justice and human rights

1.2 Effectively use reflection, supervision, and self-correction on both personal level and collective (community, identity group(s), organizational, regional, national, etc.) levels

1.3 Appropriately undertake self-directed, autonomous action, and collective action following the lead of multiple stakeholders and constituencies

1.4 Balance the variety of roles, relationships, and priorities within which macro social workers practice

1.5 Demonstrate an ability to (a) build, (b) take part in, (c) evaluate, and (d) improve collaborations and project teams

1.6 Effectively communicate, individually and collectively, using a variety of modes (written, oral, multimedia)

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in professional identity. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
2. Ethical practice: The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Students learn to:

- Understand a variety of ethical standards and priorities within macro social work, both nationally and internationally
- Discern the complexities within macro social work and know how to work these through in a logical manner using ethical reasoning

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Assess the student social worker’s ability to:

1. Apply ethical standards and values from NASW, CSWE, IFSW/IASSW to work with organizations and communities
2. Promote justice within organizations and communities, through investigating, understanding, and addressing historical and present power relationships and modes of domination and oppression
3. Apply ethical reasoning to sort through the ambiguities and conflicting priorities in macro social work

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in ethical practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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3. Critical Thinking: The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Students learn to:
- Know and be able to distinguish the roots of, philosophies behind, and practices within multiple macro social work theories, methods, processes, strategies and techniques
- Understand steps for community and organizational problem solving that are collaborative across diverse constituencies, logical, scientific, and reasoned

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Assess the student social worker’s ability to:

3.1 Critically evaluate multiple frameworks and approaches to make reasoned decisions for action
3.2 Demonstrate an ability to work flexibly within ambiguous and rapidly-shifting situations
3.3 Demonstrate the application of empirically sound and reasoned steps toward collaborative problem solving across diverse constituencies

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in critical thinking. Examples should support the ratings you have assigned and include suggested strategies to promote learning, as needed.

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4. Diversity and Difference in Practice: The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Students learn to: Know how to critically reflect and communicate about how the following affect macro social work practice: (a) diversity (b) one’s individual and collective positionality, and (c) the associated power dynamics regarding multiple, interconnected factors including (but not limited to) age, race, class, color, nationality, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex, and sexual orientation.

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Assess the student social worker’s ability to:

4.1 Demonstrate an ability to reflect on, act responsibly on, and communicate about personal and collective positionality, power, and biases, including how these dynamics affect communities and organizations, social movements, and policy development.

4.2 View as experts, engage with, and ensure the participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions.

4.3 Be able to discuss the historical and present tensions of within social work with communities and organizations, including:
   (a) the role of historical trauma and collective resilience;
   (b) the dynamics of insider/outsider tensions; and
   (c) the practical and philosophical issues regarding work that crosses multiple, interconnected factors including (but not limited to) age, race, class, color, nationality, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex and sexual orientation.

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in engaging diversity and difference in practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
5. Human rights and social and economic justice. The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Students learn to:
- Know the historical and political contexts of human rights and social and economic justice
- Identify varied principles of human rights, nationally and internationally, as well as theories and strategies to promote social justice and human rights

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**Assess the student social worker's ability to:**

5.1 Discuss and critically evaluate the historical and political contexts of, and macro social work's traditions around, human rights and social and economic justice, including legacies of structural power arrangements

5.2 Be able to use existing and develop new evaluative indicators to determine collective (social, economic, political, and environmental) wellbeing

5.3 Individually and collectively advocate for human rights

**Supervisor's Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in advancing human rights and social and economic justice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

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6. Research and Practice: *The student engages in research-informed practice and practice-informed research.* Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Students learn to:

- Be able to critically appraise community research within a continuum of community participation
- Know how to: (a) find, (b) evaluate, (c) utilize, and (d) advance qualitative and quantitative research relevant to macro practice and is participatory and collaborative in nature

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**Assess the student’s ability to:**

6.1 Collectively and individually demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data and in using data to prepare and present professional products for community agencies

6.2 Manage group and community-based research efforts, including the following and/or integration of members of communities and organizations in all steps of research (goals, questions, design, collection, analyses, interpretation)

6.3 Identify and utilize best practice, evidence-informed research to understand issues and to develop and implement community and organizational interventions

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in engaging in research-informed practice and practice-informed research. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

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7. Human behavior and the social environment. The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Students learn to:

- Recognize the central importance of relationships within macro social work
- Appreciate the unique dimensions that cultural, environmental, urban, and rural contexts bring to communities and organizations and those engaged in these macro system

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**Assess the student’s ability to:**

- 7.7 Assess and analyze communities and organizations as social systems with life cycles and arrangements of connections
- 7.2 Utilize the potential and/or realized connections between and among individuals, collectives, and places in all stages of macro practice
- 7.3 Actively engage with communities and organizations to plan, recommend, and evaluate interventions emphasizing diverse contexts (cultural, historical, social, economic, and political)

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in applying knowledge of human behavior and the social environment. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

**1st Semester**

**2nd Semester**
8. Policy practice. The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Students learn to:

- Recognize the roots of and conditions around various policy realities relevant to macro practice
- Know strategies for policy development, advocacy, implementation, and evaluation within communities and organizations

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Assess the student’s ability to:

8.1 Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups

8.2 Work collaboratively to formulate and promote policies that advance social justice, the effectiveness of social services, and collective wellbeing

Supervisor’s Narrative Evaluation: Provide example(s) of how the social work student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
9. Practice Contexts. The student responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Students learn to:

- Recognize and react to the changing landscape of the public, nonprofit, service and for-profit organizations that comprise the social service sector, as well as to the social, economic, political and environmental contexts that shape these organizations and community life
- Know the principles of leadership in organizations and communities for effective, appropriate, and ethical interventions to improve the collective wellbeing

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Assess the student’s ability to:

9.1 Strengthen and aid in the development of communities, groups, and organizations through:
(a) collaboration in all stages of macro practice (engagement, assessment, intervention, and evaluation);
(b) joint problem identification and strategic planning; and
(c) leadership development of self and others

9.2 Actively discover and utilize strengths and knowledge (both new and old) from the cultural, geographical, political, legal, economic, environmental, technological, and scientific contexts within communities and organizations to inform macro practice

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in responding to contexts that shape practice. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

1st Semester

2nd Semester
10. Engagement, assessment, intervention and evaluation. The student (a) engages, (b) assesses, (c) intervenes and (d) evaluates with individuals, families, groups, organizations and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Students learn to:

- Understand the varied history, theories, techniques, and controversies around community and organizational engagement, assessment, intervention, and evaluation
- Identify factors within successful community and organizational engagement, assessment, intervention, and evaluation, including how to promote participatory and transparent processes and how to identify, anticipate, and navigate common pitfalls
- Appreciate the logical and reasoned pattern of coherently designed engagement-assessment-intervention-evaluation cycles

<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Does not meet expectations</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

Overall skills in community and organizational practice

Assess the student’s ability to:

10. Demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising)

10. Actively draw on multiple theories and frameworks within community and organizational engagement, assessment, intervention, and evaluation (e.g. organizational and systems theories; theories of change; theories of community development/organization; theories of policy advocacy)

10. Demonstrate effective, logical movement through the engagement-assessment-intervention-evaluation cycle, including constructing and using logic models to guide the process

10a. Engagement

Assess the student’s ability to:

10a. Engage with communities and organizations in a kind, collaborative, transparent manner that reflects mutuality

10b. Assessment

Assess the student’s ability to:

10b. Undertake a variety of strategies and presentation formats for community assessments;

10b.3 Demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data for an assessment (e.g. surveys, interviews, focus groups, visual methods)

10b.4 Articulate attempts at navigating insider/outsider tensions, including conflicts between “prescribed” goals and community priorities in needs assessments

10b.5 Appreciate the differences among research led by, done with, and done on communities

10c. Intervention
## Assess the student’s ability to:

| 10c.1 Use an assessment to draw logical, collaborative implications for programmatic and policy interventions |
| 10c.2 Design collaborative programmatic and policy interventions, using well-reasoned theories of change strategies selected from a well-considered range of theories and strategies |
| 10c.3 Communicate, orally and in writing, effective proposals for intervention plans across areas of macro practice, including organizations, communities, and policy areas |

## 10d. Evaluation

| 10d.1 Differentiate between and be able to isolate the advantages and disadvantages of different types of evaluation, including summative and formative; process and outcome; (b); (c) |
| 10d.2 Critically evaluate why programs succeed or fail, including theories of program cause and effect and issues of implementation |
| 10d.3 Understand and use theories of change for evaluation of various program and policy issues |

### Supervisor’s Narrative Evaluation:
Provide example(s) of how the social work student has demonstrated competency in engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Examples should support the ratings you have assigned and include suggested strategies to promote learning.
# 11. Self-care and awareness

<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Does not meet expectations</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Assess the student’s ability to:**

- Develop awareness of own professional, personal and learning needs and advocates for self accordingly
- Articulate feelings, thoughts, concerns and conflicts affecting performance
- Implement strategies for relaxation, stress management and personal care
- Maintain commitment to work-life balance

**Other:**

**Supervisor’s Narrative Evaluation:** Provide example(s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness. Examples should support the ratings you have assigned and include suggested strategies to promote learning.

## 1st Semester

## 2nd Semester
# 12. Professional Work Skills

<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Does not meet expectations</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
<th>1st Sem. Rating</th>
<th>2nd Sem. Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assess student’s ability to:**

- Demonstrate intellectual curiosity, creativity, and strategic thinking
- Effectively manage and prioritize workload
- Possess organizational skills and attention to detail
- Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings
- Demonstrate professional written and verbal communication
- Adhere to expected work schedule and hours of internship
- Inform Field Instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text)
- Meet agreed-upon deadlines
- Dress professionally according to agency’s standards
- Maintain collegial, respectful and collaborative attitude towards all agency staff
- Accept and follow instructions or directives from supervisor or agency designee

**Other:**

**Other:**

**Additional Comments on Professional Work Skills:**


## 13. Knowledge and Skills in School-based Practice

<table>
<thead>
<tr>
<th>No Opportunity</th>
<th>Does not meet expectations</th>
<th>Demonstrates limited ability/needs some improvement</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

**Assess student’s ability to:**

1. Ability to identify child abuse and report such abuse using appropriate procedures in a professional manner
2. Ability to demonstrate the skill of performing a suicidal assessment and intervention
3. Ability to address needs of diverse learners
4. Understanding of the critical role of literacy development as a core area for learning and intervention
5. Ability to address needs of English language learners
6. Ability to work as part of an interdisciplinary team

### Additional Comments on School-based Knowledge and Skills:


<table>
<thead>
<tr>
<th>Student’s Narrative Self-Evaluation of Overall Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
</tr>
<tr>
<td>Students should note a change and development in knowledge, skills and competencies and include detailed information regarding practice experiences.</td>
</tr>
<tr>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Field Instructor Summary</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>13.</strong> Please summarize your assessment of the student’s performance in field placement.</td>
</tr>
<tr>
<td><strong>1st Semester</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2nd Semester</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**14.** Based on your assessment of the student’s performance and potential for further professional development:

**1st Semester** - Indicate your plans for the next semester.

**2nd Semester** - Indicate your recommendations for future learning and development.
Type or Print Names:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor Name:</td>
<td></td>
</tr>
</tbody>
</table>

Submission instructions:

Provide an electronic and a printed copy of the evaluation.* This can be done in the following ways:

1. Electronic copy:
   - Preferred method: Student scans the completed/signed evaluation and uploads to Sonia.
   - If this option is not available, the Student or Field Instructor may e-mail the completed/signed evaluation as an attachment to the Field Liaison at: (Field Liaison)@brynmawr.edu

2. Original copy:
   - Mail or deliver the original printed and signed document to:
     - Bryn Mawr GSSWSR - Field Education Office
     - 300 Airdale Road
     - Bryn Mawr, PA 19010

*If delivering in person, place in the mail box of your Field Liaison.

Student Name: ______________________________

The Student’s signature does not imply agreement, only that the Student has read the evaluation. In situations where the Student disagrees with the evaluation the Field Instructor may wish to include the Student’s views in the text. If the student wishes to include an addendum to the evaluation they may do so. The addendum would become a part of the student’s permanent record.

---

Fall Semester Evaluation Signatures:

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________ (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: __________________________ Date: ______________

Field Instructor Signature: ______________________ Date: ______________

---

Spring Semester Evaluation Signatures:

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation. At the time of this signing, I certify and my Field Instructor verifies that I have completed the following number of field hours*:

________ (* Please convey any concerns related to completion of hours to the Field Liaison.)

Student Signature: __________________________ Date: ______________

Field Instructor Signature: ______________________ Date: ______________
## FLELD LIAISON - FIELD EVALUATION OF STUDENT’S PERFORMANCE IN THE FIELD

<table>
<thead>
<tr>
<th>Field Placement:</th>
<th>Field Instructor:</th>
<th>Return to Field office by:</th>
<th>Fall-1/1/16; Spring-5/6/16</th>
</tr>
</thead>
</table>

### Criteria Used for Assessment:

- **EXCEEDS EXPECTATIONS (4):** Application of knowledge and skills to practice exceeds expectations for a student at this level
- **MEETS EXPECTATIONS (3):** Application of knowledge and skills to practice demonstrates consistency with expectations for a student at this level
- **NEEDS IMPROVEMENT (2):** Application of knowledge and skills to practice is limited for a student at this level and needs some improvement
- **DOES NOT MEET EXPECTATIONS (1):** Application of knowledge and skills to practice does not meet expectations for a student at this level
- **NO OPPORTUNITY (N/A):** Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined (Fall semester only)

### CHECK ONE:

<table>
<thead>
<tr>
<th>EE 4</th>
<th>ME 3</th>
<th>NI 2</th>
<th>DNME 1</th>
<th>No Opp’ty N/A</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Practice engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities
- Adjustment to field placement and engagement in learning process
- Capacity to make use of supervision and other agency-based learning opportunities
- Capacity to make use of the Field Liaison process
- Regular use of process recordings as a tool for fieldwork learning
- Timely completion of field based assignments
**Additional Comments:** Please add any additional comments describing student’s overall work and accomplishments in the field.
### FIELD EVALUATION OF HSV-ONLY STUDENT’S PERFORMANCE IN THE FIELD

<table>
<thead>
<tr>
<th>Criteria Used for Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCEEDS EXPECTATIONS (4): Application of knowledge and skills to practice exceeds expectations for a student at this level</td>
</tr>
<tr>
<td>MEETS EXPECTATIONS (3): Application of knowledge and skills to practice demonstrates consistency with expectations for a student at this level</td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT (2): Application of knowledge and skills to practice is limited for a student at this level and needs improvement</td>
</tr>
<tr>
<td>DOES NOT MEET EXPECTATIONS (1): Application of knowledge and skills to practice does not meet expectations for a student at this level</td>
</tr>
<tr>
<td>NO OPPORTUNITY (N/A): Student did not have an opportunity to address this practice behavior and therefore proficiency could not be determined</td>
</tr>
</tbody>
</table>

### CHECK ONE:

<table>
<thead>
<tr>
<th>Uses a strength based orientation to practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and discusses the various roles and responsibilities of social workers within a school setting</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments</td>
</tr>
<tr>
<td>Works as part of an interdisciplinary team</td>
</tr>
<tr>
<td>Integrates/applies theory to practice</td>
</tr>
<tr>
<td>Engages client systems (individuals, families, groups, communities and/or organizations)</td>
</tr>
<tr>
<td>Demonstrates an understanding of the skills involved in identifying child abuse and the appropriate procedures in reporting such abuse in a professional manner</td>
</tr>
<tr>
<td>Demonstrates an understanding of the skills involved in performing a suicidal assessment and intervention</td>
</tr>
<tr>
<td>Advocates for students and parents in schools</td>
</tr>
<tr>
<td>Demonstrates ability to work with vulnerable and at risk populations</td>
</tr>
<tr>
<td>Demonstrates ability to work with students who are diverse learners</td>
</tr>
<tr>
<td>Demonstrates ability to work with English language learners</td>
</tr>
<tr>
<td>Understands the critical role of literacy development as a core area for learning and intervention</td>
</tr>
<tr>
<td>Responds to issues of diversity in school and broader community</td>
</tr>
<tr>
<td>Integrates the practice of social work into an educational environment in a manner that is consistent with the ethics and values of the social work profession</td>
</tr>
<tr>
<td>Manages administrative responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s ID:</td>
<td>Liaison Signature:</td>
</tr>
<tr>
<td>Course/Section</td>
<td>Date:</td>
</tr>
<tr>
<td>Field Placement:</td>
<td>Field Instructor:</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EE</th>
<th>ME</th>
<th>NI</th>
<th>DNME</th>
<th>No Oppt’y</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

274
**Liaison Comments:** Describe areas of strength and/or areas for further growth including a focus on specific knowledge, skills and competencies. Please describe student’s work with liaison and overall accomplishments to meet HSV field practicum requirements.
Field Education
BRYN MAWR COLLEGE GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH

STUDENT EVALUATION OF FIELD OFFICE AND PLACEMENT PROCESS
Please assess your experience of Field Education Office policies and procedures, identifying areas of strength and areas requiring improvement.

Year in program: _________________ Concentration: ________________________________
Date: ___________________________

Please check the box which most closely represents your opinion:

<table>
<thead>
<tr>
<th></th>
<th>(1) Strongly Agree</th>
<th>(2) Agree</th>
<th>(3) Disagree</th>
<th>(4) Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The field placement process was presented in an organized and clear manner and.</td>
<td></td>
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</tr>
<tr>
<td>Field Office forms and materials were easily accessible and clear in their presentation.</td>
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</tr>
<tr>
<td>The field placement process was followed in accordance with the guidelines presented in the Field Manual.</td>
<td></td>
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</tr>
<tr>
<td>The “Preparation for Practice” session at the start of the fall semester was helpful in preparing and orientating me to field education, and the role of student learner.</td>
<td></td>
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<tr>
<td>The Field Office communicated with me in a timely manner.</td>
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</tr>
<tr>
<td>Field Office staff were available to discuss and/or helpful in resolving any questions or concerns that arose in the field.</td>
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</tbody>
</table>

Please share any additional feedback on the Field Office and field placement process:
Field Education
BRYN MAWR COLLEGE GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH

STUDENT EVALUATION OF FIELD AGENCY AND FIELD ASSIGNMENTS

Student Name __________________________________   Concentration ______________________

Agency ________________________________________   Field Instructor______________________

Date_________________________

Directions: Please evaluate your experience by checking the box which most closely represents your opinion about your field agency and field assignments, and by answering the narrative as openly as possible. You will have an opportunity to evaluate your Field Instructor separately.

Please check the box which most closely represents your opinion of the agency and field assignments, based on your experience as a student in the agency:

<table>
<thead>
<tr>
<th>Statement</th>
<th>(1) Strongly Agree</th>
<th>(2) Agree</th>
<th>(3) Disagree</th>
<th>(4) Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The practice assignments in my field placement helped me to integrate and reinforce classroom learning</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I was welcomed and oriented to the agency when I first arrived.</td>
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</tr>
<tr>
<td>I felt like I was a part of the team at my agency</td>
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<tr>
<td>My assignments were linked to my stage of learning and to my role as a social work student.</td>
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</tr>
<tr>
<td>My agency provided orientation to and support of clear safety protocols in the work setting.</td>
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</tr>
<tr>
<td>My agency identifies with and responds to the needs of the population who might benefit from its services</td>
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<tr>
<td>I was provided opportunities to learn about or observe the agency’s broad work (e.g., funding sources, structures, etc.)</td>
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</tr>
<tr>
<td>My agency works to mitigate the effects of oppression and discrimination based on race/ethnicity, national or ethnic origin, class, sexual orientation, age, and disability.</td>
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<tr>
<td>Students have the opportunity to utilize advocacy skills in their professional practice especially with vulnerable and at-risk populations</td>
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<tr>
<td>The agency provides reasonably adequate office space, telephone, computer and administrative support to students in carrying out their assignments.</td>
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</tr>
<tr>
<td>My field practice assignments helped me to integrate and reinforce classroom learning</td>
<td></td>
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</tr>
<tr>
<td>The agency supported learning via such opportunities as attendance in conferences, seminars, team meetings or readings.</td>
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<tr>
<td>My field work enabled me to develop skills in:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Collaboration with staff, colleagues, and outside agency representatives</td>
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</tbody>
</table>
Please share any additional feedback on your experience in the field agency and with field assignments.

In particular, what opportunities did you feel particularly supported your learning experience?

Would you recommend this field placement to your peers? Y N

Why or Why Not?
# Field Education

**BRYN MAWR COLLEGE GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH**

## STUDENT EVALUATION OF FIELD LIAISON

Name of Field Liaison ________________________       Date______________________

Please check the box which most closely represents your opinion about your experience with your Field Liaison:

<table>
<thead>
<tr>
<th></th>
<th>(1) Strongly Agree</th>
<th>(2) Agree</th>
<th>(3) Disagree</th>
<th>(4) Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Field Liaison helped to clarify roles and responsibilities of the Field Liaison, Field Instructor and student.</td>
<td></td>
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</tr>
<tr>
<td>The Field Liaison helped me explore learning opportunities available in the agency.</td>
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</tr>
<tr>
<td>The Field Liaison clarified and supported resolution of field challenges (e.g., addressing conflicts, understanding the complexities of organizational settings, and making the best use of supervision).</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>If applicable, I would feel comfortable discussing issues of diversity related to my field placement with my Field Liaison, including race/ethnicity, religion, national or ethnic origin, gender identity, sexual orientation, age, or physical/mental ability.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The Field Liaison site visits were helpful in addressing my learning goals and needs in the field placement.</td>
<td></td>
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</tbody>
</table>

Please comment on the extent to which your Field Liaison encouraged or facilitated discussions of knowledge, skills and competencies for clinical/direct practice or macro level social work, as needed, with your Field Instructor:

Please share any additional feedback on your experience working with your Field Liaison:
# Field Education

**BRYN MAWR COLLEGE GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH**

## STUDENT EVALUATION OF FIELD INSTRUCTOR

Each area below reflects an area of Field Instructor roles and responsibilities. Please assess your experience of your Field Instructor by checking the appropriate box and providing written comments to support your evaluation.

**Student Name __________________________ Concentration __________________________**

**Agency __________________________ Field Instructor __________________________**

**Date __________________________**

Please check the box which most closely represents your opinion:

<table>
<thead>
<tr>
<th>(1) Strongly Agree</th>
<th>(2) Agree</th>
<th>(3) Disagree</th>
<th>(4) Strongly Disagree</th>
</tr>
</thead>
</table>

### Teaching & Use of Supervisory Meetings:

| My Field Instructor identified expectations and objectives and clearly defined the means by which these would be accomplished in my field placement. |
| My Field Instructor helped me explore my feelings regarding my field practice experience. |
| My Field Instructor was prepared for conferences with me. |
| My Field Instructor provided an opportunity for mutual feedback in the evaluation process, noting strengths and areas for improvement. |
| My Field Instructor provided written and/or verbal feedback on my process recordings and supported the use of process recordings and/or journals as a learning tool. |

### Professional Role Model/Development of Professional Identity:

| My Field Instructor acted as a professional role model, demonstrating a commitment to professional ethics and values, and continued social work learning. |
| My Field Instructor taught and modeled effective |


collaboration with, and utilization of, community resources on behalf of the client.

My Field Instructor demonstrated ability and willingness to serve client(s) from differing backgrounds

**Development of an Understanding of the Agency’s Role and Functions:**

My Field Instructor was able to convey the agency’s philosophy, orientation, strengths, and limitations.

My Field Instructor was open to discussing my questions about the agency.

**Development of the Supervisory Relationship:**

My Field Instructor helped to establish a positive and respectful learning alliance.

My Field Instructor demonstrated clear and professional boundaries.

I felt comfortable raising sensitive issues regarding my social work practice with my Field Instructor.

**Development of a Knowledge Base for Practice:**

My Field Instructor provided me with the opportunity to learn and successfully address the mutually accepted goals of my field practice.

My Field Instructor helped me address ethical dilemmas in the work.

My Field Instructor was able to engage me in the learning process by attending to my learning goals and objectives.

My Field Instructor helped me understand how issues of oppression impact the client population and the community in which the agency is based.

My Field Instructor helped me to integrate theory and practice and encouraged me to apply analytic and critical thinking skills to professional practice.

Please share any additional feedback you might like to share on the Field Instructor:
Bryn Mawr College

GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH

STUDENT GRIEVANCE REPORT FORM

INFORMATION ABOUT THE PERSON INVOLVED IN THE GRIEVANCE:

Full Name: ___________________________ Date ___________________________
Home Address: ___________________________ City, State Zip ___________________________
Phone: ___________________________ Email: ___________________________
Agency Name ___________________________ Supervisor/Field Instructor: ___________________________

INFORMATION ABOUT THE GRIEVANCE:

Describe the issue or any incident that may have occurred, how it happened, factors that may have contributed to the issue, and the people involved. Include names, dates, attempts to communicate and resolve issue/s prior to this grievance. Be as specific as possible (attach separate sheet if necessary):

Did you meet with your Field Instructor to discuss the source of the grievance?  
Yes [ ]  No [ ] Date: ___________________________

Did you meet with your Field Liaison to discuss the grievance?  
Yes [ ]  No [ ] Date: ___________________________

What were the next steps or outcomes of the meeting/s?

What outcome/s would you like to see as a result of this grievance?

FOLLOW UP STEPS:

Did you meet with your Academic Advisor to discuss the grievance?  
Yes [ ]  No [ ] Date: ___________________________

Did you meet with the Director of Field Education?  
Yes [ ]  No [ ] Date: ___________________________

SIGNATURES

Name of Individual Making Report: ___________________________ Date Report Completed: ___________________________
Reporter Signature: ___________________________ Date: ___________________________
Interviewer Signature: (if applicable) ___________________________ Date: ___________________________
Director of Field Education Signature: (if applicable) ___________________________ Date: ___________________________
Administrator of Student Services: (if applicable) ___________________________ Date: ___________________________
Dean of GSSWSR Signature: (required) ___________________________ Date: ___________________________
**INCIDENT REPORT FORM**

(Incidents involving students, staff, faculty or visitors)

**INFORMATION ABOUT THE PERSON INVOLVED IN THE INCIDENT:**

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<tr>
<th>Full Name:</th>
<th>ID</th>
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<td>☐ Staff</td>
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<td>☐ Student</td>
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<th>Job Title (if applicable):</th>
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**INFORMATION ABOUT THE INCIDENT:**

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<tr>
<th>Police notified:</th>
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Describe what happened, how it happened, factors leading to the event, substances or objects involved. Be as specific as possible (attach separate sheet if necessary):

---

 Were there any witnesses to the incident? | ☐ Yes | ☐ No |

If yes, attach separate sheet with names, addresses and phone numbers, or campus departments and phone.

 Was the individual injured? If so, describe the injury (laceration, sprain, etc.), the part of body injured and any other information known about the resulting injury(s):

---

 Follow up steps:

 Were medical treatment provided? | ☐ Yes | ☐ No | ☐ Refused |

If so, where? | ☐ emergency room | ☐ workplace | ☐ walk in clinic | ☐ other: |

 Will the individual miss time from work or school as a result of this incident? | ☐ Yes | ☐ No | ☐ Unknown |

**REPORTER INFORMATION**

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<thead>
<tr>
<th>Name of Individual Making Report:</th>
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**Other GSSWSR Administrator**

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<th>Dean of GSSWSR Signature: (required)</th>
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FIELD EDUCATION OFFICE
REMEDIATION PLAN FORM

The Remediation Action Plan is a mutually agreed-upon plan to alleviate or resolve problems through the implementation of carefully designed and monitored strategies, providing clear related objectives and action for satisfactory performance that includes a specific time frame. It will be written by the Field Instructor in consultation with the student and Field Liaison, and shared with the Director and/or Assistant Director of Field Education. Goals set forth will be reviewed periodically by student, Field Instructor, and Field Liaison. After the Remediation Action Plan is completed and signed by student, Field Instructor and Field Liaison, a copy will be placed in the student file. The Field Liaison will maintain records of contacts regarding follow up and outcome and these will also be placed in student file. In the event that student progress toward meeting the above improved performance outcomes is not demonstrated within the time frame provided, the Field Liaison will consult with the Director of Field Education to determine next steps.

Student Name: ________________________________________ Student ID: _________________________

Agency:______________________________________________ Semester: __________________________

Field Instructor: ________________________________________________

Performance Issues: Description of identified area(s) of concern with student performance as related to Learning Agreement and other agency expectation:

1. 
2. 
3. 
4. 
5. 

Performance Objectives/Time Frame: Performance Objective should be clearly related to Performance Issue

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**Field Instructor Action Commitments/Time Frame:** Action Commitments should be clearly related to Performance Objective

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**Additional Information: (Please use additional paper as needed)**

**Anticipated Follow-up Meeting Date: ____________________**

I have participated in the development of this Remediation Action Plan and agree with the performance issues and objectives as outlined above.

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<th>Student Signature</th>
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# Field Instructor Summary

## Interrupted Field Placement

| **Student Name:** |  |
| **Semester:** | **Date:** |

| **Field Instructor Name:** |  |
| **Field Instructor Signature:** |  |

| **Agency Placement:** | *(Use additional pages, as needed)* |

| **Student Field Assignment(s):** |  |

| **Strengths:** |  |

| **Areas for Improvement:** |  |

<p>| <strong>Reason for Interruption in Field Placement</strong> |  |</p>
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<tr>
<th>Overall Assessment of Student Field Performance and Recommendations:</th>
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<th>Student Addendum: <em>(Optional) (Use additional pages, as needed)</em></th>
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<th>Student Signature: <em>(if Student has added an addendum.)</em></th>
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Appendix W-a

List of Ten Core Competencies and Corresponding Practice Behaviors (CSWE)

FOUNDATION YEAR

Educational Policy and Accreditation Standards (EPAS):

2.1.1. Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors:
1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance and communication
5. Engage in career-long learning
6. Use supervision and consultation

2. 1.2. Apply social work ethical principles to guide professional practice.

Practice Behaviors:
7. Recognize and manage personal values in a way that allows professional values to guide practice
8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics
9. Tolerate ambiguity in resolving ethical conflicts
10. Apply strategies of ethical reasoning to arrive at principled decisions

2.1.3. Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:
11. Distinguish, appraise and integrate multiple sources of knowledge, including research based knowledge and practice wisdom
12. Analyze models of assessment, prevention, intervention and evaluation
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

2.1.4. Engage Diversity and Difference in Practice.

Practice Behaviors:
14. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
16. Recognize and communicate his/her understanding of the importance of difference in shaping life experiences
17. View him/herself as a learner and engage those with whom they work as informants

2.1.5. Advocate for human rights and social justice.

Practice Behaviors:
18. Understand the forms and mechanisms of oppression and discrimination
19. Advocate for human rights and social and economic justice
20. Engage in practices that advance social and economic justice

2.1.6. Engage in research-informed practice and practice-informed research.

Practice Behaviors:
21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.

2.1.7. Apply knowledge of human behavior in the social environment.
Practice Behaviors:
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
24. Critique and apply knowledge to understand person and environment.

2.1.8. Engage in policy practice to advance social and economic well-being.
Practice Behaviors:
25. Analyze, formulate, and advocate for policies that advance social well-being; and
26. Collaborate with colleagues and clients for effective policy action.

2.1.9. Respond to contexts that shape practice.
Practice Behaviors:
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10. Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.
Practice Behaviors:
Engagement:
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
30. Use empathy and other interpersonal skills
31. Develop a mutually agreed-on focus of work and desired outcomes
Assessment:
32. Collect, organize, and interpret client data
33. Assess client strengths and limitations
34. Develop mutually agreed-on intervention goals and objectives
35. Select appropriate intervention strategies
Intervention:
36. Initiate actions to achieve organizational goals
37. Implement prevention interventions that enhance client capacities
38. Help clients resolve problems
39. Negotiate, mediate, and advocate for clients
40. Facilitate transitions and endings
Evaluation:
41. Social workers critically analyze, monitor, and evaluate interventions
List of CSWE Ten Core Competencies and Corresponding GSSWSR Advanced Clinical Concentration Practice Behaviors

CSWE Educational Policy and Accreditation Standards (EPAS) Competencies:

2.1.1. Identify as a professional social worker and conduct oneself accordingly.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
1. Readily identify as social work professionals.
2. Demonstrate professional use of self with client(s).
3. Understand and identify professional strengths, limitations and challenges.
4. Develop, manage and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

2.1.2. Apply social work ethical principles to guide professional practice.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
5. Apply ethical decision-making skills to issues specific to clinical social work.
6. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights and wellbeing.
7. Identify and use knowledge of relationship dynamics, including power differentials.
8. Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients’ wellbeing.

2.1.4 Apply critical thinking to inform and communicate professional judgments.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
10. Identify and articulate clients’ strengths and vulnerabilities.
11. Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention and practice evaluation tools.
12. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.
13. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.

2.1.4. Engage Diversity and Difference in Practice.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
14. Research and apply knowledge of diverse populations to enhance client wellbeing.
15. Work effectively with diverse populations.
16. Identify and use practitioner/client differences from a strengths perspective.

2.1.5. Advocate for human rights and social justice.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
17. Use knowledge of the effects of oppression, discrimination and historical trauma on client and client systems to guide treatment planning and intervention.

2.1.6. Engage in research-informed practice and practice-informed research.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
18. Use the evidence-based practice process in clinical assessment and intervention with clients.
Appendix W-b

List of CSWE Ten Core Competencies and Corresponding GSSWSR Advanced Clinical Concentration Practice Behaviors, continued

2.1.7. Apply knowledge of human behavior in the social environment.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
19. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.
20. Use biopsychosocialspiritual theories in case formulation and assessment.
21. Consult with professional colleagues and/or team members as needed to confirm assessment and intervention plans.

2.1.8. Engage in policy practice to advance social and economic well-being.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
22. Communicate to professional colleagues, collaterals and/or community stakeholders the implications of policies and policy change in the lives of clients, and show awareness of contextual influences on clients’ life experiences.

2.1.9. Respond to contexts that shape practice.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
23. Assess the quality of clients’ interactions within their social contexts.
24. Develop intervention plans to accomplish systemic change.
25. Work collaboratively with others to effect systemic change that is sustainable.

2.1.10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.
GSSWSR Advanced Clinical Concentration Practice Behaviors:
Engagement:
26. Develop a culturally responsive therapeutic relationship.
27. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
28. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
Assessment:
29. Use multidimensional biopsychosocialspiritual assessment tools.
30. Assess clients’ readiness for change.
31. Assess client’s coping strategies to reinforce and improve adaptation to life situations, circumstances and events.
32. Select and modify appropriate intervention strategies based on continuous clinical assessment.
33. Ability to utilize differential assessment models or response systems appropriate for one’s practice setting.
Intervention:
34. Critically evaluate, select and apply best practices and evidence-based interventions.
35. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
36. Collaborate with other professionals to coordinate treatment interventions.
Evaluation:
37. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocialspiritual conditions.
Appendix W-c

List of CSWE Ten Core Competencies and Corresponding GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors

CSWE Educational Policy and Accreditation Standards (EPAS) Competencies:

2.1.1. Identify as a professional social worker and conduct oneself accordingly.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

1. Actively engage in a commitment to social justice and human rights
2. Effectively use reflection, supervision, and self-correction on both personal level and collective (community, identity group(s), organizational, regional, national, etc.) levels
3. Appropriately undertake self-directed, autonomous action, and collective action following the lead of multiple stakeholders and constituencies
4. Balance the variety of roles, relationships, and priorities within which macro social workers practice
5. Demonstrate an ability to (a) build, (b) take part in, (c) evaluate, and (d) improve collaborations and project teams
6. Effectively communicate, individually and collectively, using a variety of modes (written, oral, multimedia)

2.1.2. Apply social work ethical principles to guide professional practice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

7. Apply ethical standards and values from NASW, CSWE, IFSW/IASSW to work with organizations and communities
8. Promote justice within organizations and communities, through investigating, understanding, and addressing historical and present power relationships and modes of domination and oppression
9. Apply ethical reasoning to sort through the ambiguities and conflicting priorities in macro social work

2.1.3. Apply critical thinking to inform and communicate professional judgments.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

10. Critically evaluate multiple frameworks and approaches to make reasoned decisions for action
11. Demonstrate an ability to work flexibly within ambiguous and rapidly-shifting situations
12. Demonstrate the application of empirically sound and reasoned steps toward collaborative problem solving across diverse constituencies

2.1.4. Engage Diversity and Difference in Practice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:

13. Demonstrate an ability to reflect on, act responsibly on, and communicate about personal and collective positionality, power, and biases, including how these dynamics affect communities and organizations, social movements, and policy development
14. View as experts, engage with, and ensure the participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions
15. Be able to discuss the historical and present tensions of within social work with communities and organizations, including (a) the role of historical trauma and collective resilience; (b) the dynamics of insider/outsider tensions; and (c) the practical and philosophical issues regarding work that crosses multiple, interconnected factors including (but not limited to) age, race, class, color, nationality, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex and sexual orientation

2.1.5. Advocate for human rights and social justice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
16. Discuss and critically evaluate the historical and political contexts of, and macro social work’s traditions around, human rights and social and economic justice, including legacies of structural power arrangements
17. Be able to use existing and develop new evaluative indicators to determine collective (social, economic, political, and environmental) wellbeing
18. Individually and collectively advocate for human rights

2.1.6. Engage in research-informed practice and practice-informed research.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
19. Collectively and individually demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data and in using data to prepare and present professional products for community agencies
20. Manage group and community-based research efforts, including the following and/or integration of members of communities and organizations in all steps of research (goals, questions, design, collection, analyses, interpretation)
21. Identify and utilize best practice, evidence-informed research to understand issues and to develop and implement community and organizational interventions

2.1.7. Apply knowledge of human behavior in the social environment.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
22. Assess and analyze communities and organizations as social systems with life cycles and arrangements of connections
23. Utilize the potential and/or realized connections between and among individuals, collectives, and places in all stages of macro practice
24. Actively engage with communities and organizations to plan, recommend, and evaluate interventions emphasizing diverse contexts (cultural, historical, social, economic, and political)

2.1.8. Engage in policy practice to advance social and economic well-being.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
25. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups
26. Work collaboratively to formulate and promote policies that advance social justice, the effectiveness of social services, and collective wellbeing

2.1.9. Respond to contexts that shape practice.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
27. Strengthen and aid in the development of communities, groups, and organizations through (a) collaboration in all stages of macro practice (engagement, assessment, intervention, and evaluation); (b) joint problem identification and strategic planning; and (c) leadership development of self and others
28. Actively discover and utilize strengths and knowledge (both new and old) from the cultural, geographical, political, legal, economic, environmental, technological, and scientific contexts within communities and organizations to inform macro practice

2.1.10. Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

GSSWSR Advanced Community Practice, Policy & Advocacy Concentration Practice Behaviors:
29. Demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making,
conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising)

30. Actively draw on multiple theories and frameworks within community and organizational engagement, assessment, intervention, and evaluation (e.g. organizational and systems theories; theories of change; theories of community development/organization; theories of policy advocacy)

31. Demonstrate effective, logical movement through the engagement-assessment-intervention-evaluation cycle, including constructing and using logic models to guide the process

**Engagement:**

32. Engage with communities and organizations in a kind, collaborative, transparent manner that reflects mutuality

33. Demonstrate effective verbal and nonverbal communication skills

**Assessment:**

34. Develop relevant and mutually agreed-upon questions for assessment

35. Undertake a variety of strategies and presentation formats for community assessments

36. Demonstrate skills in collecting, organizing, and analyzing quantitative and qualitative data for an assessment (e.g. surveys, interviews, focus groups, visual methods)

37. Articulate attempts at navigating insider/outsider tensions, including conflicts between “prescribed” goals and community priorities in needs assessments

38. Appreciate the differences among research led by, done with, and done on communities

**Intervention:**

39. Use an assessment to draw logical, collaborative implications for programmatic and policy interventions

40. Design collaborative programmatic and policy interventions, using well-reasoned theories of change strategies selected from a well-considered range of theories and strategies

41. Communicate, orally and in writing, effective proposals for intervention plans across areas of macro practice, including organizations, communities, and policy areas

**Evaluation:**

42. Differentiate between and be able to isolate the advantages and disadvantages of different types of evaluation, including summative and formative; process and outcome

43. Critically evaluate why programs succeed or fail, including theories of program cause and effect and issues of implementation

44. Understand and use theories of change for evaluation of various program and policy issues
FIELD EDUCATION – Seminar in Field Instruction 2015-2016

All Seminars are held from 9:00 a.m. - 11:00 a.m. (unless otherwise indicated with *)

Graduate School of Social Work and Social Research | Rm G-7 | 300 Airdale Rd., Bryn Mawr, PA 19010

Thursday, September 11 - SIFI I and II
SIFI I – 9:30-11:30 *: Field Education “Kick Off”
TOPIC: Field Education at Bryn Mawr
Overview of Essentials, Educational Standards, Student Orientation, Supervisory tools – effective use of process recordings and journals; meet Field Liaisons
LUNCH-11:45-12:30
--will be provided to those attending both sessions--
SIFI II – 12:30 – 3:00
WORKSHOP/PRESENTATION: TBA

Wednesday, September 30 - SIFI III
TOPIC: Developmental Learning & Supervision
• Learning Styles/Teaching Styles
• Beginnings in the field
• Safety issues
• Assigning appropriate cases and projects

Wednesday, October 7 - SIFI IV
TOPIC: Bridging Theory with Practice
• Task vs Process Supervision
• Effective use of process recordings, journals & logs
• CSWE competencies and practice behaviors
• Integrating classroom work with field practice

Wednesday, October 21 –SIFI V
TOPIC: Parallel Process in Field Instruction
• How Field Instruction parallels the therapeutic process
• Dealing with emotional content
• Addressing and negotiating conflict
• Creating healthy boundaries with your student
• Transference and countertransference

Wednesday, November 4 -SIFI VI
TOPIC: Teaching Social Work Values, Ethics and Professional Identity, Cultural Competence & Diversity
• Value conflicts/Enhancing professional identify
• Addressing diversity & multiculturalism with clients & in supervision
• Motivating students to move beyond their comfort zone: How much should a field instructor push?
• Creating teaching moments that enhance cultural competence

Wednesday, November 18 - SIFI VII
TOPIC: Evaluating Students
• Theories of change
• Evaluation process and eliciting feedback
• Evaluation tools
• Assessing students in relation to their cohort
• Gatekeeping in the Field
• Interruptions in Field Placement

Wednesday, November 21 - SIFI VIII
TOPIC: Teaching Challenges and Opportunities
• Handling challenges
• Understanding resistance to learning
• Marginally Passing/Gifted and Experienced students

Wednesday, January 13 - SIFI VIII
TOPIC: Terminations and Transitions
• Teaching students how to end with clients and agency
• Ending the field instructor/student relationship
• Self Care
• Life Long Learning

All Field Instructors are encouraged to attend the “Kick-Off” sessions (9/11/15) (free ceu’s are provided)
For SIFI sessions III-IX: Attendance is required for first-time field instructors. All field instructors welcome.
NOTE: CEU’s for SIFI sessions III-IX are available for first time SIFI attendees only and for those who attend at least five of the seven sessions in the SIFI III-IX series.

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FOUNDATION PRACTICE I – First Semester

COURSE DESCRIPTION

As the first course in our foundation practice sequence, Foundation Practice I covers the core knowledge, values and skills applicable to practice with individuals, families, small groups, organizations, and communities and is taken by all students in the MSS program. In conjunction with other foundation courses, this course examines the field of social work and forms the base from which students later develop advanced practice knowledge and skills in our concentrations. We teach Foundation Practice I from a generalist perspective and as such, focus on elements of the social work knowledge base that are important and relevant to all realms of social work practice. This course explores the history and purpose of the social work profession and introduces students to the unique role of social work, as a distinct field, amongst the helping professions. The mission of social work is conceptualized broadly as reflecting the person-in-environment and strengths perspectives with particular emphasis on working with diverse populations and populations at risk. The course also reflects the school’s mission, of promoting a global perspective, social justice and human well-being.

Over the course of the semester, Foundation Practice I students learn about the centrality of social work values and ethics, the critical role of helping relationships across fields of social work practice, the challenges of forming assessments of diverse populations across and within nation borders, the skills of advocacy and cultural competence, knowledge and skills for developing and analyzing policies and services and the importance of utilizing research-based knowledge and evidence of best practices in informing assessment, intervention, and the evaluation of practice effectiveness. Additionally, all students acquire knowledge and skills to formulate community, policy, organizational and biopsychosocial assessments. Critical thinking skills are emphasized as students are taught to integrate theory and research into practice.

PEDAGOGICAL STRATEGIES

Foundation Practice I uses a variety of pedagogical strategies to achieve the course objectives which are grounded in the Council on Social Work Education’s Educational Policy and Accreditation Standards (see http://www.cswe.org/File.aspx?id=13780) The EPAS outlines core competencies and related practice behaviors for professional social workers. In addition, a primary focus of this course is the integration of field-based learning with classroom content; students have many occasions to draw connections between course readings and current field experiences. This is achieved through a variety of pedagogical strategies including but not limited to discussion of the field-based practice experience, written assignments, lectures,
instructive discussion of course materials with an emphasis on course readings, the case study method, role play, and individual or small group skill-based exercises.

COURSE OBJECTIVES

Through class discussion, readings and assignments, students are expected to develop:

1) Socialization into the profession including appreciation for its broad history;
2) Commitment to promoting social justice and enhancing human well-being;
3) Knowledge of and the capacity to apply the profession’s values and ethics;
4) A generalist perspective drawing from person-in-environment and strengths-based models;
5) An ability to apply the skills of analytic and critical thinking to the integration of theory, research, and practice;
6) Skills of cultural competence;
7) Knowledge and use of the professional helping relationship to engage diverse clients across systems and methods;
8) Assessment skills in collection of data, and the identification of strengths and problems of multiple systems for intervention planning;
9) Knowledge and skills for developing and analyzing policies and services;
10) Communication and interviewing skills across methods and systems;
11) Knowledge and skills for assessing individuals, families, and group as systems;
12) Knowledge and skills for use of supervision and consultation;
13) Capacities for self-reflection and differential use of self;
14) Awareness of practice in a global world;
15) Skills to evaluate practice effectiveness;
16) Capacities to utilize research-based knowledge and evidence of best practices derived from
17) Juried professional literature to inform their practice and address the effects of social exclusion and oppression;
18) Skills of advocacy for leadership.
CLINICAL SOCIAL WORK I (Advanced Year)

This is the first of two courses that examine the major theoretical principles and practice skills of clinical social work. These complimentary courses are set in a bio-psycho-social framework that encompasses the eco-systemic and strengths perspectives. Both courses are informed by a risk and protective factor framework and by the psychodynamic, psychosocial, and developmental theories introduced in the first year courses and initial fieldwork experience. These two courses expand and enhance the study of engagement processes, assessment, intervention planning and implementation, and preparation for and execution of the termination process. All these areas of study are integrated with the student’s co-occurring two semester advanced fieldwork experience. The development of knowledge and skills associated with evaluation of practice effectiveness runs through both courses and draws upon students’ previous and current practice and research courses.

Clinical Social Work I begins the process described above and assists students in the development of skills in multi-systemic differential assessment, goal setting, and intervention, as well as in the differential use of self. In addition, the need for accountability is emphasized throughout the course as an aspect of the contemporary context for clinical social work practice. That context requires knowledge of the principles and techniques of time-limited practice as well as understanding issues that arise in various managed care environments.

Information about current practices and practice environments does not presuppose blind adherence to perspectives or methods that may adversely affect clients. Rather, Clinical Social Work I emphasizes the need for critical analysis of current health and mental health trends and their effects on all clients, particularly those in groups likely to be discriminated against and/or those at the lower end of the socioeconomic spectrum.

Clinical Social Work I pays special attention to the socio-cultural context of practice and to issues that can arise when worker and client differ in terms of gender, age, race, ethnicity, class, sexual orientation, and/or other aspects of diversity, as well as how agency/institutional practices affect groups differentially. In addition, this course considers the socio-structural arrangements that create and maintain such practices. This critical perspective is integrated with the study of the ethical principles of social work practice as outlined in the NASW Code of Ethics.
COURSE OBJECTIVES

Participants in this course will:

1. Demonstrate an advanced understanding of ecological, developmental, and sociocultural theories and perspectives to inform and improve their clinical practice.

2. Demonstrate advanced practice knowledge and skills in social work assessment, diagnosis, treatment planning, intervention, relationship building, and evaluation of outcomes.

3. Demonstrate an understanding of and ability to address the ways in which race, color, national or ethnic origin, class, gender, sex, sexual orientation, age, religion, and physical ability affect clinical practice.

4. Demonstrate the ability to utilize empirically-based knowledge, best practices, and evaluation methods derived from juried professional literature and established professional information sources to inform and assess clinical practice.

5. Demonstrate the ability to utilize social work values and ethics to guide clinical practice and explore the impact of ethical, legal, and value dilemmas on the clinical social work process.
COMMUNITY PRACTICE, POLICY, AND ADVOCACY I (Advanced year)

This course is for students concentrating in Community Practice, Policy, and Advocacy. Students develop capacities to apply basic skills and strategies for policy advocacy and community organizing. In particular, through this course, students will refine their identities as macro social workers, including not only developing deep understandings of the ethics and tensions within the field, but also developing ways to navigate the diverse landscapes of macro practice. The core tasks that students will focus on are community level engagement, assessment, intervention, and evaluation; through the three semester sequence (Community Strategies and Assessment in Spring; CPPA I and II), students will be able to demonstrate networking, facilitative, and technical knowledge and skills needed for collaborative efforts within community and organizational engagement, assessment, intervention, and evaluation (e.g. distributive leadership, facilitation, participatory problem/priority identification, decision making, conducting effective meetings, team building, communication, supervision, conflict resolution, management of individuals and task groups, budgeting, fundraising). Students will also be able to, among other things, actively draw on multiple theories and frameworks within community and organizational engagement, assessment, intervention, and evaluation, including organizational and systems theories; theories of change; theories of community development/organization; theories of policy advocacy; legal processes, reasoning, and analysis.

Central to this course is the use of case studies, both fictional and real life; this class works in conjunction with students’ experiences in field to both help make sense of field and to teach theories and practice skills integral to their work. Throughout the course, emphasis is placed on the use of multi-cultural perspectives, advocacy with marginalized and at-risk populations, and practice in a diverse and global landscape. Issues of power and positionality are especially emphasized.
Job Description

Position: Field Education Liaison (Staff Position)
Department: Office of Field Education/GSSWSR
Reports to: Director of Field Education

Job Description: The Field Education Liaison is critical to the goals of the Graduate School of Social Work and Social Research’s (GSSWSR) Field Education Program. Liaison roles are numerous, complex and based upon the needs of the students, the agency Field Instructors, the agency or program where the student is placed and the GSSWSR requirements and academic curriculum. The Liaison is a representative of GSSWSR and must conduct business guided by the policies and procedures of the Office of Field Education, GSSWSR and Bryn Mawr College. Liaisons provide educational, evaluative, supportive, mediation, gate-keeping, administrative and consultative services in this position.

Specific liaison services rendered will depend upon the level of experience of the agency or agency Field Instructor and the needs of a particular student or group of students. Liaisons function as ongoing consultants to the field agency instructors and the field agencies in the selection and planning of first or second year field learning activities that are consistent with the Council on Social Work Education (CSWE) Core Competencies, the GSSWSR curriculum, objectives, policies and the developmental and learning needs of the student.

Responsibilities and Duties:

1. Develop a firm understanding of current CSWE Core Competencies and Practice behaviors, GSSWSR field education policies and procedures, School calendar and catalogue, Field Manual, curriculum and field education goals and objectives.
2. Be available a minimum of 10 hours per week – manage full practice class student load (approximately 14-18 students).
3. Attend the Seminar in Field Instruction “Kick Off” at the start of the academic year (September 11, 2015). Summer Field Liaisons will also attend the Orientation and preparation for Practice for Advanced Standing student orientation, June 1, 2015.
4. Attend at least two (2) Field Liaison Staff Meetings per year (August 25th, 2015 and early January 2016) to gain relevant administrative direction, report field-related issues in support of CSWE Standards, GSSWSR curriculum, mission, goals, and objectives.
5. Meet individually with students either by telephone or face-to-face at least once per semester. This can occur either prior to, or at the time of the agency site visit, before mid-semester. Feedback between Liaison and student is expected regularly. For Foundation Year students, there will be a meeting at the start of spring semester to include discussion of field placement planning for the following academic year.
6. Maintain on-going communication, as needed, with Practice Instructor regarding student field experience.
7. Participate in Practice Class (Foundation, Clinical or Community Practice) at least twice each semester - once in the beginning of the fall and spring (and/or summer, for Summer Field Liaison) semesters, and once at the end of fall semester and spring semester, in collaboration with faculty. Liaisons will introduce themselves, explain their role and discuss field education model and requirements for hours, field assignments (including use of process recordings/journals),
documentation, communication and site visit. Additional class discussion topics will be discussed in coordination with the Practice Instructor.

8. Coordinate and complete Field Site Visits with students and agency staff a minimum of one (1) time per semester (summer, fall and spring semesters). During the summer and fall semesters, visits will be on-site. In the spring semester, visit may be by 3-way phone conference or on-site, depending on the judgment of the Field Liaison; the emergence of new, or the need for follow-up with continuing issues would require an on-site visit in the second semester. Site visits include a review of field education placement learning activities, student progress, and the learning agreement to accurately evaluate the student's progress and overall field education experience. Coordination of site visits includes setting up appointments, travel time, visit with Field Instructor and student, completion of site visit form, and follow up, as needed.

9. Be available to agency and student throughout the academic year, including additional making site visits, as warranted.

10. Review field education assignments and tools that have been uploaded into Sonia by the student/Field Instructor, including Learning Agreement, Process recordings/journals, Timesheets, and Final Field Evaluation.

11. Completion and submission of the Field Grade Form, and entering of the final grade into Bionic by the due date for final grade submission.

12. Document all field site visits through use of Field Site Visit form, to be uploaded to Sonia. Document and maintain all contacts with agencies, agency Field Instructors, and students utilizing email paper documentation, or Sonia to store this data.

13. Completion of Field Liaison Evaluation of Agency form for each field placement.

14. Monitor and communicate to Director of Field Education all risk-management issues including, but not limited to, safety, ethical and/or legal violations within 24 hours of any incident in the field. Concerns, incompletes and poor performance are to be communicated regularly through email, telephone or in-person contact with the Director or Assistant Director of Field Education.

15. Develop positive relationships with assigned field agencies and instructors, reflecting understanding and identification with the values, skills, and knowledge base of the profession.

16. Represent GSSWSR, communicating the School's mission and goals, policies and procedures, and the appreciation we have for the contributions Field Instructors and agencies make to the professional education of our students.

17. Become aware and communicate to the Director of Field Education the strengths, resources, and limitations of agencies and Field Instructors, to meet the individual educational needs of our students. Complete the Liaison Evaluation of Agency form for each field agency site by mid-spring semester.

18. Visit with any student or supervisor as often as needed to resolve any perceived problems arising within the field setting. (As needed, the Liaison will include or transfer the issue to the Director of Field Education for resolution.)

19. Clarify and support Field Instructors, regarding the expectations of CSWE Core Competencies, practice behaviors, field education objectives, and specific appropriate field experiences/activities.

20. Identify and communicate to the Director of Field Education new agencies that may want to have student field education placement as a part of their agency work.

21. Participate in field education events and fall orientation for Field Instructors.

22. Be available for consultation time with students who have questions or concerns about their field placements.

23. Participate in Annual Appreciation Dinner for Field Instructors and Field Liaisons.
24. Notify the field staff and director regarding contact information changes for students, Field Instructors or agencies.

**Knowledge, Skills and Competencies:**

1. Master’s degree in social work.
2. Individual must have at least 5+ years social work practice experience and a minimum of 3 years in one or a combination of the following: field liaising, field instruction, staff supervision, social work education, or training.
3. Understanding of adult learning methodologies and diverse learning styles of students.
4. Positive liaison ratings from year to year.
5. Must complete Bryn Mawr College hiring process and criminal background clearance to serve as a Field Faculty Liaison. Liaisons will not receive student assignments until this has been submitted.
6. Prior clinical supervisory and/or management experience in agency-based settings is desirable
8. Knowledge of and ability to demonstrate respect for issues of multiculturalism and diversity.
9. Strong oral and written communication skills. (Must be comfortable working with email communication).
10. Excellent organizational and time-management skills.
11. Ability to exercise independent professional judgment when appropriate; strong decision-making skills.
12. Able to meet GSSWSR internal deadlines.
14. Proficiency in or open to learning GSSWSR learning management system *Sonia* to review and maintain field document.