Concordia University Wisconsin Ann Arbor Field Education Manual 2023 – 2024 Bachelor of Social Work Program (BSW)

For I know the plans I have for you, declares the LORD, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

For Further Information and Assistance:

Department of Social Work

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Concordia University 2023 – 2024

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Dear Students, Field Instructors, Supervisors and Staff,

Welcome to Social Work Field Education, also known as the *Signature Pedagogy of the field of Social Work*. The BSW program was established at Concordia University in 1978. The program is accredited by the Council on Social Work Education (CSWE) through June 2026. This Field Education Manual has been designed as a guide for student interns, Field Instructors, task supervisors, and other field agency staff. It is your primary guide for field-related

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

identified that is appropriate for placement of the student, but the agency is unable to fulfill the SBW supervision criteria, the BSW Field Coordinator will work to identify an appropriate external BSW field instructor. All supervision of BSW students must be conducted by persons with at least a BSW degree from an accredited program and with a minimum of two years of practice experience, with one year at the agency where the supervision will occur.

Selection of Field Placement Agencies

The criteria listed below are consistent with guidelines from the Council on Social Work Education (CSWE) and with the mission of Concordia University's BSW program. The BSW program seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the Social Work program. In addition, community agencies and organizations are selected based on their ability to provide learning opportunities in which students gain practice experience through guided instruction and supervision in activities and settings that reflect the learning needs for foundation level students.

The following criteria are used to assess an organization's capacity to provide appropriate field placements:

1. Commitment to actively participate as a community partner with Concordia

would affect the outcome of a background check, students must notify the BSW Field Coordinator immediately.

Selection of Field Instructors and Task Supervisors

The significance of the field experience as preparation for professional social work practice requires those responsible for supervising the student to have appropriate social work qualifications. To meet the challenges of educating social work students, the Field Instructor should have earned an BSW from a CSWE accredited social work program. If the Field Instructor does not have an BSW, other arrangements may be established to provide social work supervision.

The BSW Field Instructor contracts with the University and student to teach and monitor

x Ability to conceptualize and apply concepts consistent with the theoretical framework.

Field Instructors and task supervisors must have a completed Field Instructor Information form on file with the CUWAA Department of Social Work to provide documentation of their credentials.

Off Site Supervisor

To ensure guided field instruction and supervision is aligned with social work values, ethics, skills, and knowledge, it is required that field instructors hold an BSW degree from a CSWE accredited program. In those cases, when a potential field placement agency does not have an BSW on staff to provide field instruction, it may be possible for a student to receive field supervision from an off-site individual that possesses an BSW. These decisions will be made on a case-by-case basis. For cases in which a field instructor does not hold a CSWE-accredited degree, or does not have the required two years post social work degree practice experience, the social work faculty assume responsibility for reinforcing the social work perspective by assigning an Off-Site Supervisor. The Off-Site Supervisor must have a social work degree from a CSWE-accredited program and two years of post-social work degree practice experience.

The Off-Site supervisor arranges for one-hour of weekly supervision with the student to discuss and reinforce the social work perspective. The Off-Site Supervisor meets with the agency supervisor and the student at the beginning of the first semester, to review and help in the development of the learning contract, and discuss supervision scheduling with the student.

The Off-Site supervisor meets with the student, and the agency supervisor to over-see the development of the Field Learning Contract, and the evaluation of the Learning Contract at mid-term, and the end of each semester.

Supervision

The student must meet weekly for one hour with the field instructor to evaluate the student's progress related to the learning contract as well as their adjustment to the field setting. The student is given feedback by their field instructor and other field placement staff that may be working with the student. The student is also responsible for giving feedback about supervision and their field setting. If a Task Supervisor is also working with a student, weekly one-hourh the De92IaE (upe)3.

continuing dialog with the BSW Field Coordinator and/or the Director of Field Education throughout the year. All field instructors will have the opportunity to meet directly with the BSW Field Coordinator in order to review the standards and expectations for the current year. These

- 13. Takes responsibility to receive and respond to email sent to the CUW or CUAA email address.
- 14. Takes responsibility for being present at the agency when scheduled, and for being on time.
- 15. Dresses appropriately according to the nature of the field setting.
- 16. Participate fully in planned activities including conferences, seminars, and field education assignments.
- 17. Calls the agency when unable to report to for field education. Plans for making up the time must be made with the agency supervisor *within two weeks of absence*.
- 18. Adhere to the holiday policy: university holidays and vacations will be observed; however, the student needs to discuss holidays and vacation days with the Field Instructor in advance. Based on the needs of the agency or student responsibilities, the student may choose to attend their field placement during the holidays, university breaks, or on weekends. Regardless of additional hours in accrued during breaks, the student must continue in the field placement until the last week of the spring semester. Liability insurance remains in place when CUWAA is not in formal session.
- 19. Provides or plans for transportation connected to field placements.
- 20. Asks questions of the Field Instructor in a timely manner when uncertain, confused, or frustrated.
- 21. Actively participates in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
- 22. Students are subject to the authority, policies, and regulations of the University. During their field placement, they are also subject to the same applicable rules, regulations and policies as are established for agency employees in matters relating to the welfare of clients.
- 23. Students are expected to assume new responsibilities and to take appropriate risks that will enhance learning. A successful placement is the result of the student's demonstration of skills, behavior, knowledge, and initiatives.
- 24. Students are not employees of the agency. Students have the status of learners, and will not replace agency personnel, nor give service to clients apart from their field placement responsibilities.

Agency Responsibilities

A successful field placement experience is directly correlated with a strong and effective working relationship between the Department of Social Work and the field agency and staff. The success of the partnership is dependent on the commitment of the field agency to provide a quality field experience, the skills of the Field Instructor and task supervisor, and the support from the Department of Social Work. The following outlines the key responsibilities of the field agency, the Field Instructor, and task supervisor.

By agreeing to host a BSW field student, the agency agrees to the following specific responsibilities:

1. Completes the paperwork to document the suitability of the field placement, the Field Instructor's credentials, and the agency's policy of non-discrimination.

- 6. Arrange for weekly supervisory conferences with the student to discuss the application of basic Social Work concepts, values, and skills in field assignments.
- 7. Give the student an opportunity to work with individuals, families, groups, and in the community.
- 8. Serve as a professional role model.
- 9. Provide ongoing supervision and evaluations of the student throughout the placement.
- 10. Participate in two or three-way conferences with student, Faculty Instructor, and/or Field Coordinator as scheduled throughout the semester. Conferences can be scheduled as inperson meetings or as conference calls.
- 11. Prepare mid-term and final evaluation of student's performance.
- 12. Recommend a grade for the student's performance; however, the final grade will be determined by the Faculty Instructor.
- 13. Inform the Field Coordinator and Faculty Instructor of any problems or questions *as soon as they become evident*.
- 14. When possible, participate in meetings or seminars offered by the Department of Social Work.

BSW Field Coordinator Responsibilities

The functions and responsibilities of the BSW Field Coordinator are as follows:

- 1. Assure that students assigned to the agency will meet the academic standards of the University.
- 2. Assume responsibility for the approval of student learning experiences in accordance with the policies of the University and the agency.
- 3.

- 1. Discuss the problem with your field instructor and attempt to resolve the problem.
- 2. If you feel that you are unable to discuss the problem with your field instructor, or there are serious and extenuating circumstances that prevent you from discussing the problem with your field instructor (e.g. you believe that you are experiencing harassment or if there is a serious ethics violation on the part of the field instructor), you should discuss the problem with the Field Education Course Faculty Instructor.
- 3. If the problem has the potential to be resolved, the Field Education Course Faculty Instructor will arrange a meeting with you and the Field Instructor in an effort to reach a resolution.
- 4. If these steps fail to resolve the problem, and if you are unable to complete the learning contract in the assigned field placement you will need to complete a *Request to Change Field Placement* form.
- 5. Students should not leave or resign from their field placement without first talking with the Field Education Course Faculty Instructor and the Director of Field Education/BSW Field Coordinator and attempt to work out any difficulties that may have arisen.

Request to Change Field Placement

Should the process involving a problem in the field placement result in a change in your field placement you are encouraged to work with your field instructor to make this change with the least disruption of services to clients with whom you are working. A student MAY NOT change their field placement until a Request to Change Field Placement form (Appendix F) is completed and approved. If possible, you should complete a termination process with your agency and client(s).

Early Termination of a Field Placement

A student's field placement may be terminated for the following reasons:

- x Poor academic performance
- x Lack of student's ability to follow work-related policies
- x Lack of necessary knowledge base for entry level practice
- x Failure of the student to meet the expectations for ethical practice

Before terminating a field placement, attempts will be made to resolve the problem and provide the student with the necessary supports to continue the field placement. If these attempts fail, it may be necessary for a field placement to be terminated early. A plan to resolve these problems would need to be completed before the student could begin another field placement. It is possible that this could delay a student's completion of the BSW program with their cohort.

EVALUATION

The Learning Contract

The student learning contract is completed at the beginning of the IJ 0 j /F(th)C 66 h(h youna<</M

student in consultation with the Field Instructor and Field Education Course Faculty Instructor. The student has ultimate responsibility for the learning contract and its timely completion. The Learning Contract needs to reflect desirable, achievable goals. Time frames should be noted next to the goals under each Competency. It is helpful to have goals that are concrete and 5 = Exceeds Expectations. The student has advanced knowledge/skills and exceeds entry level practice expectations.

N/A = Not Applicable. The student has not had the opportunity for completion. Assignments and activities identified in the learning contract and evaluation are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of n/ashould be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

Student Evaluation

Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a final written assessment at the conclusion of each semester.

Termination from Field

Because the field placement has consequences that also affect the well-being of clients, **students who receive a "B-" or lower in their field placement may be terminated from the program.** The Faculty Instructor has the responsibility for determining the final grade for the field placement. Throughout the field placement process, any concerns about student functioning will be addressed. This is especially the case during the midterm face-to-face meetings with the student, Field Instructor, and Field Education Course Faculty Instructor. If a student receives a "B" or lower at the midterm or final evaluation, a student review may result. The purpose of this meeting is to assist the student in identifying methods that can result in a successful field experience. A student will need to bring a formal written statement of concrete solutions they feel will assist them in having a successful field experience.

not obligated to take interns and are not obligated to continue providing the internship experience for students who are disruptive to their agency, difficult to supervise, or who conduct themselves in unprofessional ways. They are not required to continue with students they feel are not appropriate for their field setting. Agencies have the right to dismiss students or terminate the field placement for any reason they deem necessary.

Automobile Insurance

If an automobile is needed to perform field placement responsibilities, the student's personal automobile insurance carrier is the primary coverage in the event the student has an accident. Students should consult with the insurance agency to determine if the agency covers job related accidents or injuries.

Personal Safety

Each field situation is unique. Appreciate realistic limitations. Keep your work area as safe as possible. When needed, alert available staff members that assistance may be required before

Appendices

- Appendix A Field Instructor Information Form
- Appendix B Application for Field Placement
- Appendix C Student Learning Contract and Evaluation Form
- Appendix D Student Evaluation of Placement
- Appendix E Résumé Sample BSW Graduate
- Appendix F Department of Social Work Professional Readiness Checklist & Code of Conduct
- Appendix G Student Acknowledgement Form
- Appendix H Request to Change Field Placement

Appendix A – Field Instructor Information Form DEPARTMENT OF SOCIAL WORK FIELD INSTRUCTOR NFORMATION

Professional Licensing:

License & Number:_____Year

Obtained: State held:

Area(s) of Specialization:

Supervision:

How many BSW/MSW students have you supervised?

Theoretical Perspective(s) used:

Activities Used in Supervision: (i.e. individual, group, case study, joint sessions, etc.)

Please attach a copy of your professional résumé and/or copy of your school diploma of your highest Social Work degree.

Signature

Date

Appendix B – Application for Field Placement

Application for Field Placement BSW Program

First Name	M.I	_Last Name_	
Email	Pref	erred Phone	
Home Address			
Current Address			
Expected Date of Graduation			

Do you drive? Yes No Do you have access to a car? Yes No Can you provide proof of car insurance? Yes No

* Please note, during your field placement, you may be asked to transport clients in your personal car. CUW does not support nor provide liability coverage to students when transporting clients. If transporting client is required of the Field Agency during your internship hours the Field Agency will need to provide liability coverage to interns. A signed legal agreement between CUW and the Field Agency will need to be completed indicating liability coverage by the Field Agency prior to approval of the placement.

Please identify any languages that you speak fluently/sign (other than English):

On separate sheet of paper, please provide additional information about yourself that may impact selection of a field placement site:

- 1. Describe your completion of IPE and Service Learning hours (Traditional Students): # completed, # remaining, and places where completed.
- 2. Describe your attendance history for completed classes.
- 3. How did you manage barriers, if any, to attendance and meeting deadlines for assignments?
- 4. Any legal arrests or citations? Please explain in detail.
- 5. How do you care for yourself during stressful periods?

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee an internship for students. Should a student not be accepted for a field placement after reasonable efforts by the school, a Formal Student Review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an internship are considered to be:

APPENDIX C – STUDENT LEARNING CONTRACT & EVALUATION FORM

CONCORDIA UNIVERSITY WISCONSIN DEPARTMENT OF SOCIAL WORK

BACHELOR OF SOCIAL WORK (BSW) STUDENT LEARNING CONTRACT AND FIELD EVALUATION

Academic Year:	Date:				
Student:	Student ID:				
Evaluation Period:					
Fall Semester: Spring Semester:	(Initial) (Mid-term) (Final) (Initial) (Mid-term) (Final)				
Placement Site:					
Field Instructor:	Title/Position:				
Faculty Instructor:					
Cumulative Hours					

(Student needs to complete 200 hours total per semester)

THE LEARNING CONTRACT

The Learning Contract is an agreement between the student, field instructor, and faculty instructor. Its purpose is to establish a baseline learning agreement that will guide the student's social work field experience. The Learning Contract reflects the educational goals of Concordia University's Department of Social Work and the Competencies of CSWE, the Council on Social Work Education. 29(336.1____9c)4 (i)-110 (C)-.

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	research, and additional codes of ethics within the profession as appropriate to the context.		Completion of RFL— supervision process (Fall)
В.	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	 x Student is punctual; attends during scheduled hours; communicates with supervisor about absences x Student contributes to case notes according to agency expectations x Student adheres to agency dress code 	Participate in social work professional organizations, such as NASW Attend and participate in weekly staff meetings where ethical issues are discussed and receive feedback from coworkers Read and routinely
C.	Use technology ethically and appropriately to facilitate practice outcomes.	x Student follows agency guidelines for computer usage	reference the NASW Code of Ethics
D.	A	x Meets weekly for one hour with supervisor or designee x Student is prepared to describe cases and pose questions	
		Assessment of Dimensions	

Assessment—Please use the Likert Scale provided to assess student performance during the

Students will demonstrate the following behaviors:

Field Instructor's

COMPETENCY #3

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.	
Competency Behaviors	Student Behaviors	Score	Learning Activities	3	
A. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and nu700 ()-2 (c)9.20 (o6e f)-6.20 g80. ()] TJ 100181.83 520.91980. ().44 0.47 -27.7ty919 Tm					

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FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #4

Engage in Research Informed Practice and Practice Informed Research Student demonstrates the following behaviors:

> Field Instructor's Midterm & Final Evaluation of

Cognitive/Affective Responses - Critical thinking is an intellectual, disciplined process of	
conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by	
observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence	
our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern	
multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #5

Engage in Policy Practice Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors			

with clients and constituencies.	Completes RFL— engagement process (Fall) Reviews RFL with	
	supervisor	
	Assessment of Dimensions	
	e Likert Scale provided to assess student performance during the /ALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert
		Scale)
prevent conditions that limit h	nstrates applied knowledge on: social & economic justice, issues and ways to human rights, elimination of poverty, enhance quality of life for all persons g human and community well-being, utilizing the person-in-environment	

relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit

		l		1		
	when assessing clients and			Develop a written assessment		
	constituencies.			of a client that includes client		
В.	Demonstrate respect for	x Student develops		strengths and weaknesses		
	client self-determination	treatment plan				
	during the assessment	with client to		Completes agency assessment		
	process by collaborating	include support		forms within required time-		
	with clients and	system		frame		
	constituencies in developing					
	a mutually agreed-upon			Examine the professional		
	plan.			literature in selecting		
				appropriate intervention		
				methods		
				Completes RFL—assessment/ intervention process (Spring)		
				(oping)		
				Reviews RFL with supervisor		
		Assessment	of Dimensions		I	
Assessment—Please use the Likert Scale provided to assess student performance during the Field MIDTERM and FINAL EVALUATIONS in the following dimensions: Instructor's Evaluation of Field						
					Dimensions (Use Likert Scale)	
Kn	wledge – Student demonstrates	applied knowledge or	n: social & econ	nomic justice, issues and ways to		
	ent conditions that limit human					
	ally or globally; promoting huma nework.	an and community well	l-being, utilizin	g the person-in-environment		
	ues – Service, social justice, the					
	tionships, integrity, competence					
				erspective, underpin the explicit		
	implicit curriculum and frame t		itment to respec	t all people and the quest for		
	al, racial, economic, and enviro		1			
	Ils – Student demonstrates the al	oility to develop, create	e, and utilize a p	person-in-environment		
	nework.	Pritical thinking is as it	ntolloctual disc	inlined process of		
	gnitive/Affective Responses – (
conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence						
ohe	arvation ratilaction and reasoning			which our emotions influence		
				a which our emotions influence capacity t0an13-6 (elht)5 (y)-6 ()]	TI 1040) (o)-5 (r)-2

Co	ompetency Behaviors	Student Behaviors	Score	Learning	
				Activities	
	Engage with clients and constituencies to critically choose and implement	x Student will use client pattern of behavior and research to justify		Completes treatment plan/service contract	
i	culturally responsive, evidence-informed interventions to achieve client and constituency goals.	culturally responsive selected interventions		Review client goals and objectives with client to monitor progress	
3.	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and	x Student will seek out colleagues to assist with implementation of treatment plan		Facilitate referral process of client to another agency and/or services	
	constituencies.			Observe and/or facilitate a group	
				Create a community resource guide relevant to your client population	
				Work with an inter- professional team to determine appropriate intervention outcomes	
				Completes RFL	
				Journal Reflection	
		Assessment of D	Dimensions		
	ssment—Please use the Like TERM and FINAL EVALU			nce during the	Field Instructor's Evaluation of Dimensions (Use Likert
orev ocal ram	wledge – Student demonstrate ent conditions that limit huma ly or globally; promoting hun ework.	n rights, elimination of pove	erty, enhance quality ng, utilizing the pers	of life for all persons son-in-environment	Scale)

relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

ADDITIONAL COMMENTS (TO BE COMPLETED AT THE TIME OF MID-TERM AND FINAL EVALUATION)

1. Identify the student's strengths.

2. Identify the area(s) where the student needs improvement.

3. What is the plan to address the area(s) needed for improvement?

4. Summarize the student's performance, overall, as it relates to these competencies.

Signatures

INITIAL LEARNING CONTRACT

Student's signature:	Date:
Field Instructor's signature:	Date:
Field Coordinator's signature:	_Date:
MIDTERM	
Student's signature:	Date:
Field Instructor's signature:	Date:
Field Coordinator's signature:	_Date:

FINAL

Student's signature:			Date:
Field Instructor's signature:	Date:		
Field Coordinator's signature:			Date:
Please make sure that the:xSupervisor keeps a copy.xStudent keeps a copy.xStudent submits original with Verification of Hours to the FxStudent should keep a copy of yy oopy	ield Coordinato (I)-2 (d(r. 0(1 0F90 (g)3.90 (I)-1.94-6.70 (r.)9.D 12 >> B2.20 (rJ

5	4	3	2	1

d. My field instructor encouraged critical assessment, appraisal, and evaluation of my work with clients and other staff members.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

e. My field instructor identified and encouraged professional Social Work values and conduct that was consistent with those values.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

f. The expectations of this placement were clear and consistent during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

g. I was given clear, understandable feedback in a consistent manner during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

h. My field instructor or another supervisor were always accessible to answer my questions or concerns.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

6. List what you found <u>most</u> helpful for learning in your field internship and explain how it was helpful. Please give concrete examples.

Appendix E - Résumé Sample – BSW Graduate

Jane C. Doe 12800 North Lake Shore Drive Mequon, Wisconsin (262) 222-2222 Jane.Doe@cuw.edu

Education

Concordia University Wisconsin Mega Tech School B.S.W. May 2017 Associate of Arts May 2015

Inter-Professional Education Certificate

- x Participated in the Department of Social Work led bi-annual mock case presentations and staffing
 - o Attended bi-annual meetings and participated in staffing cases
 - o Participated in group formation activities
 - o Attended and assisted in Elderly Group Activities
- x Observed Justice Court, Milwaukee Wisconsin
- x Observed Mental Health Court, Milwaukee Wisconsin
- x Member of CUW School of Health Profession IPE Committee
- x Participated in Asperger's Night activities for clients

May 2017

Jane C. Doe Page 2

Employment

- x Starbuck's Coffee, Mequon
 - o September 2015 present
- x Nanny, Mequon
 - o August 2015 present
- x Summer Employment, Somewhere Park District
 - o 2013 & 2014
 - Coached children's soccer team, ages 10 12
 - Provided swim lessons for children ages 8 9

Professional Conferences

- x North American Association of Christian Social Workers (NACSW) 2015 o Grand Rapids, Michigan
- x National Association of Social Workers Conference (NASW) 2016
 - o Milwaukee, Wisconsin
- x School of Health Professions, Concordia University
 - o Health Care in Today's World, 2016

First Thursday's Professional Lunch & Learn Seminars – Concordia University Department of Social Work

- x Terrorism October 2015
- x Issues on Homosexuality February 2016
- x Safety March 2016

(References upon request)

Appendix F – Department of Social Work Professional Readiness Checklist & Code of Conduct

Professional Readiness Checklist for Undergraduate Social Work Students

Becoming a professional Social Worker is a process that begins when a student becomes a Social Work major. Students are expected to commit to learning, modeling professional social work behavior, values, and ethics in the classroom, field education, campus events, etc. Failure to demonstrate the markers of professional behavior may impede a student's progress in the program and result in actions up to and including termination from the program. Professional readiness differs from the academic review that occurs at multiple points throughout the program. The Professional Readiness Checklist is not based on academic markers but is based on the indicators / markers that are necessary for professional development and behavior consistent with those demonstrated by professional Social Workers.

Markers of professional behavior include, but are not limited to, the following:

- 1. Treating your classmates as colleagues and extending professional communication, respect, value for diversity.
- 2. Timeliness in meeting deadlines for coursework, program requests and field education.
- 3. Understanding how excessive leaves and absences impact learning, relationships, and work with clients.
- 4. Being on time and prioritizing responsibilities.
- 5. Practicing healthy work/life balance. Social work students should display an ability to deal with life stressors effectively, using proper self-care skills and advocacy skills with their colleagues, peers and others.
- 6. Being proactive in seeking out help and assistance prior to a deadline or a medical or emotional issue interfering with performance.
- 7. Utilizing effective and timely communication skills.
- 8. Accessing supportive CUWAA services when needed (i.e., counseling, health care, Learning Resource Center).
- 9. Exploring and understanding how one's own values, belief systems and past experiences impact work as a social worker, class assignments and activities.
- 10. Adhering to classroom expectations as outlined in course syllabi.
- 11. Displaying proper ethics and boundaries in and out of the classroom.
- 12. Proper and ethical use of social media and social networking, maintaining the guidelines of confidentiality at all times when writing about class experiences, field work, volunteer work or agency information.

The above list is provided as an easy to read checklist that includes some of the important behaviors and standards from the Department of Social Work Code of Conduct. Social Work Students must increasingly demonstrate these markers throughout their BSW education or risk penalties up to and including dismissal from the program. Please keep these standards in mind in both your educational and professional careers. The following pages include the Department of Social Work Code of Conduct which provides more details on the standards and behaviors expected of Social Work students.

Department of Social Work Student Code of Conduct

The Council on Social Work Education (CSWE) requires Social Work programs to establish policies and standards to determine if students are competent and capable of practicing in the field as a Social Worker. The Department of Social Work expects its students to abide by the CUWAA Code of Student conduct, <u>https://catalog.cuw.edu/undergraduate/student-conduct/</u>,

x Appears unable/unwilling to control emotional reactions

х

Appendix G – Student Acknowledgement Form

Department of Social Work

Acknowledgement Form

I acknowledge that I have received a copy of the:

- Social Work Student Handbook
- Social Work Field Manual (if applicable)
- Department of Social Work Code of Conduct and Professional Readiness Checklist, and
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I understand that I am expected to read and abide by the CUWAA Code of Student Conduct found online at <u>https://catalog.cuw.edu/undergraduate/student-conduct/.</u>

I further acknowledge that I am expected to read through the above material, understand it and be familiar with what is expected of me, and that failure to adhere to these standards may lead to a Student Review and possible dismissal from the program.

I understand that this material will be updated from time to time and that I am responsible for reading and understanding the updates.

As a student in the Department of Social Work, my signature below signifies that I agree to

Appendix H – Request to Change Field Placement

Request to Change Field Placement Concordia University Wisconsin BSW Program

Name of Student:	Date:	
Student Email Address:	F00q7 611.	83(d)-4 (d)-9 (or)-1.am