

**Concordia University Wisconsin Ann Arbor
Field Education Manual 2024 –**

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Mission Statements

Concordia University System Mission and Purpose: Concordia University System builds national identity, enables cooperative endeavors and enhances the strength of the colleges and universities of the Lutheran Church – Missouri Synod as they engage students of diverse ages and cultures in quality, Christ-centered, value-oriented, Lutheran higher education for lives of service to church and community.

Concordia University Wisconsin & Ann Arbor Mission Statement. Concordia University is a Lutheran higher education community committed to helping students' development in mind, body, and spirit for service to Christ in the church and the world.

The School of Health Professions (SHP) Mission. The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

CUWAA Department of Social Work BSW Program Mission. The Concordia University BSW mission is to prepare graduates for baccalaureate level, generalist social work practice and graduate level education. Our program is delivered within the context of Christian faith, in which we hold all people to be created equally in the image of God, while honoring our professional social work values of advocacy, service, justice, dignity and worth of the person, importance of human relationships, integrity and competence.

Graduates will be prepared to work inter-professionally with individuals, families, groups, organizations, and communities at the micro, mezzo, and macro levels from an anti-oppressive and person-in-environment framework. Our graduates will be strengths-based, ethically-grounded, culturally-responsive, equity-driven, and human rights-centered.

Generalist Practice

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

Social Workers also embrace and abide by the six core values of the Social Work Code of Ethics. These values are *service, social justice, the dignity and worth of each person, the importance of human relationships, integrity, and competence.*

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

Social workers:

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

Competency # 5 – Engage in Policy Practice

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and

personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

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

Competency #8 – Intervenes with Individuals, Families, Groups, Communities, and Organizations

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Field Placement Policies & Procedures

Signature Pedagogy

Field education is the *signature pedagogy* of social work education. It is the intersection where students in the field are able to apply and utilize knowledge and theory learned in the classroom. Field education is different from employment because it offers students a laboratory where they can pr

<https://catalog.cuw.edu/undergraduate/student-conduct/>
[Department of Social Work Student Code of Conduct](#)

Concurrent Model for Field Education

A concurrent model for field education is being used by the program for specific reasons. The concurrent model for field education requires students to complete their field placement over a period of semesters while they are enrolled in classes. This is a

site. Requirements include opportunities for the student to have learning experiences that will allow them the ability to master the CSWE's competencies and associated practice behaviors. These meetings shall be conducted via video conferencing, telephone, and/or in-person as appropriate. In addition to the direct contact, a website search will be conducted to review any information on the potential agency. After initial contact and placement agreement has been established, the BSW Field Coordinator will send to the agency the current Field Agency Contract for the appropriate site person to sign and approve.

After an agency has agreed to placement of a student and identified an appropriate field instructor, the BSW Field Coordinator will send the Field Instructor Credential Form to ensure that the field instructor meets the required minimum credentials. In the event that an agency is 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 B

determination is made concerning the appropriateness of the learning experiences and availability of qualified Field Instructors.

5. If this determination is mutually acceptable to the agency and the BSW Field Coordinator, Concordia University contracts for field placement are provided and signed by the agency and university leadership. When all required signatures are received, the agency and the university each receive a copy of the contract with original signatures.
6. Field Instructor Credential forms will be completed and submitted at the same time the contracts are being completed.
7. Students will interview with the agency. It is the agency's decision to accept a student intern. If the agency agrees to accept the student and the student accepts the placement, the Field Coordinator finalize all details related to placement.

Reasonable Efforts for Field Placement

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While the student is enrolled in the Field Education course, they are also concurrently enrolled in the Field Seminar course. Additional field monitoring by the assigned field seminar faculty instructor will occur through the university Learning Management System in the Field Seminar course directly through assignments, written discussion boards, Voice Threads (video discussions), synchronous check-ins (voluntary) with the field seminar faculty instructor, and additional email support. Students have regular assignments in their Field Seminar course that require a status update for each unit, ensuring additional regular monitoring of their placement.

Field Education Hour Requirements

Field agencies are an integral part of the BSW student's education. Field education is considered the *signature pedagogy of Social Work*. It provides the student with supervisory

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Criminal Background Check

It is the Policy of the School of Health Professions that every student must complete a criminal background check by the agency identified by the University. Students complete the background check at the time of their initial application to the program. Students must use the CUWAA

- Supportive of the Department of Social Work BSW program
- Has the capacity to stimulate and support students in the learning process
- Free of any NASW sanctions and social work licensing standards violations

Task Supervisor

In some situations, a task supervisor may be assigned to work alongside an BSW Field Instructor to provide support and task supervision for the BSW student. This may occur when the task supervisor has expertise in a certain area related to the student's learning goals, but they may not have the degree or qualifications to provide sole field instruction. In other instances, a task supervisor may work in coordination with an off-site Field Instructor (see policy on the selection of an off-site Field Instructors). If there is an off-site Field Instructor, the task supervisor serves as the day-to-day supervisor, mentor and teacher. The Field Instructor and the task supervisor should meet a minimum of two times each month. The student is primarily responsible to the Field Instructor for completion of the Learning Contract. It is important for the Task Supervisor and the Field Instructor to work together closely to ensure that learning objectives are being monitored and satisfactorily achieved. Criteria for selection of task supervisors include:

- An interest and willingness to work with the student and Field Instructor in developing learning activities and monitoring student progress toward these goals;
- Experience and expertise in areas of practice designated within the (i)-6 6 (n)-4 0078F5n (n)-4 (t).

The Off-

sessions will be held via video conferencing, and will be recorded. The sessions will vary on days

of their field placement, prior to that as needed, email communication, and any additional meetings to provide additional support and clarify expectations and requirements of the field education program certainly will be utilized. Field instructors will be invited to ongoing continuing education opportunities sponsored by the social work department. Should serious difficulties arise, the social work department reserves the right to terminate the field placement if they feel doing so is in the best interest of the student, college, department, and/or the field site.

Student Responsibilities

The student is the central person in the field placement experience and is expected to play an active role in planning and implementing his/her learning experiences in the field practicum. They are expected to actively seek out the types of learning experiences that will help integrate the classroom learning and enable the development and expansion of professional skills. The student is expected to mutually engage in this process with the Field Instructor.

The following specific student responsibilities are important for creating optimal learning conditions in the field, the classroom and the CUWAA Social Work Environment:

The student is the central person in the field placement experience and is expected to play an active role in planning and implementing his/her learning experiences in the field placement. They are expected to actively seek out the types of learning experiences that will help integrate the classroom learning and enable the development and expansion of professional skills. The student is expected to mutually engage in this process with the Field Instructor.

The following specific student responsibilities are important for creating optimal learning conditions in the field placement:

1. Familiarity with the BSW Field Manual and Student Handbook, CSWE Competencies, NASW Code of Ethics and theoretical frameworks, the CUWAA Student Code of Conduct, and the Department of Social Work's Student Code of Conduct.
2. Follows the Department of Social Work's timelines in completion of all requirements for field instruction including, but not limited to the following:
 - *Field Placement Application*

- If a student leaves a field placement prior to completion, a final evaluation will be required.
- A signed submission of the student's hours completed at the end of each semester. All field hours **MUST** be completed by the last day of finals week. In the event of extenuating circumstances, and field hours have not been completed by the last day of finals week, a student review may be requested at the discretion of the Director of Field Education/BSW Field Coordinatorthe1-2

6.

10. Participate in two or three-way conferences with student, Faculty Instructor, and/or Field Coordinator as scheduled

professional behavior, Learning Contract, Recording for Learning (RFL) process, and Verification of Hours.

4. Monitor the progress of students through in-person student evaluation meetings held at the Field Agency. Telephone contact will occur as needed to meet the students' and Field Instructors' needs.
5. Monitor the progress of students through weekly student contact through the Seminar case consultation.

Provide a grade to each student for the Field Education classes at the end of the semester. The final grade is based upon the Field Instructor's evaluation, the student's progress towards the goals of their Learning Contract, and the meetings held with the student and Field Instructor during the placement. Ultimately, the determination of the final grade is the responsibility of the Faculty Instructor.

Placement Difficulties & Changing Field Placements

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:

- Poor academic performance
- Lack of student's ability to follow work-related policies
- Lack of necessary knowledge base for entry level practice
- 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 fall semester and updated at the beginning of the spring semester. Should student goals or expectations need to be modified, an addendum may be written. The learning contract is due by the date outlined in the Field Education syllabus. The learning contract reflects the Council on Social Work Education's

(CSWE) nine competencies and behaviors. The learning contract should be developed by the 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

3 = Accomplished. The student demonstrates academic integration of dimensions for competency.

4 = Practice Level. The student demonstrates applied competency.

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/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

Student Evaluation

Instructor is responsible for setting up a date and time that is agreeable to all participants involved with the site visit.

Students and Field Instructors are required to sign and/or approve in EXXAT the evaluation to indicate the evaluation has been read and discussed. If the student is not in agreement with the evaluation, a statement indicating “non-agreement” should be made by the student on the evaluation form.

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.

The student review begins with a written notice by the Director of Field Education, the BSW Field Coordinator, or the BSW Program Director outlining the concerns regarding the student’s performance in field. The student will then be required to attend a formal student review. During the review meeting, issues associated with field, concerns, and options will be addressed. The student will bring a written plan of corrective action to the meeting. The individuals invited to the student review will include the student, the Director of Field Education, BSW Field Coordinator, Field Education Course Faculty Instructor (if in place), and the BSW Program Director. Options as a result of the student review include:

- 1.

obligated to reassign students to a different clinical experience or facility based on vaccination status, or for any other reason.

Employer and student roles with regards to exemptions

If you are participating in a field placement for an organization you are employed by, and have received a medical or religious exemption for the COVID-19 vaccination (or any other vaccination), you must go through that process again, but this time in the student role. An employer exemption does not carry over to the CUWAA student role. Once a decision on the student exemption has been made from the organization, the approval form or email needs to be forwarded to the Director of Field Education.

Insurance

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

- Suggest general risk reduction guidelines for social work students.

Agency policy and safety risk factors will be discussed in field experience seminar class. It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where the student feels at risk or unsafe, the student needs to notify the Field Instructor as soon as possible, if not immediately. In addition, the student needs to contact either the Director of Field or the BSW Field Coordinator immediately.

The goals of risk prevention and management strategies should be to:

- Protect the student, staff, and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally, rather than in actions.

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 entering a potential crisis situation. Always let your Field Instructor know when you leave the agency to make a home visit or off-site meeting, and at what time they can expect you to return.

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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 A – Field Instructor Information Form

DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTOR INFORMATION

The Council on Social Work Education (CSWE) requires our program keep documentation on field instructors. This form will only need to be completed once and kept on file electronically.

Name (Print) _____

Agency/Organization:

Agency Address:

Agency Phone Number: _____

Agency Email Address: _____

How long have you been in your current positions?

How long have you been in the field of Social Work? _____

Education:

Baccalaureate Degree: BSW Other

Field: _____

Year of Graduation:

Master's Degree: (if applicable) MSW Other:

Field: _____

Year of Graduation:

Doctoral Degree: (if applicable)

Field: _____

Year of Graduation:

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 _____ Preferred Phone _____

Home Address _____

Current Address _____

Expected Date of Graduation _____

Please list the names of two agencies where you are interested in completing a field placement.

1. _____

2. _____

What type of setting would you like for field experiences?

Population of Interest: (Rank 1, 2, and 3)

Children

Youth

Adults

Families

Older Adults

Persons with Disabilities

Other Populations (mental health, LGBTQ, ethnic, homelessness, health care, etc.)

Fields of Practice: (Rank 1, 2, and 3)

Advocacy/social justice

Family preservation/child welfare

Addiction

Mental Health

Homelessness/low income

Medical Social Work

Domestic Violence

Other Interests _____

Social Work Administration

Community Action

Political Advocate

Disability

School Social Work

Older Adult Settings

Hospice

Briefly explain why you selected these areas:

What are your career goals?

APPENDIX C –

STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. **To complete the 200 hours a semester, a target of 12-14 hours per week will typically meet the requirement for the semester.**

Monday _____	Thursday _____
Tuesday _____	Friday _____
Wednesday _____	Saturday _____
	Sunday _____
Total Weekly Hours _____	

Field Instructors and students are expected to schedule a one hour meeting weekly to discuss the learning experience and development of competencies.

EVALUATION

The evaluation of a student's field performance is an ongoing process and occurs in both on-going verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort.

You will find bulleted qualifiers under each of the behaviors. ***Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student.*** Keep in mind that the rating should reflect the student's progress *at this point* in the overall internship. If the student's internship experience does not include tasks or activities related to the competency enter a "N/A" in the section. Please complete the questions at the end of the evaluation. N4 (r)N4 (e-6 (atof)-7 (p)-2 (he6

- **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.

Competency Rubric for the Evaluation of Student Performance: Field Instructor's, please use the following Likert Scale to evaluate student performance in each of the behaviors and competencies listed below.

Rating Scale Criteria—5-Point Likert Scale

Please note: Assignments and activities identified in the learning contract 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/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

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Competency Behaviors	Student Behaviors	Score	Learning Activities	
A. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<ul style="list-style-type: none"> • Uses NASW Code of Ethics when discussing decision-making • Describes own thoughts and emotions when describing responses to client 		Use supervision and evaluation to plan for ongoing professional and learning growth Journal Reflection paper Completion of RFL—supervision process (Fall) 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 reference the NASW Code of Ethics	
B. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<ul style="list-style-type: none"> • Student is punctual; attends during scheduled hours; communicates with supervisor about absences • Student contributes to case notes according to agency expectations • Student adheres to agency dress code 			
C. Use technology ethically and appropriately to facilitate practice outcomes.	<ul style="list-style-type: none"> • Student follows agency guidelines for computer usage 			
D. Use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> • Meets weekly for one hour with supervisor or designee • Student is prepared to describe cases and pose questions 			

Assessment of Dimensions

Assessment—Please use t(w)5.1 4 Tm(27.2 332.64 Tm[P]-1.5 (l)2.9 ne L)65.4 (an)-4k7.2 332erPwnr22

<p>Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.</p>	
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<p>Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by</p>	
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<p>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</p>	<p>Field Instructor's Evaluation of Dimensions (Use Likert Scale)</p>
<p>Knowledge—Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment Knowledge framework.</p>	<p>MCID 12 BDC q58.8 592.3</p>



<p>that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</p>	<p>research to inform decisions pertaining to practice, policy, and programs.</p>			
<p>Assessment of Dimensions</p>				
<p>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</p>				<p>Field Instructor's Evaluation of Dimensions (Use Likert Scale)</p>
<p>Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.</p>				
<p>Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These core values inform the practice of social work and underpin the ethical perspective, underpin the ethical</p>				

the delivery of and access to social services.

population in a culturally responsive manner

Describe barriers and catalysts of service delivery to agency clients

Meet with the agency/Department director to discuss mission and functions of agency

Give examples of key Federal and State policies that impact the agency

Completes Agency Organizational Analysis paper (Fall)

<p>Values – Service, social justice, the dignity and worth of the person, the importance of human 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 and implicit curriculum and frame the profession’s commitment to respect all people and the quest for social, racial, economic, and environmental justice.</p>	
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Skills – Student demonstrates the ability to develop, create, and utilize a person-

			determine appropriate intervention outcomes Completes RFL Journal Reflection paper	
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Assessment of Dimensions

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

- Student will describe current case status using linear and circular thinking

and discuss with your Field Instructor

Review client files to determine progress toward agree upon goals

Identify and apply human behavior theories as they apply

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APPENDIX D

Very well	Fairly well	In some areas	Somewhat	Not at all
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

7. List what you found least helpful for learning and your perception of why it was not helpful.
Please try and offer concrete examples.

8. What changes would you recommend related to your field placement?

9. Would you recommend this agency or organization for future student internships?

- _____ yes, highly recommended
- _____ yes, but with reservations
- _____ no, because:

Any additional comments

10. Do you have any suggestions as to how the program can make your experience with field better?

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

Inter-Professional Education Certificate May 2017

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

Field Placement

Fox County Homeless Coalition
 Fox, Wisconsin

- Worked in the street rescue program for homeless families
- Worked in the Homes for the Homeless program facilitating shelter and transitional living placements
- Food for the Hungry Program
- Distribution of warm coats in the winter
- Provided transportation for homeless seeking job placements
- Attended school meetings with mothers of homeless children
- Provided after school activities, tutoring and supervision for children ages 6 – 12
- Distribution of Christmas gifts to families living in shelters and transitional living facilities
- Distribution of Christmas food baskets to former clients of the coalition during Christmas, Easter and Thanksgiving holidays

Service Learning/Volunteer Experience

- Volunteered at Christ's Shelter for the Homeless and Soup Kitchen
 - Served meals with church youth group for 1 time each month for 12 months, 2017
- Camp Counselor
 - Camp Lutheran Church LCMS
 - f* June 2015 (6/1/15 – 6/20/15)
 - f* June 2014 (6/1/14 – 6-20/14)
- Volunteer Vacation Bible School
 - Humanity Lutheran Church, Somewhere Wisconsin 2013, 2012, 2011
 - f* Annual vacation bible school 2 weeks annually
 - Children 5 – 8
 - Children 9 – 12

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

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, <https://catalog.cuw.edu/undergraduate/student-conduct/>, adhere to and comply with the NASW Code of Ethics, www.nasw.org, and increasingly demonstrate professional maturity as they matriculate through the social work program.

The following are professional standards with areas of concern that may indicate a student is unable or unwilling to follow the standards for professional Social Work set forth by the profession. The following is not all inclusive and is subject to amendment. Failure to comply with these professional standards will result in a *student review* and potentially

- Is open to feedback from peers/faculty
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk
- Conducts him/herself according to the NASW Code of Ethics

Conduct & Behavior Indicators of Concern

- Violation of the NASW Code of Ethics, CUWAA Student Code of Conduct, or the Department of Social Work Code of Conduct
- Disrespectful behavior toward faculty on or off duty
- Appears to create conflict in class which impedes learning and/or building effective relationships
- Consistently late for class, or leaves class early
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class

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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 <https://catalog.cuw.edu/undergraduate/student-conduct/>.

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 adhere to and comply with the CUWAA Code of Student Conduct, Social Work Student Handbook, Social Work Field Manual, the Department of Social Work Code of Conduct and the NASW Code of Ethics.

Print Name

Signature

Date
