

SOWK 310: Checklist

- Meet with Course Instructor during 1st week (due by 8/23)
- Complete Field Placement Questionnaire Form (due by 8/23)
- Complete Field Placement Essay (due by 8/23)
- Field Director match student with Field Placement (due by 8/31)
- Field Director contacts Field Instructor (due by 8/31)
- Student Contacts Field Instructor within 7 days (due by 9/7)
- Background check (FBI and BCI) (due by 9/17) **BEGIN IMMEDIATELY**
 - Pay fee of \$48 to business office (can pay on the website) and get receipt
 - <https://commerce.cashnet.com/acpay?itemcode=AC-FBIBCI>
 - Take receipt to security office in Lovett Hall
 - Have originals sent to Professor Megan Gonyer (The University of Findlay, 1000 N Main St., Findlay, OH 45840)
- Student Completes Toxicology Screening (due by 9/17) **BEGIN IMMEDIATELY**
 - Cost is \$47
 - Go to Well At Work (3949 N Main St, Findlay, 419-425-5121), no appt. needed, hours are 8-5
 - have results sent to: Megan Gonyer (e-mail) Gonyer@findlay.edu
 - Or fax to: 419-434-5405
 - If option to mail, send to:
 - 1000 N Main St. ATTN Megan SOWK Findlay, OH 45840
- Send final essay to field placement (due by 9/17)
- Student review Field Placement Interview Protocol (due by 9/17)
- Student interviews with Field Placement (due by 9/28)
- Student completes paperwork required by agency (due by 10/5)
- Student completes Field Placement Contract (due by 10/5)
- Student Completes Learning Contract (due by 10/12)
- Mid-term Field Evaluation Form completed by field instructor (due by 11/1)
- Final Field Evaluation Field Instructor Form Completed (due by 12/7)
- Final Field Evaluation Student Form Completed (due by 12/7)
- Student Evaluation of Field Placement completed (due by 12/7)

Field Placement Agency and Instructor Data Form

Agency Name: _____
Street Address: _____
City and Zip Code: _____
County: _____ Phone: () _____

Agency Executive: _____
Title: _____ Phone: () _____
E-Mail _____ Website _____

Field Instructor (if different from above): _____
Title: _____ Phone: () _____
E-Mail _____ Website _____

Person to whom further practicum related correspondence should be addressed if different from above: _____

1. Field Practicum Agency Information:

Check the primary focus of the agency:

- | | |
|--|--|
| <input type="checkbox"/> Aging | <input type="checkbox"/> Industrial/Occupational Social Work |
| <input type="checkbox"/> Alcohol, Drug or Substance Abuse | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Political |
| <input type="checkbox"/> Community Planning | <input type="checkbox"/> Public Assistance/Public Welfare |
| <input type="checkbox"/> Corrections/Criminal Justice | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Family and/or Children's Services | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> Group Services | _____ |
| <input type="checkbox"/> Health | _____ |

Regular agency days and hours: _____

Will students be expected to participate in evening hours on practicum days?

No Yes (Please explain) _____

Are students covered by an agency liability insurance?

No Yes

Does your agency allow students who have had prior legal involvement?

No Yes

Explain if needed: _____

Please check all of the following which are required of practicum students:

- A car on practicum days.
- Valid Ohio Driver's License.
- State of Ohio certifications as _____
- Special insurance coverages (auto, health, etc.). Please specify: _____

- Special health screening or medical tests. (TB, a physical examination, etc)
Please specify: _____

Are there limits placed on student activities by third party payers, accrediting standards, etc.?

- No
- Yes (please describe): _____

2. Please check the types of assistance available to students:

NOTE: Mileage reimbursement for practicum-related travel is expected.

- Scholarships. Amount and type: _____

- Overnight housing if needed.
- Mileage reimbursement. Please describe: _____

- Parking reimbursement.
- Other. Please describe: _____

Please check all that apply:

- Office space:
 - Individual,
 - Share with other students,
 - Share with Practicum Instructor,
 - Share with other staff.
- Interviewing space:
 - Individual,
 - Share with other students,
 - Share with Practicum Instructor,
 - Share with other staff.
- Record keeping:
 - Weekly,
 - Monthly,
 - Quarterly.

3. Field Instructor Information:

EDUCATION:

PROFESSIONAL EXPERIENCE:

CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

Name: _____

Signature: _____

Date: _____

The University of Findlay
Social Work Program
FIELD PLACEMENT QUESTIONNAIRE

1. Name: _____ Date: _____

Student ID Number: _____

Cell Phone Number: _____

Overall GPA (most recent): _____

UF E-mail Address: _____

Address while in Placement: _____

2. Where will you reside while in placement? _____

3. Do you have a valid driver's license? Yes _____ No _____

4. Do have a reliable car for transport to and from placement? Yes _____ No _____

5. Are you in need of any accommodations for a disability? Yes _____ No _____

6. Previous Courses Taken:

| Social Work Courses | Grade | Other Related Courses | Grade |
|---------------------|-------|-----------------------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

7. Previous Social Work Related Experiences (volunteer, field placement or paid)

8. Student Class Schedule During Placement and Other Responsibilities

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

9. Interests Regarding Type of Placement: (mark 1st and 2nd choice in each group)

Fields of Practice:

Population:

_____ mental health

_____ children

_____ child welfare

_____ adolescents

_____ developmental disabilities

_____ adults

_____ medical social work

_____ elderly

_____ community planning/
policy making

_____ homeless shelter

_____ domestic violence

_____ substance abuse

_____ Dept. of Social Services (Welfare)

_____ elderly recreation center

_____ criminal justice

_____ adult/juvenile corrections

_____ adult/juvenile probation/parole

_____ nursing home

_____ other (specify): _____

10. Strengths/Weaknesses (indicate, briefly, what you feel are your strengths and weaknesses as a helper):

11. Dual Roles or Conflicts of Interest: Please briefly describe any potential conflicts of interest that may affect the suitability of your performance in field placement or the suitability of a match. This includes but is not limited to:

A.) Are you or a close family member receiving services from a potential internship or have you in the past? Yes _____ No _____

B.) Do you have family members or friends employed by an agency that could become a potential internship for you? Yes _____ No _____

C.) Are there any issues that may affect your functioning in your internship (recent familial death, significant life event, counseling, etc.)? Yes _____ No _____

D.) Are there any other issues that may affect your performance in field placement? Yes _____ No _____

If you answered yes to any of the above, please explain:

12. Legal Involvement:

Have you had ANY legal involvement? Including: drug/alcohol related charges, bad checks, traffic violations, speeding, shoplifting, assault, verbal threats, etc.?

Yes _____ No _____

If you answered yes, please explain:

13. Have you ever been convicted of a felony? Yes _____ No _____

If you answered yes, please explain:

14. What do you feel you need to learn in field placement? What are some skills you hope to become stronger in? _____

Student Signature and Date

The University of Findlay
Social Work Program

SOWK 310
Field Placement Essay

Prior to consideration for formal admission to the Social Work Program, students are enrolled in SOWK 310: Field Instruction I, in which they are offered the opportunity to observe professional social workers. In this initial level of field placement, students are responsible for assuming an active role in observing the professional activities within a human service agency and for actively processing their observations and reactions to the social work profession.

In a cohesive essay, please answer the following questions in paragraph form. Answers should be typed using size 12, Times New Roman font. Answers should be thorough and professional. This essay, along with the Field Placement Questionnaire should be turned in to the Coordinator of Field Education. You will also give a copy of this essay to your field instructor at your placement agency.

1. Describe your primary reasons for selecting social work as a major and as a possible career.
2. Describe any previous experience you've had with professional social workers and any impact this may have had on you.
3. Describe any previous employment or volunteer experience you've had related to "helping" people and also what you learned from this experience.
4. Review your personal and professional goals and describe how this field placement experience may help you realize them.
5. Are there any work settings, types of social problems, or population groups that you are particularly interested in OR are definitely not interested in? If so, please explain.
6. List below any family, employment, or other extra-curricular commitments (e.g., involvement in athletic programs) which may limit your availability to observe field agency activities during the day/week. Consider your day and evening commitments and describe which of these offer little to no flexibility in scheduling.

Field Placement Interview Protocol

Listed below are items for review during the formal meeting with the prospective Field Instructor. In preparation for this interview, students will have completed and mailed a copy of the **Field Placement Essay** to the **Field Instructor** in advance of this interview.

1. Field Placement name, address, telephone number, e-mail addresses
2. Name(s) of Field Instructor(s)
3. Days and hours that the student is expected in the agency
4. Necessity of a car in completing assignments
5. Transportation of clients in personal car (and liability coverage)
6. Dress code
7. Field Instructor's planning for face-to-face conferences
8. Specific learning opportunities and experiences available to student
9. Specific interests and learning objectives of the student
10. Degree and extent of direct client contact, e.g., face-to-face interaction with various client populations
11. Degree and extent of indirect services, e.g., research, planning, administrative and community meetings, fund raising, etc.
12. Specific expectations of the Field Instructor
13. Procedure for absences and student emergencies
14. Procedures for making up days missed
15. Student class and work schedule and agency hours

The University of Findlay
Social Work Program

FIELD PLACEMENT AFFILIATION AGREEMENT

This agreement is made between The University of Findlay and _____ of Ohio. It establishes a relationship between the agency and school for the purpose of providing a field-based educational learning experience for the social work students of The University of Findlay. This agreement may be broken by notice of either party, but both parties are to keep the needs of the student uppermost in making such a decision.

The agency and University mutually agree to the following:

I. The agency will:

1. provide the student with social work experiences that will meet the objectives for the student's learning experience;
2. adhere to the values and ethics articulated in the NASW Code of Ethics;
3. follow affirmative action and equal opportunity standards vis-à-vis race, creed, gender, and sexual orientation;
4. provide a supervisory person (preferably an MSW, BSW, OR LSW) who is approved by the University and who has the expertise and experience to provide for the student's learning experience;
5. be listed as an affiliate agency of the Social Work Program of The University of Findlay;
6. allow the field instructor appropriate time to carry out his/her responsibilities to the student including adequate supervisory time;
7. permit the field instructor time to be involved in field supervisors' meetings on campus;
8. Respect the student's position as a beginning professional social worker by making assignments in the student's skill range designed to enhance learning, providing suitable work space, and by promoting and appropriate relationship with other staff;
9. Collaborate with the students in formation of a learning contract which establishes goals and objectives for the semester;
10. Complete a midterm and final evaluation of the student's performance.

II. The University of Findlay Social Work Program will:

1. Provide adequate liaison through the Director of Field Instruction so that the objectives and expectations of the Social Work Program can be understood and any concerns or problems handled promptly;
2. Coordinate the selection of students designated for field placement;
3. provide educational seminars for enhancing the field supervisor's ability to work with undergraduate students in social work and for understanding the curriculum;
4. provide Field Instructors with continuing education programs sponsored by the university;
5. provide a field manual that contains a description of the expectations and objectives of the field instruction program;
6. provide material for an evaluation of students while they are in field placement and assume final responsibility for grading;
7. Respect the agency's role in providing supervision of the student's assignments;

8. Incorporate field instructor feedback into the evaluation of the student;
9. Provide students with a weekly field placement seminar to further consolidate their learning experiences.
10. secure the agency's acceptance of a specific student.

I hereby agree to the above contractual conditions:

THE UNIVERSITY OF FINDLAY SOCIAL WORK PROGRAM DIRECTOR

THE UNIVERSITY OF FINDLAY SOCIAL WORK DIRECTOR OF FIELD INSTRUCTION

AGENCY FIELD INSTRUCTOR

AGENCY DIRECTOR

DATE

**The University of Findlay
Social Work Program**

FIELD PLACEMENT CONTRACT

The following understanding between The University of Findlay and _____
_____ is for the purpose of providing a field work educational
experience for _____. It is the intent of this
agreement that the University, the agency, and the student will carry out their
commitments to each other and work together to make field work a meaningful
learning experience.

I. The agency will:

1. provide the student with social work experiences that will meet the objectives for the student's learning experience;
2. adhere to the values and ethics articulated in the NASW Code of Ethics;
3. follow affirmative action and equal opportunity standards vis-à-vis race, creed, gender, and sexual orientation;
4. provide a supervisory person (preferably an MSW, BSW, OR LSW) who is approved by the University and who has the expertise and experience to provide for the student's learning experience;
5. be listed as an affiliate agency of the Social Work Program of The University of Findlay;
6. allow the field instructor appropriate time to carry out his/her responsibilities to the student including adequate supervisory time;
7. permit the field instructor time to be involved in field supervisors' meetings on campus;
8. Respect the student's position as a beginning professional social worker by making assignments in the student's skill range designed to enhance learning, providing suitable work space, and by promoting and appropriate relationship with other staff;
9. Collaborate with the students in formation of a learning contract which establishes goals and objectives for the semester;
10. Complete a midterm and final evaluation of the student's performance.

II. The University of Findlay Social Work Program will:

1. Provide adequate liaison through the Director of Field Instruction so that the objectives and expectations of the Social Work Program can be understood and any concerns or problems handled promptly;
2. Coordinate the selection of students designated for field placement;

3. provide educational seminars for enhancing the field supervisor's ability to work with undergraduate students in social work and for understanding the curriculum;
4. provide Field Instructors with continuing education programs sponsored by the university;
5. provide a field manual that contains a description of the expectations and objectives of the field instruction program;
6. provide material for an evaluation of students while they are in field placement and assume final responsibility for grading;
7. Respect the agency's role in providing supervision of the student's assignments;
8. Incorporate field instructor feedback into the evaluation of the student;
9. Provide students with a weekly field placement seminar to further consolidate their learning experiences.
10. secure the agency's acceptance of a specific student.

III. The student will:

1. Collaborate with the Director of Field Instruction and the Agency Field Instructor in relationship to the parameters of the placement, viz., arrangement of appropriate interviews and establishment of a viable schedule.
2. Adhere to the principles espoused in the NASW Code of Ethics (see attached).
3. Uphold the principle of confidentiality as detailed in the NASW Code of Ethics.
4. Adhere to the policies and procedures of the field placement.
5. Maintain appropriate professional behavior, including appropriate dress and punctuality.
6. Arrange for transportation to the field placement.
7. Notify the Agency Field Instructor in the event that the student, for reasons of emergency, cannot be present on a scheduled placement day. The student will contact the Agency Field Instructor directly to inform him/her of the absence with as much notice as possible. Those hours are then to be rescheduled in collaboration with the Agency Field Instructor.
8. Establish a Learning Contract in collaboration with the Field Instructor.
9. Complete the necessary number of hours allotted for the field placement.
10. Complete a self-evaluation of performance in the field placement at the end of the semester.
11. Attend the weekly field placement seminar course.
12. Senior students obtain liability insurance through NASW as a prerequisite to entering the field placement.
13. Students will obtain a background check (FBI, BCI), sending one copy to the Field Director of the Social Work Program who can then disseminate to the field instructor and/or agency.
14. Students will complete a toxicology screening and have the results sent to the Field Director of the Social Work Program who can then disseminate to the field instructor and/or agency.

15. Students acknowledge they have been given access to the Social Work Program Field Manual, University Level Policies, as well as Social Work Program policies prior to beginning to field experience.

This agreement was signed on _____ by the following
(Date)

participants for _____.
(Term)

Student

Field Instructor

Director of Field Instruction/ Course Instructor

The University of Findlay
Field Instruction II: SOWK 310

LEARNING CONTRACT

Student:

Student Cell Phone Number:

Agency:

Field Instructor:

Field Instructor Phone Number: _____ Field Instructor E-Mail: _____

Schedule: Days, Times, Months

**Additional hours when necessary to observe important client or agency events.

For SOWK 310, the student must complete 60 hours of placement time. Students should schedule these hours evenly throughout the semester. The following 9 competencies have been identified by the Council on Social Work Education and guide students in learning objectives. 2 Learning activities should be listed under each competency. 1 specific objective may be listed under each learning activity. Some examples have been provided for you. While some of these examples are quite in depth, your activities and objectives may be geared more towards observation rather than hands-on activities.

A. Student demonstrates ethical and professional behavior.

- a. Demonstrate professional behavior in appearance, communication, and behavior
 - i. Identify appropriate dress for placement in the interview process prior to beginning
- b. 2nd learning activity
 - i.

B. Student Engages in diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

- a. To become familiar with the variety of age, racial, cultural, religious, financial, gender/sexuality differences comprising the agency population.
 - i. Discuss with field instructor how these issues affect client response to problems and solutions in supervision
- b. 2nd learning activity
 - i.

C. Student participates in advancement of human rights and social, economic, and environmental justice.

- a. Observe ways in which the agency advocates for more responsive community-wide collaborative practice to address local housing needs.
 - i. Attend community planning meeting with field instructor.
- b. 2nd learning activity
 - i.

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

- a. Gain experience in data gathering requirements of the agency and function of this in regards to funding sources.
 - i. Review a variety of monthly and annual reports.
- b. 2nd learning activity
 - i.

E. Student engages in policy practice

- a. Become familiar with agency policy and procedures
 - i. Within the first 2 weeks, I will read the agency policy manual and review with instructor
- b. Understand good documentation within the agency

F. Student will engage with individuals, families, groups, organizations, and communities

- a. Use empathy, reflection, and interpersonal skills to engage diverse client systems
 - i. Will observe and/or engage in interviews with clients
- b. 2nd learning activity
 - i.

G. Student will assess individuals, families, groups, organizations, and communities.

- a. Develop mutually agreed upon intervention plan and goals with client.
 - i. Complete intake assessment with a new client according to agency policy by the end of the 1st month.
- b. 2nd learning activity
 - i.

H. Student will intervene with individuals, families, groups, organizations, and communities.

- a. Critically choose and implement an intervention strategy to achieve client goals
 - i. Assist in facilitation of individual or group meetings in agency setting
- b. 2nd learning activity
 - i.

- I. Student will evaluate with individuals, families, groups, organizations, and communities.**
- a. Be able to select and use appropriate methods for evaluation of practice outcomes
 - i. Discuss and review agency monthly/quarterly/annual reporting requirements with field instructor
 - b. 2nd learning activity
 - i.

Student Signature

Agency Field Instructor Signature

Coordinator of Field Instruction Signature

Date Signed

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 =The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

To the Field Instructor: You are encouraged to write comments to expand upon any competency rating. All items need at minimum a number rating. Please rate the student accurately according to their demonstrated performance as this highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals. You will see two rating options for each practice behavior. Please complete the top row in each box at midterm and the bottom one at the final evaluation period.

| Competency 1: Demonstrate Ethical and Professional Behavior | Comments |
|---|-----------------|
| <p><u>Practice Behavior 1:</u> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> | |
| <p><u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> | |
| <p><u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> | |

| | | |
|---|--|------------------------|
| <p><u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Competency 2: Engage Diversity and Difference in Practice</p> | | <p>Comments</p> |
| <p><u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 7:</u> Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 8:</u> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> | | <p>Comments</p> |
| <p><u>Practice Behavior 9:</u> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 10:</u> Engage in practices that advance social, economic, and environmental justice.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |

| Competency 4: Engage in Practice-informed research and Research-informed Practice | | Comments |
|--|---|-----------------|
| Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Competency 5: Engage in Policy Practice | | Comments |
| Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Practice Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |

| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | | Comments |
|--|---|-----------------|
| <u>Practice Behavior 17:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 18:</u> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | | Comments |
| <u>Practice Behavior 19:</u> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 20:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 21:</u> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 22:</u> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | | Comments |
| <u>Practice Behavior 23:</u> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |

| | | |
|---|--|------------------------|
| <p><u>Practice Behavior 24:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 25:</u> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 26:</u> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p> | | <p>Comments</p> |
| <p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p><u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |

| | | | | | | |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|

Overall, do you feel this student demonstrated a level of competence required for entry-level social workers? _____ Yes _____ No

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education _____

University of Findlay
SOCIAL WORK PROGRAM
JUNIOR FIELD PLACEMENT EVALUATION FORM
Student Form
Social Work 310

Name of Student: _____

Agency: _____

Field Instructor: _____

Total Hours Student Completed in Field: _____ (60 Hours Required)

This evaluation provides an opportunity for students to assess their knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing your performance.

To be completed at the Final Evaluation only:

- I. Briefly list or describe the activities you have been involved in during the semester.

- II. Identify your strengths related to field placement.

- III. What areas do you think you could improve in?

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 = The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

To the Student: Please complete the following rating of yourself based on self-reflection.

| Competency 1: Demonstrate Ethical and Professional Behavior | Comments |
|---|--|
| <p><u>Practice Behavior 1:</u> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> | <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> |
| <p><u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> | <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> |
| <p><u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> | <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> |
| <p><u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.</p> | <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> |
| <p><u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.</p> | <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> |
| Competency 2: Engage Diversity and Difference in Practice | Comments |
| <p><u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> | <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> |

| | | |
|---|---|-----------------|
| <p>Practice Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Practice Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> | | Comments |
| <p>Practice Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Practice Behavior 10: Engage in practices that advance social, economic, and environmental justice.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Competency 4: Engage in Practice-informed research and Research-informed Practice</p> | | Comments |
| <p>Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Competency 5: Engage in Policy Practice</p> | | Comments |
| <p>Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <p>Practice Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |

| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | | Comments |
|--|---|-----------------|
| <u>Practice Behavior 17:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 18:</u> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | | Comments |
| <u>Practice Behavior 19:</u> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 20:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 21:</u> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 22:</u> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | | Comments |
| <u>Practice Behavior 23:</u> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 24:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 25:</u> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 26:</u> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |

| | | |
|---|---|-----------------|
| <u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities | | Comments |
| <u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |
| <u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 | |

Comments:

Signature of Field Instructor: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Coordinator of Field Education _____

University of Findlay
Social Work Program
Student Evaluation of Field Placement

Student: _____

Field Placement: _____ Date: _____

It is important for students to be given the opportunity to evaluate their field practicum agency. It helps all parties involved in understanding and improving the practicum experience. The student will complete the following evaluation and rate the agency and instructor based on the following criteria.

Students please rate each question on a scale of 1-4 on the line provided before each question.

- 1- Unsatisfactory
- 2- Adequate
- 3- Very Good
- 4- Superior

Your Field Agency:

- _____ 1. Interest and concern of agency for social work students
- _____ 2. Helpfulness of the orientation process
- _____ 3. Opportunities for training and education
- _____ 4. Support and cooperation from agency administration and staff
- _____ 5. Adequacy of support services (desk, phone) for students

Comments on the agency:

Your Field Instructor:

- _____ 1. Instructor's teaching techniques, skills, general approach to teaching

_____ 2. Supervisor's effectiveness in relating to and integrating field and classroom learning experience

_____ 3. Quality of working relationship with supervisor

_____ 4. Depth, diversity and range of agency assignments

_____ 5. Amount of regular supervisory time with field instructor

_____ 6. Availability of field instructor other than scheduled times

_____ 7. Interest shown in student's personal needs and progress

_____ 8. My assessment of this person as a supervisor

Comments on field instructor:

I would recommend this practicum to other students: Yes _____ No _____

Comments:

Do you have any specific suggestions as to how this field placement might be improved?

My signature below indicates that I have read and discussed this document.

Student Signature

Date

Field Instructor

Date

Director of Field Instruction

Date