

**Master of Social Work Program  
School of Social Work and  
Family Sciences  
The University of Akron  
  
MSW FIELD MANUAL**



**Akron, Ohio**

**April 1, 2022**



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# MSW FIELD EDUCATION MANUAL

School of Social Work and Family Sciences: [www.uakron.edu/socialwork/](http://www.uakron.edu/socialwork/)

The Graduate Social Work Program is accredited by the  
Council on Social Work Education

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## Overview of Field Education

The MSW program field education component is developed and designed to enable students to enhance their knowledge, skills, and values in advanced practice. They participate in experiential learning that facilitates their working with client systems at all levels. Field education, the signature pedagogy, is the curricular area that socializes the students into the social work

profession. Field education connects and integrates theory and practice. The learning opportunities that students engage along with experienced social work professionals with clients at all systems levels enhance the socialization process. Field practicum is designed concurrently with classroom learning to provide experiential learning opportunities for the application of social work theories and constructs, and the development of the student as a professional. The students enhance their abilities in the core competencies, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills.

The field education component functions within the context of the social service delivery systems in Northeast Ohio. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments. This phenomenon requires that the experiential learning component addresses the human needs of individuals within the context of their environment.

Field education component is comprised of a **generalist year** and a **specialist year**, where students gain experience in providing advanced practice. In the generalist year, field practicum assignments address problem solving with client systems, ranging from individuals to organizations and communities, program development and implementation, and professional use of self. In the specialist year, field practicum assignments address problem solving with either small (micro) or large (macro) client systems with a strong emphasis on their professional development. The field education component ensures that students enhance their abilities in understanding the purpose and values of the social work profession.

Field Education is viewed as the integrated process through which students will enact the core competencies:

- Competency 1 – Demonstrate Ethical and Professional Behavior
- Competency 2 – Engage Diversity and Difference in Practice
- Competency 3 – Advance human rights and social and economic justice
- Competency 4 – Engage in Practice-informed Practice and Research-informed Practice
- Competency 5 – Engage in Policy Practice
- Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students develop these competencies within settings through a range of practice and professional development assignments, which allow them to integrate knowledge, values, and skills acquired in the generalist and specialist areas, as well as to develop a reflective, self-evaluating practice stance.

The field education is an integral part of the social work curriculum and is required of all master level social work students. As a necessary complement to classroom education, the field

practicum provides students with opportunities to use advanced level knowledge, values, and skills through observational, imitative, and experiential learning. It is the field practicum experiences that socialize the students into the social work profession.

Field education has as its purpose to:

- make the necessary connections between class and field, theory and practice;
- transfer and integrate academic content, including content in social work values, ethics, and human diversity;
- develop the student's capacity and ability for advanced practice; and
- further the student's growth and development as a professional social worker.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers and other settings appropriate for generalist and specialist levels of social work learning. The MSW program is accredited by the Council on Social Work Education (CSWE), and, as such, adheres to CSWE standards for the field learning experience. Field education ensures that all students who graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying master social work education.

The field education component carries out the mission and goals of the MSW program. It is this component that actively engages the community in the educational process of the students. Health and human service agencies have freely provided opportunities for students to further enhance their growth and development through experiential learning. The reciprocal involvement of both the field education component and the agencies strengthens the service delivery system. The field education component recognizes its responsibilities to maintain an awareness of the political, social, economic, and environmental trends that impact the service delivery systems and the quality of life of individuals in Northeast Ohio, nationally, and internationally. The field education component reflects this awareness and incorporates this concept into preparing effective social work practitioners to provide professional leadership in the development of social service delivery systems.

The field education component of the MSW program carries out its mission and goals. Field practicum sites are selected on this basis. In addition, the field instructors are orientated and trained in how the students implement the program mission and goals.

## **MSW PROGRAM MISSION STATEMENT**

The MSW mission is to prepare competent, ethical advanced social work professionals committed to the dignity and worth of the person, scientific inquiry, the promotion of human and community well-being, human rights, and social, economic, and environmental justice. We strive to instill respect for human diversity, and to enhance the quality of life for all persons, locally and globally. We embrace the values of the social work profession, including service, integrity, and competency. Building upon a liberal arts education and grounded in generalist practice, our graduates specializing in micro and macro practice will aspire to address the most

pressing social problems, utilizing a range of skills, resources, and the person-in-environment framework. We advance the social work profession through collaboration with the community.

## **MSW PROGRAM GOALS**

- Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective micro and macro specialized practice with diverse client systems in various practice settings by utilizing best practices and a range of prevention and intervention methods.
- Promote the person-in-environment and strengths perspective that advances the values, ethics, and purposes of the profession while building upon a liberal arts-based education.
- Prepare students to identify the strengths, resiliency, and dignity and worth of diverse client systems to foster empowerment toward social, economic, and environmental justice, human rights, the elimination of poverty, and human and community well-being, from a local to global perspective.
- Prepare students to utilize scientific inquiry, best practices, research informed practice and critical thinking skills for effective and ethical social work practice.
- Partner with health and human service organizations to provide meaningful field experiences and supervision for micro and macro specializations to engage, assess, intervene, and evaluate with individuals, families, groups, and communities to enhance the quality of life for all persons.

The mission and goals inform the program competencies and practice behaviors. As students complete their learning activities and incremental tasks, they reflect advanced practice in providing services to client systems based upon the needs of the community served.

## **NON-DISCRIMINATION POLICY**

It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at The University of Akron because of race, color, religion, sex, sexual orientation, gender identity, age, national or ethnic origin, disability, military status, genetic information, or status as a veteran.

The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

<https://www.uakron.edu/ogc/legal-policies-and-procedures/nondiscrimination-policy.dot>

## CURRICULUM DESIGN FOR FIELD EDUCATION

It is the belief of the MSW program faculty that the integration of theory and practice in the field education component should take place most successfully over an extended period of time rather than compacted into a brief intensive period. Field is concurrent with applicable course work and extends over four semesters. Students are required to complete a total of 900 clock hours, 400 clock hours for the generalist year (200 hours each semester) and 500 clock hours for the specialist year (250 hours each semester). The following table illustrates the field design.

Field Year	Academic Year	Hours
<b>Generalist</b>	Full-time 1st of 2 years	200 hours/semester  16 hours/week
	Part-time 2nd of 4 years	
<b>Specialist</b>	Full-time 2nd of 2 years (Includes Advanced Standing)	250 hours/semester  17 hours/week
	Part-time 4th of 4 years	

### Areas of Responsibilities

#### FIELD STAFF AND STUDENT ROLES AND RESPONSIBILITIES

The central responsibility of the MSW Field Coordinator is the organization, implementation, and evaluation of field education. The field education component is operationalized with three primary roles which are: the Field Coordinator, faculty liaison, and field instructor. The MSW Field Coordinator and faculty liaison are employed by the Universities and the field instructor is employed by the agency. These three functions interrelate to guide and direct the students' learning process which will enable them to develop competencies in advanced practice.

**The MSW Field Coordinator** is expected to carry out the following responsibilities:

- Develop, evaluate, revise, and make available in collaboration with the assigned field contact person, the Field Education Committee, Field Advisory Committee, and faculty, the educational objectives, policies, procedures, and *MSW Field Education Manual*;
- Identify social service agencies that have the capacity to provide appropriate generalist and/or specialist year experiential learning that meet the requirements of field education in context with the MSW program and CSWE standards;
- Develop, implement, and update the affiliation agreements between the MSW program and those field agencies requesting such an agreement;
- Establish criteria for the selection and approval of agency staff as field instructors, as well as ensure the provision of time for attending activities, such as training and orientation and one hour per week supervision which involves monitoring and evaluating students' learning activities;
- Evaluate, in collaboration with assigned field contact persons, faculty field liaisons, the field instructors' and agencies' ability to meet the Program's expectations for field; approve the continued use of agencies and field instructors;
- Develop and maintain placement processes for students which involves practicum placements, orientation, and notifying academic advisors of academic performance and professional development related problems;
- Develop and implement student seminars that enhance academic learning and professional development that advances the students' knowledge, skills, and values in the social work profession.
- Plan for liaison coverage of field agencies in conjunction with the School of Social Work and Family Sciences Director, then notify students and faculty of their liaison assignments;
- Review student applications for field practicum and provide a field orientation for students entering or continuing the field practicum, which includes reviewing the application and placement process;
- Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the standards and requirements for all field placements in the Program;
- Develop and maintain a roster of viable field agencies;
- Develop and implement a formal process — including the forms — of evaluating students' field performance in accordance with the educational objectives of the program and CSWE standards;
- Maintain field education records, including student files such as application, Achievement Measure of Field Education (AMFE), referred to as Learning Activities and Evaluation tool, and narrative and hour logs;
- Maintain statistics on the field education component and report on its status to appropriate audiences on a regular basis.

**Faculty Liaison**

The faculty liaison is a qualified faculty member who serves as the representative to the student and the agency. The overall responsibility of the liaison is quality assurance of the field experience, assisting and ensuring that field education competencies and practice behaviors are being met by the field instructor and student. Liaison assignments are made by the School of Social Work and Family Sciences Director in conjunction with the MSW Field Coordinator during the first two weeks of the semester.

**The faculty liaison** assumes the following roles and functions:

1. **Linkage:** The liaison serves as a bridge between the MSW program, the agency, and the community. Responsibilities include:
  - Interpreting field education policies, procedures, and expectations of the MSW program to agencies;
  - Assessing the fit between theoretical concepts acquired in the classroom and experiential learning provided by the agency;
  - Developing appropriate contacts with relevant persons in the agency;
  - Identifying potential field placement sites in the community;
  - Staying abreast of pertinent changes, including policy, procedures, and organizational shifts of the professional community and keeping the MSW Field Coordinator informed of these changes;
  - Ensuring the Achievement Measure of Field Education (AMFE) tool and narrative and hour logs are completed and signed by the student, field instructor, and liaison.
2. **Consultant:** The liaison assists field instructors in connecting and integrating theoretical concepts and experiential learning, developing a process of facilitating students to achieve proficiency in program competencies, and operationalizing practice behaviors. This involves:
  - Facilitating the process of the field instructor, connecting and integrating theoretical and conceptual frameworks to experiential learning;
  - Determining and assisting the field instructor and students with the learning expectations included in Achievement Measure of Field Education (AMFE) tool, suggesting necessary changes to strengthen the learning activities;
  - Developing and maintaining a process of problem identification of academic performance or professional development that assures an early resolution of the situation;
  - Determining with the MSW Field Coordinator and other appropriate faculty whether the student should remain at the agency or should be placed in another agency. (See Field Problem Resolution Procedures.)
3. **Evaluation:** The liaison evaluates the performance of students and provides feedback on field instructors, agencies, and the Field Coordinator. This involves:
  - Assigning the student's grade for the field experience based on the Achievement Measure of Field Education (AMFE) tool, including the field instructor's evaluation and recommended grade, narrative and hour logs, and other sources relating to the student's performance;

- Submitting to the MSW Field Coordinator a semester review for each student indicating how the agency and the field instructor met the Program expectations and requirements;
- Completing the field instructor, agency and MSW Field Coordinator feedback forms;
- Submitting field documents to the MSW Field Coordinator by the defined deadlines.

In carrying out the above roles and functions, the faculty liaison is responsible for initiating contact with the field instructor and student in order to participate in the preparation and/or review of the Achievement Measure of Field Education (AMFE) tool. The early contact includes clearly communicating the liaison's responsibilities and availability.

- The first field visit is required within the first 4-7 weeks from the start of field, with no visit occurring later than the 8<sup>th</sup> week, unless approval has been received by the Field Coordinator. The second semester field visit can occur a little later but all field visits for second semester students must be completed no later than the 10<sup>th</sup> week.
- The first field visit includes a review of the student's work, the progress made in preparing Achievement Measure of Field Education (AMFE) tool and review of the baseline assessment, and the ability of the field instructor and student to work together.
- The liaison will do a check in with the student and field instructor toward the end of the semester that includes a review of the student's work and consultation regarding the formal evaluation process. Additional visits are necessary whenever field-related problems develop.
- Other contacts, such as informing field instructors of the appropriateness of the Learning Activities on the Achievement Measure of Field Education (AMFE) tool or reminders to submit field related documents, may be made by telephone or e-mail.
- When a change in faculty liaison is unavoidable, the MSW Field Coordinator will inform the newly assigned liaison, and the new liaison is then expected to contact the field instructor and the student to determine if a field visit is indicated and proceed as usual.
- Liaisons are available for phone or in-person consultation as needed.

## **Field Instructor**

The field instructor is the student's primary field learning resource and is the agency's representative to the Program. To be eligible, the field instructors must have: their MSW degree from an accredited school of social work, at least two years of post-MSW experience in an agency/institutional setting, at least one year's experience with the field agency or serve in a supervisory/management position, and expressed interest and willingness to accept the field instructor's role and responsibilities within the program's field education framework. Exceptions are made on an individual basis dependent upon agency's learning opportunities. In the situation

where rare exceptions are made, a faculty liaison will perform this role and facilitate the agency's task supervisor's ability and capacity to provide experiential learning.

**The field instructor** is expected to carry out the following responsibilities:

- Orient the student to the agency, staff and field instruction staff;
- Work with student as they develop their Achievement Measure of Field Education (AMFE) tool, ensure implement the Achievement Measure of Field Education (AMFE) tool during the first four weeks of field in collaboration with the student; The learning activities from the AMFE specifies learning experiences that will help the student achieve his/her learning for each behavior under each competency and field education requirements;
- Schedule weekly face-to-face supervisory sessions with the student for a minimum of 1 to 1 ½ hours;
- Identify appropriate learning activities for the student to achieve a benchmark of skill development for each behavior, and provide a broad range of agency experience;
- Review regularly the student's work and time accrual, maintain an ongoing evaluation of the student's progress and complete written evaluations of the student at the end of each semester, including a recommended grade;
- Support the student's initiative in gaining access to other learning experiences and resources in the agency and professional community when needed;
- Confer with the faculty liaison for mutual planning, review, and evaluation of the field experience;
- Inform the faculty liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the liaison and the student; (See Field Problem Resolution Procedures)
- Participate in orientation and training activities for new field instructors;
- Provide information to the MSW Field Coordinator to assist in the future use of the agency as a placement site, including the field instructor's interest in continuing service as a field instructor.

There are two important aspects of the field education component relevant to field instructors becoming competent in the process of developing experiential learning activities for the students. The field instructors who are new to the program are given an orientation to the expectations and guidelines for working with students. These sessions are provided by the faculty and members of the Field Education Committee. The agenda for learning and orientation sessions includes subject matter content such as: orientating the student to the agency, involving agency protocol, policies, and procedures, facilitating the field instructor's capacity and ability to provide experiential education, helping the field instructor to process the students' apprehension and hesitancy in experiential learning, and monitoring and evaluating the students' progress in their learning. The field instructors gain information on how students work through the stages of the learning process. Those field instructors who have worked with the MSW program previously have opportunities to attend training sessions.

## **Field Agency**

The agency is selected as a field site based on criteria including: educational philosophy, use of qualified professionals for field instruction, student opportunity for diversity in clients and client situations and for employing a strengths-based perspective, empowerment approach with and on behalf of client systems, and promotion of sound professional practice.

**The field agency** can be expected to carry out the following responsibilities:

- Accept students without regard to age, gender, race, ethnicity, religion, sexual orientation, physical ability, or veteran status;
- Assign a field instructor qualified to provide experiential learning who is approved by the MSW program;
- Provide the field instructor with sufficient time and resources to carry out field instruction responsibilities with the student and the program;
- Provide the students with resources necessary to carry out learning assignments such as the telephone, place to interview clients, adequate records and documents, and travel reimbursement for authorized activity;
- Provide students with opportunities to carry out the social work process with clients from engagement through termination, toward the enhancement of client well-being;
- Provide students with exposure to group process with clients and/or staff and with opportunities to relate to community groups on behalf of the agency;
- Provide students the opportunity to participate in staff meetings, agency studies or research, agency conferences, and policy group meetings as appropriate;
- Provide students with opportunities to employ practice knowledge, values/ethics, and skills toward the amelioration of adverse environmental conditions affecting those served by the agency;
- Provide students with interaction with members of diverse client populations, such as racial and ethnic minorities, gay men, lesbians and bisexuals, transgendered, the aged, the poor, the disabled, and other vulnerable or oppressed groups;
- Provide timely information to the MSW Field Coordinator such as written descriptions of the agency's services and learning opportunities for students, acceptance of field students, and staff/policy/program changes affecting field education;
- Have sufficient staff to develop and maintain the service delivery of the agency without reliance on students.

## **Field Student**

The basic responsibility of the student is to acquire knowledge, skills, and values of the social work profession that will enable him/her to accomplish the program competencies through operationalizing practice behaviors. The student, in conjunction with the field instructor, is responsible for developing learning activities for each behavior under each competency. Specific expectations of the student are described in detail in the section on the educational outcomes for

the field. However, students are also expected to carry out the following responsibilities:

- Submit in a timely manner all required field documentation, such as: application, before/after interview, agency acceptance, student statement of understanding, field at place of employment proposal, if applicable, the Achievement Measure of Field Education (AMFE) tool and narrative and hour logs as required;
- Attend and/or complete all required field orientations and seminars to discuss field and other topics relevant to social work practice;
- Read and become familiar with all field documents, requirements, policies, and procedures;
- Assume the cost of the platform for field documentation as well as any background check, physical examination, and mileage if required by the agency;
- Assume responsibility for potential risk or injury during the classroom learning and experiential learning in field practicum. Neither the University nor field practicum sites are responsible for students' injuries;
- Develop the learning Activities on the Achievement Measure of Field Education (AMFE) tool in collaboration with the field instructor, which includes addressing classroom assignments if appropriate;
- Maintain documentation of field activities and narrative and hour logs on a weekly basis and submit as required;
- Ensure the evaluation portion of the Achievement Measure of Field Education (AMFE) tool is completed as required; and submit to the Field Education Office at the end of the semester;
- Report regularly to the faculty liaison both successful learning and problems related to the field experience (see Field Problem Resolution Procedures);
- Abide by the NASW Code of Ethics and the agency's protocol;
- Prepare for weekly field instructor conferences and use field instruction time to increase professional development and for self-evaluation;
- Maintain a professional demeanor by completing field assignments, complying with the schedule of field activities over the entire semester, use proper and appropriate communication to all field and agency members, and seek assistance when needed.

## **Policies and Procedures**

**According to the CSWE, academic credit for life experience and previous work experience cannot be given, in whole or in part, in lieu of completing field education hours, nor are field courses transferable from a program that is not accredited by the Council on Social Work Education to the MSW program. Additional regulations are:**

- CSWE requires a minimum of 900 clock hours in field education. The MSW schedules these hours with 200 clock hours each semester of generalist field and 250 clock hours each semester of specialist field. Students are instructed to complete this requirement in minimum of blocks of at least four clock hours. However, preferably, students should remain in their field practicum in an eight hour block of time;
- Students are required to remain in the same agency for both semesters of the generalist field and are granted a total of six credit hours for the academic year;
- Students are required to remain in the same agency for both semesters of the specialist field for a total of six credit hours for the academic year.

### **Student Eligibility Requirements: For entering field:**

- Full-time student; full acceptance (no provisional or probation) in the program;
- Part-time student: meets acceptance criteria for full-time student and has successfully completed the first year of the part-time generalist year;
- Advanced standing student: has successfully completed Integrative Advanced Standing Seminar;
- For both generalist and specialist years of field, the student will have attended the field application orientation, procured a field setting meeting field requirements and submitted, in a timely manner, all required field application forms.

### **For continuing field:**

- Has successfully completed previous semester of field as documented by learning activities, baseline evaluation, midpoint evaluation, narrative forms and hours logs and maintain full admission (no probation).

### **Notification regarding Felony Convictions and Unprofessional Conduct**

Students admitted to the MSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact potential for obtaining field placement (required for graduation), as well as obtaining social work licensure and future employment as a social worker.

### **Field Placement Process**

Students must adhere to the following requirements upon entering a field practicum. These requirements facilitate the students securing a placement, as well as documenting the student and agencies activities during this process.

- Students are provided a field application and orientation materials, including field forms and interviewing/resume preparation guidelines;
- Students are provided information regarding agencies that meet the requirements of the field education component;
- The students are responsible for procuring a field placement prior to the first day of the beginning of the academic year through a successful agency interviewing process utilizing the information gained at the orientation – failure to do so will result in being un-enrolled the first day of the semester and starting field the next time the field course is offered;
- Students may be required by prospective field agencies to submit to legal, health, or substance screenings the results of which will determine the students' acceptance into the agencies;
- Placements are facilitated by the MSW Field Coordinator based on 1) approved agency willingness to accept the student, and 2) student preference.  
**Agency Acceptance is required for field assignment;**
- The Field Education Committee will suspend the interviewing process when three different approved agencies or programs have not accepted the student for placement. The Committee will refer the matter to the School of Social Work and Family Sciences Director for possible referral to the Academic Performance Committee;
- The specialist year placement process follows the above format;
- For the specialist year, students are encouraged to seek a field setting in a different agency for the purpose of broadening the student's exposure to agencies in the community, to styles of field instruction, and to client populations and problems;
- Specialist year learning opportunities must differ from generalist year learning experiences and must meet specialist year competencies;
- Once a field assignment has been finalized, a change in field assignment requires adherence to field education policy;
- The MSW Field Coordinator is available for consultation throughout the placement process.
- Students should expect to be assigned one field placement for both semesters of a given academic year;
- The MSW Field Coordinator may make a placement change if, after careful review, a legitimate educational reason for change is determined. Such

reasons may include: the field instructor leaving the agency without available replacement, the agency reducing staff, and personnel going on strike;

- The MSW Field Coordinator may make a placement change for reasons of student conduct or performance that the agency deems unacceptable and requires immediate student dismissal;
- The MSW Field Coordinator may make a placement change under circumstances requiring the Field Problem Resolution Procedures, such as: the field instructor or agency not upholding the terms of the Student Learning Activities tool, or the presence of disagreements and/or personality conflicts between the field instructor and student;
- No more than one field assignment change will be made within an academic year unless required by circumstances completely beyond the student's or agency's control. Circumstances warranting such a change would need to be critical. A second change would require review and approval by the Field Education Committee. A third change would require review by the Field Education Committee and/or Academic Performance Committee (APC).

### **Field at Place of Employment (FAPE)**

In accordance with the most recent guidance from CSWE (December 7, 2021), students may choose to complete field experience at place of employment. The following must occur for a student to complete their field experience at their place of employment

- The agency meets established program requirements;
- Submission to the MSW Field Coordinator a Field at Place of Employment (FAPE) Proposal, which conforms to the outline provided in the *MSW Field Education Manual*;
- It is encouraged that the field instructor and employment supervisor be different. In the event the field instructor and employment supervisor are the same, supervision time for field education learning must be separate from supervision time for employment;
- The field instructor must have a master's in social work (MSW/MSSA/MSSW) with two years post-masters experience and one year with the agency unless hired in a supervisory/management position;
- Student field assignments and employment tasks may be the same, but must be educationally focused and have clear links to the social work competencies;
- In cases where field assignments and employment task are different, the field assignments must be educationally focused and meet social work competencies;
- If, during field, a student is hired by the field agency, he/she will also need to complete a Field at Placement of Employment Proposal to assure that the

student's learning activities can be met, given the job responsibilities, and that the appropriate field instruction can be maintained according to the stipulations above;

- If the field experience itself becomes the employment responsibility, the proposal must state this and must clarify what work responsibilities and time frame will continue to be considered field;
- Students are expected to honor their field commitment and complete the hours at their field site as agreed upon by the student, agency and the School. For this reason if, once having started field, a student takes a job at an agency different from the field agency, the student cannot transfer field to that work site except under extraordinary circumstances that have been reviewed and approved by the field committee of the School.

## Attendance

**Patterns of weekly attendance:** Generalist year students in placement must attend field 16 hours per week over the course of 13 weeks each of the two semesters. Specialist year students must attend field 17 hours per week over the course of 15 weeks of each of the two semesters. Students are instructed to complete this requirement in minimum blocks of at least three clock hours unless prior approval given by field office to attend supervision or specific agency provided/approved training. Preferably, when possible, students should remain in their field practicum in an eight-hour block of time. While students may put in more than the minimum clock hours required in each semester, overtime *may not* be accrued for the purpose of ending field early in the semester or of carrying hours over to the next semester, except in extenuating medical situations.

**University calendar:** The field calendar follows the University Academic calendar for fall, spring, and summer semesters.

1. Students in the graduate program are expected to make up all missed field time regardless of reason.
2. Requests for religious holidays not observed by the university or the agency should be made to the field instructor.
3. Missed field hours for religious holidays are required to be made up during the semester.
4. Students are not permitted to be in field when the university is closed.

**Field schedule:** Students may not deviate from their set field schedule. A set schedule for weekly field hours should be created and approved within the first two weeks of the semester. Under extraordinary circumstances, a deviation may be considered following a written request from the student to the field instructor, faculty liaison and their assigned field contact person. Students are expected to chunk their field time. No less than three (3) hours per day AND no more than 10 hours per day.

**Agency trainings/orientations:** Student participation in field agency trainings/orientations prior to the beginning of the field calendar and assigned field placement may be considered for field

hours. Student and field instructor should send a joint email, including day(s) and hours, to their assigned field contact person and/or MSW Field Coordinator in order to obtain approval of field hours.

**Missed field time:** Students are required to make up any missed field time due to personal or family illness, death in the family, and any and all other appropriate circumstances.

**Conferences and meetings:** Attendance at social work conferences and meetings falling on field days may be counted as field time if the field instructor approves. Students must get prior approval from their field instructor to attend any social work conferences and meetings. The field instructor should expect documentation and discussion of the learning experience from the student.

If student's attendance at social work conferences and meetings are desired by the field instructor and would necessitate absence from classes, the student should request permission from the course instructors. Course instructors do not have to give permission to miss class to attend any social work conferences and/or meetings. The field office does **NOT** encourage students missing classes for field education experiences.

## Grading

Credit/No Credit grades are recommended by the field instructor and assigned and recorded by the faculty liaison at the end of each semester of field. A grade of Incomplete (I) may be given when a student has made satisfactory progress but has insufficient clock hours of attendance due to extended illness or other factors beyond the student's control. The student, field instructor and liaison must submit to the Field Coordinator, a written plan for completion of the remaining clock hours specifying the number of hours remaining and the date to be completed.

## Break between Semesters

The break between the fall and spring semesters may pose a challenge to agencies in terms of making arrangements for coverage during student's absence and for continuity of care. Therefore, the student should address the break early on, preferably during the interview process, certainly no later than the development of the Student Learning Activities in the AMFE tool. The following rules govern the holiday break between semesters:

- Each student is entitled to the full break between each semester;
- If an agency requires a student to maintain any client service during these breaks, the student must be informed of and agree to this in writing, documented on the Learning Activities in the AMFE tool;
- Each student is required to take off the week that the university is officially closed between the fall and spring semesters;
- Each student is required to take off the entire break between spring and summer and summer and fall semester, except when approval may be given for extenuating medical reasons;

- Students may accrue no more than sixteen (16) field hours between the fall and spring semesters. The 16 hours will count toward the spring semester of field only;
- Field Education Departmental coverage during specially approved breaks (faculty liaison field education staff) must be available and established with the Field Coordinator prior to writing the AMFE;
- The field instructor must approve and be available during the time the student continues in the agency during any time different than field calendar.

The arrangement of field hours in the agency and for field education departmental coverage over the holiday break must be specified in the Learning Activities on the Achievement Measure of Field Education (AMFE) tool and approved by the faculty liaison, field instructor, and student.

### **Safety Guidelines in Field Education**

It is expected that students, field instructors and agencies will collaborate to enhance safety and minimize risk in the field placement. Additionally, the School, along with its faculty and staff, including but not limited to the BA/BASW and MSW Field Coordinators and Faculty Field Liaisons, will provide students and Field Instructors with guidance and mechanisms that enhance the safety of field students. Specifically, the School will:

1. Provide students and field instructors with training and guidance on safety in the field placement setting through the inclusion of a field safety learning module in their respective field orientations. Suggestions and tips for assuring personal safety will be included;
2. Include reminders to address field safety issues during site visits in its written faculty field liaison guidelines and Faculty Liaison Field Site Visit form;
3. Each field instructor is responsible for orienting student interns to the safety policies and procedures of their assigned agency. This orientation should include, but not be limited to discussion of safety issues in the community, within the agency building(s), and regarding clients prone to violent behavior. Security of personal belongings should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed;
4. Encourage field instructors to permit students to schedule appointments with clients *only* when the field instructor, task supervisor or other designated professional staff members are on the premises and/or readily available if needed. Field instructors are not to force field students to engage in assignments in which they feel physically at risk, and the field agency should make the same accommodations to ensure student safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the student and field instructor are required to contact the

- faculty field liaison to facilitate a discussion and exploration of the concerns;
5. Require students to abide by the University of Akron's Code of Conduct, including the standards related to the use of weapons. <https://www.uakron.edu/ogc/UniversityRules/pdf/41-01.pdf> Failure to do so may be considered as a possible cause for immediate termination of the field placement and possible dismissal from the social work program and/or University;
  6. Require students to demonstrate professional behavior, judgment and performance and adhere to the NASW Code of Ethics as well as any other code of ethics followed by the field agency;
  7. Offer limited liability insurance for field students at a reasonable cost per academic year;
  8. Encourage, support, and make referrals for field students to available campus resources in order to meet their physical and mental health needs or concerns;
  9. Assure concepts of burn-out, compassion fatigue, transference and self-care strategies are addressed and reviewed with students enrolled in the field seminar courses, including information on how to access campus resources such as the Help-A-Zip referral program.

### ***Procedures for Field Safety***

If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person, or agency director should contact the MSW Field Coordinator (or their designee) immediately to discuss what actions the agency and the School should take to ensure the student's physical and emotional well-being.

The MSW Field Coordinator (or their designee) will document the incident and the steps taken to address it and will meet with the student and faculty field liaison to assess the student's readiness to return to the field, the need for replacement, and any other issues relevant to the situation.

Students are expected to demonstrate professional behavior, judgment and performance and adhere to the NASW Code of Ethics and the agency's code of ethics.

### **Field Problem Resolution Procedures**

Field problems are manifested over a period of time, rarely as single events. This is sufficient to provide evidence that attention is warranted. Most problems, if identified and acted upon early, can be resolved in a professional manner between the parties involved. Field problems include but are not limited to:

- Failure to meet generally accepted standards of professional conduct and personal integrity, such as behavior not consistent with the NASW Code of Ethics and the State of Ohio Counselor, Social Worker, Marriage and Family

Therapist Board;

- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or the emotional stability necessary for forming professional helping relationships;
- Disagreements and/or personality conflicts in the field setting, inappropriate or disruptive behavior toward colleagues, staff or field faculty;
- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, agency staff reduction, and other circumstances.

Following are the sequential steps of the field problem resolution process:

- As soon as the problem is identified, the student will bring it to the attention of the field instructor, or the field instructor will bring it to the attention of the student. Together the field instructor and the student will attempt to solve the problem.
- If the student and the field instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty liaison for consultation, a three-way meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the liaison should be in direct communication with both the student and field instructor within seven (7) working days and should notify the MSW Field Coordinator of the problem.
- If the problem is still not resolved, the field instructor, student and faculty liaison will delineate, in writing, using the Student Improvement Plan (SIP):
  - A clear definition of the problem;
  - The tasks to be performed to resolve the problem;
  - The behavioral indicators of resolution;
  - A specified timeline for task completion;
  - A plan for outcome evaluation.
- If the problem cannot be resolved satisfactorily for all parties, the faculty liaison will immediately notify the MSW Field Coordinator and academic advisor in writing. The MSW Field Coordinator will respond to the faculty liaison within seven working days. The field instructor will notify the appropriate agency personnel of the problematic situation.
- The MSW Field Coordinator will determine, in consultation with the Field Education Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the student, field instructor, liaison, and academic advisor.
- If the problem cannot be resolved by the above means, the MSW Field Coordinator will notify the Director in writing.
- When the problem involves dispute over the field grade assigned by the

faculty liaison, the students are to follow their respective University's guidelines as outlined in the University's Graduate Bulletin.

- When the problem involves a question of the faculty liaison's performance, the MSW Field Coordinator will immediately refer the matter to the Director.
- If a student is dismissed from an agency for academic or non-academic performance, the Field Education Committee may recommend that the student be terminated from field. If termination from field is recommended, the Committee will refer the matter to the School of Social Work and Family Sciences Director for possible referral to the Academic Performance Committee.
- When the field problem results in a question concerning the student's continuation in the MSW program, the MSW Field Coordinator will refer the matter to the Director for referral to the Academic Performance Committee.

### **Academic Performance Committee**

Within the MSW Program, the Academic Performance Committee (APC) is responsible for reviewing academic, nonacademic, and field performance problems. When such problems arise, the Director refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth in the Graduate Bulletin, the MSW Program By-laws, the MSW Field Education Manual, the MSW Student Handbook and the National Association of Social Workers Code of Ethics.

Review by the APC is required whenever a student receives:

- one grade of F or
- two grades of less than B or
- two grades of NS

Mandatory dismissal occurs when a student receives six semester credits of F grade. Academically dismissed students who petition the University for early readmission may also be referred to the APC for review. The APC does not review grade disputes. Students wishing to dispute a grade should consult the Graduate Bulletin for the appropriate procedures.

## **Dismissal for Non-Academic Reasons**

The student's classroom and/or field performance must be in compliance with all university procedures, the mission and goals of the MSW program, the purpose and values of the social work profession, and practice behaviors. In the event that the student's behavior becomes in compliance, he/she will be referred to the APC for review. Such students may be terminated from the MSW Program for reasons that include:

- Violations of the NASW Code of Ethics, especially in regard to client confidentiality and respect for the dignity and worth of clients;
- Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students;
- Behavior that violates the protocol of the field practicum sites, as well as activities that create dissention among colleagues and/or supervision;
- Students violating agency's policies, procedures, and decorum.

The School of Social Work and Family Sciences Director makes the referral to the APC in writing. Within two weeks of receipt of the referral, the APC will conduct a review and make a recommendation to the Director. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructor, and/or the faculty field liaison. The student may also request an interview with the APC. This request should be made to the Committee Chair.

Recommendations regarding continuance or dismissal from the MSW program are made in writing and sent to the Director. The Director then makes the final decision and notifies the student in writing. The student may appeal the decision by following the guidelines and procedures specified in the Graduate Bulletin.

The University of Akron's student code of conduct includes policies regarding academic dishonesty, trespassing, sexual harassment, and student disciplinary procedures. The Graduate Bulletin also contains policies regarding students' rights, academic dishonesty and student dismissal.

## The Achievement Measure of Field Education (AMFE) Tool

The Achievement Measure of Field Education Tool (AMFE), commonly called Student Learning Activities & Evaluation tool, is the primary instrument for accomplishing the field education objectives. The field instructor and the student, working in active collaboration and in consultation with the faculty liaison, create the Learning Activities. It is an individualized achievement, which reflects a creative mix of the field education objectives: field setting needs, resources and limitations, and student's learning needs, interests, aptitudes, and career goals

Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of **one (1)** Learning Activity for each social work Behavior, for a grand total of at least 31 Learning Activities. These can be thought of as "assignments" or "building blocks" of the learning process. The student and field instructor should become familiar with the Performance Dimensions and Outcome Measures in the Evaluation prior to developing the Learning Activities. The Learning Activities and Baseline Assessment on the AMFE tool must be submitted to the MSW Field Coordinator or designated field contact person **no later than the fourth week** of the first semester of field. Modifications and revisions for the second semester are also due **no later than the fourth week**.

### Guidelines for Learning Activities Development

- Learning Activities are developed by the student, with help from Field Instructor and Field Liaison.
- Learning Activities make up the content of the AMFE tool.
- Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors.

During the first month of placement, Student and Field Instructor collaborate to generate one Learning Activities for each social work behavior, for a grand total of at least 31 Learning Activities. These can be thought of as "assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence **to attain final ratings of "3" (Benchmark)**.

Learning Activities should be written in a format that is SMART (Specific, Measurable, Attainable, Relevant, Timely).

A dimension is a necessary element for learning to occur. All social work behaviors in the AMFE have at least one dimension. Learning Activities should correspond with the designated dimensions. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes (C/A). **Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension. 4 Learning activities = Knowledge (K); 4 learning activities = Values (V); 4 learning activities = Skills (S); and 4 learning activities = Cognitive/Affective Processes (C/A).** Remaining learning activities may

be written within any Dimension.

- Learning assignments should strike an appropriate balance between: participation and observation, the student's need to be actively involved in translating theory into practice, and the student's need to be objective and learn from reflective observations.
- Observational activities should be active, not passive. They should require the student to process the observations by documenting, reporting, and discussing with the field instructor.
- Field instructors and student should continue to use the Learning Activities and Baseline Assessment as the ongoing frame of reference for their work, and amend the Learning Activities as necessary to reflect changes in learning objectives and/or assignments.
- Field instructors and students should consult with the faculty liaison, as needed or requested, in regard to the development, use and/or major alteration of the Learning Activities.

### **First semester/Midpoint evaluation**

- The first formal evaluation occurs toward the close of the first semester of field. This evaluation is called the Midpoint. It is a written evaluation, which updates and concretizes earlier verbal and/or written assessments. It is based on the Learning Activities and baseline assessment in the AMFE tool and the ongoing use of these two areas to monitor progress. During Midpoint evaluation, students may attain a mark indicating a learning activity has either not been started or not sufficiently worked on to be assessed.
- The report is a summation of what was discussed with the student in the evaluation conference and does not include any new material. The field instructor documents the results of the conference in the evaluation and submits a recommended Credit/No Credit grade.
- Both the student and the field instructor sign the evaluation. The student's signature signifies that the student has read the evaluation; it does not necessarily indicate approval. In case of unresolvable differences, the student should notify the liaison immediately. In cases where a student does not agree with the evaluation, areas of disagreement are to be identified by the student and initialed by both the student and the field instructor.
- The evaluation includes the student's narrative and hour logs, which the student and field instructor also sign, and timeliness of submission of all required field documents.
- The signed evaluation and the signed narrative and hour logs, with any disagreements noted, are forwarded to the faculty liaison. The faculty liaison reviews all relevant information, assigns the grad, signs the evaluation and the final narrative and hour logs, and forwards them to the MSW Field Coordinator who will record the grade. The grade will not be officially recorded until the MSW Field Coordinator receives the signed evaluation and narrative and hour logs.

- After the final grade is recorded, the evaluation is placed in the student's field file.

### **Second Semester/Endpoint Evaluation**

- The final formal evaluation is completed at least two weeks prior to the end of the field experience. This evaluation is called Endpoint. The evaluation follows the same format and procedures as the first semester midpoint evaluation with the exception that ALL learning activities must be completed.
- The second semester evaluation allows for a more comprehensive assessment of the student's performance. The final generalist field evaluation should point the way to future learning objectives. The final specialist field evaluation should point the way to future experiences in the student's professional life. The final field evaluation reviews all Learning Activities developed.
- The report is a summation of what was discussed with the student in the evaluation conference and does not include any new material. The field instructor documents the results of the conference in the evaluation and submits a recommended Credit/No Credit grade.
- Both the student and the field instructor sign the evaluation. The student's signature signifies that the student has read the evaluation; it does not necessarily indicate approval. In case of unresolvable differences, the student should notify the liaison immediately. In cases where a student does not agree with the evaluation, areas of disagreement are to be identified by the student and initialed by both the student and the field instructor.
- The evaluation includes the student's final narrative and hour logs, which are also signed.
- The signed evaluation and the final narrative and hour logs, with any disagreements noted, are forwarded to the faculty liaison. The faculty liaison reviews all relevant information, signs the evaluation and the final narrative and hour logs, assigns the grade, and forwards them to the MSW Field Coordinator who will record the grade.
- The grade will not be officially recorded until the MSW Field Coordinator receives the signed evaluation and final narrative and hour logs.
- After the final grade is recorded, the evaluation is placed in the student's field file.



## **Guidelines for Developing the Achievement Measure of Field Education (AMFE) Tool**

The students have primary responsibility for their own learning. They prepare based upon their learning style, need, and level, the Learning Activities on the Achievement Measure of Field Education (AMFE) tool. In this process, the students must identify their areas of interest in advanced practice. The students comply with the MSW program's expectation. The AMFE tool is developed to use the academic year in field. The Learning Activities may be modified to add or delete students' objectives and incremental tasks.

The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. Learning Activities are tasks that the field student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work behaviors. During the first month of placement, the student and field instructor collaborate to generate one Learning Activities for each social work behavior, for a grand total of at least 31 Learning Activities. These can be thought of as "assignments" or "building blocks" of the learning process.

As placement begins, students in conjunction with their field instructors are invited to reflect on each social work behavior (31) distributed among nine (9) competencies. Students and field instructors should jointly assess the student's current level of capability of each Behavior using the scale a (1-4, or X). **This constitutes the baseline assessment for a student to assess levels of learning needed to attain a benchmark of "3" on all behaviors by the end of the midpoint evaluation.**

The field instructor is expected to discern the students' abilities and the agencies delivery of services that will optimize the experiential learning for the student. It is imperative that the students' learning is individualized.

Within the second year, the students have the option of micro specialist or macro specialist. The same process exists as indicated above with a focus of the learning activities being on the area of focus (micro or macro) the student is concentrating on developing skills.

Once the Learning Activities and baseline assessment are completed, the faculty liaison visits the agency and in a conference with the student and the field instructor, determines whether the program's expectations are being met and that student has the opportunity to operationalize the professional competencies through practice behaviors. The faculty liaison signs off on the Achievement Measure of Field Education (AMFE) tool.

The faculty liaison visits the student's field practicum as needed during the rest of the semester. At the end of the semester, the student and field instructor will complete an evaluation and then submit to the faculty liaison. The expectation is that the students will have accomplished the learning activities that demonstrate skill development of the practice behaviors. The faculty liaison assigns the grade based upon the result of student's accomplishments.

The program ensures that students acquire knowledge, skills, and values in advanced practice. Consequently, the learning expectations are an essential part of developing the learning activities on the tool, as well as a process of under girding the experiential learning. The Achievement Measure of Field Education (AMFE) tool depicts this learning and evaluation process.

## **Generalist Year Learning Experiences and Program Expectations**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in: behavior, appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage 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. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change

within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and

apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The overall objectives of the generalist year field experience are achieved through the systematic study and documentation of specific learning assignments, which will vary according to field agency learning opportunities and each student's experience, interests, and aptitudes.

Within this context, students take responsibility for their own learning and reflect upon and evaluate their own performance; this includes identification of learning style and patterns, and steps to increase their professional development. Students should have a weekly documented supervision with their field instructor of at least **1 to 1½ hours** covering review of case assignments, areas needing improvement, and periodic evaluation of student performance.

Reflective, self-evaluative skills are developed through the construction of the Learning Activities on the Achievement Measure of Field Education (AMFE) tool, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning activities. The AMFE tool provides the plan for achieving expressed learning activities specific to the area of specialist.

All social work behaviors in the AMFE have at least one dimension assigned by faculty. Learning Activities should correspond with the designated Dimensions. **Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension.** Remaining learning activities may be written within any Dimension. The Dimensions are Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes (C/A). As per CSWE (2017), Cognitive and affective processes (including critical thinking, affective reactions, and exercise of judgment).

- 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 refer to the way 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.

Once written, Learning Activities should be considered organic and can be modified by the student, in consultation with field instructor throughout the placement, up until the fourth week of the second semester. Student progress on conducting Learning Activities should always be up to date and readily available for discussion and field instructor feedback. Progress on completing Learning Activities will be formally reviewed by the faculty liaison at all site visits (first and second semesters). All Learning Activities must be completed by the student PRIOR to the final endpoint evaluation.

It is expected that professional learning will begin with the student's orientation to the agency, development of the Learning Activities and will continue throughout the field experience. Periodic informal evaluations with the field instructor contribute to student's reflective, self-evaluative skills, as do the formal evaluations at the end of each semester. Some areas that can be reflected as part of developed Learning Activities can include:

**Collaboration/supervision/consultation** activities of the student, which include:

- Collaborating with the field instructor regarding learning objectives and assignments;
- Preparing for field instruction or other professional consultation;
- Drawing case material from a variety of resources and presenting a case to the field instructor, agency staff, or intra-agency team;
- Documenting one's practice through process recording, audio-video taping, and live observations of one's performance;
- Accepting and integrating supervisory/consultative feedback;
- Applying professional social work knowledge, skills, and values working with other professionals.

**Professional growth/identity** activities of the student include:

- Assuming responsibility for one's own learning, including one's learning patterns, strengths and limitations;
- Accomplishing learning objectives;
- Functioning in accordance with NASW Code of Ethics;
- Familiarizing oneself with and following agency policy and procedures;
- Recognizing the social work role and function within the agency, and integrating this awareness into one's professional development;
- Accepting accountability for one's practice, service impact, and professional learning;
- Developing personal time, stress, and anger management skills;
- Familiarizing oneself with and applying best practice documentation skills in agency records of accountability, such as client, files, proposals, memo, reports, and correspondence;
- Developing skills in the use of technology as utilized in the field setting for documentation and practice;

- Critiquing one's own work, recognizing both one's strengths and limitations, and modifying one's practice accordingly.

## **ADVANCED SPECIALIST MICRO FIELD OBJECTIVES AND LEARNING EXPERIENCES**

Micro specialist field refers to advanced social work practice with individuals, families, small groups, and relevant collateral persons and organizations. The helping process in micro practice emphasizes the strengths and resources of people within the context of their environments.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage 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. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at

the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes

and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Micro Specialist Year Field Learning Experiences and Program Expectations**

The overall objectives of the micro specialist field experience are achieved through the systematic study and documentation of specific assignments, which build upon the generalist year and will vary according to field agency learning opportunities, and each student's experience, interests, and aptitudes. Learning assignments are to be incremental and sequential in nature, and with increased autonomy, within the areas **micro practice** and **professional development**.

This learning is reflected in the developed Student Learning Activities & Evaluation (AMFE) tool, which provides a plan for achieving expressed learning activities. the end of each semester. The AMFE tool provides the plan for achieving expressed learning activities specific to the area of specialist.

Assignments should reflect human diversity and include work with at risk and vulnerable client populations, e.g., ethnic and racial minorities, the poor, women, children, the aged, gay men, lesbians, and bisexuals, the physically, mentally and emotionally challenged, and otherwise stigmatized citizens to enhance their quality of life.

All social work behaviors in the AMFE have at least one dimension assigned. Learning Activities should correspond with the designated dimensions. **Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension.** Remaining learning activities may be written within any Dimension. The dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective (C/A) Processes. As per CSWE (2017), Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment).

- 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 refer to the way 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.

Once written, Learning Activities should be considered organic and can be modified by the student, in consultation with Field Instructor throughout the placement, up until the fourth week of the second semester. Student progress on conducting Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (first and second semesters). All Learning Activities must be completed by the Student PRIOR to the final evaluation.

**Micro practice** refers to that area of professional practice in which students work with individuals, families, and small groups in the context of the broader social, cultural, political and economic environment, and with collateral persons and organizations relevant to these small systems. Micro practice assignments include experience with all phases of practice from initial assessment to evaluation and termination. Students should be assigned a sufficient number of cases to allow them at least **eight (8)** hours per week of face-to-face client system/collateral contact. Assignments should include cases reflecting human diversity and work with at risk and vulnerable client populations, such as ethnic and racial minorities, the poor; women; children; the aged; gay men, lesbians, and bisexuals, the physically, mentally emotionally challenged; the stigmatized; and others at-risk.

In carrying out these assignments, students should reflect upon the effects of discrimination and oppression on their clients and upon barriers to social and economic justice. In collaboration with their clients, students should identify the strengths and resources, both of their clients and relevant larger systems, which can be mobilized to empower clients to enhance their quality of life.

**Micro practice** assignments should involve: in-depth assessment of client system challenges and resources, the formulation of both proximate and long-range goals and development of appropriate empowerment strategies by which these goals should be met, the differential application of intervention theories, models, and skills representing advanced practice, the use of initiative, imagination, and appropriate timing in seeking and utilizing community resources, and the capacity to critically evaluate intervention outcomes.

**Professional Development** refers to the systematic study and documentation of professional use of self in advance social work practice. This learning is carried out within the context of the field instructor/student relationship through which students enhance their professionally reflective and self-evaluative practice stance. Within this context, students assume responsibilities for their own learning and critique of their development as a social work professional. Students should have a weekly documented conference with their field instructor of at least **1 to 1½** hours covering review of case assignments, areas needing improvement, and periodic evaluation of performance.

Periodic information evaluations with the field instructor contribute to student's reflective, self-evaluative skills, as do the formal evaluations at the end of each semester.

Some areas that can be reflected as part of developed Learning Activities can include: categories of **collaboration/ supervision/consultation** and **professional growth/identity**.

Collaboration/supervision/consultation activities of the student include:

- Identifying one's own learning objectives and collaborating with the field instructor regarding learning opportunities and assignments;
- Planning and preparing for field instruction or other professional consultation;
- Initiating and planning case presentations for field instruction and intra- or interagency collaboration and consultation;
- Initiating review of one's practice performance through diverse mechanisms, such as audio or video taping and live observations;
- Initiating, accepting and integrating supervisory, consultative and collaborative feedback;
- Applying professional social work knowledge, skills, and values in working with other professionals.

**Professional growth/identity** activities of the student include:

- Initiating venues for learning beyond field instruction to include collaboration, consultation and professional conferences;
- Functioning in accordance with professional social work values and ethics;
- Familiarizing oneself with and following agency policy and procedures, and recognizing their impact on client services;
- Recognizing the social work role and function within the agency and integrating this awareness into one's professional development and shaping one's professional identity;
- Strengthen one's personal time, stress and anger management skills;
- Applying best practice documentation skills in agency records of accountability, such as client files, proposals, memos, reports, and correspondence;
- Developing enhanced technology skills as utilized in the advanced field setting for documentation and practice;
- Critiquing one's own work recognizing both one's strengths and limitations, as well as modifying one's practice accordingly.

# **ADVANCED SPECIALIST MACRO FIELD OBJECTIVES AND LEARNING EXPERIENCES**

Macro specialist field refers to advanced social work practice with neighborhoods, organizations, and communities within the context of political, social and economic institutions. Macro practice focuses on the management and administration of organizations and on advocacy for system change toward social and economic justice. The helping process in macro practice emphasizes the strengths and resources of neighborhoods, organizations and communities, which can be mobilized for empowering diverse and disenfranchised citizens.

## **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

## **Competency 2: Engage 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. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and

acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

## **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,

organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Macro Specialist Learning Experiences and Program Expectations**

The overall objectives of the macro specialist field experience are achieved through the systematic study and documentation of specific assignments, which build upon the generalist year and will vary according to field agency learning opportunities and each student's experience, interests and aptitudes. Learning assignments are to be incremental and sequential in nature, and with increased autonomy, within the areas of **macro practice** and **professional development**.

**Macro practice** refers to that area of professional practice in which students work in communities and in public and private organizations to promote opportunities for citizen action that contributes to their growth, empowerment, and use of needed resources, goods and services.

**Macro practice** assignments should include at least one principal, complex project for which the student will take major responsibility. Projects may include development of needs assessment and/or outcome measures; grant preparation; organizational or service delivery system design and/or implementation; program evaluation; development of staff training policies and procedures; budget preparation; community analysis; and work with client groups for the purpose of education, community organizing, and/or social/legislative policy change.

Assignments should reflect human diversity and include work with at risk and vulnerable client populations, e.g., ethnic and racial minorities, the poor, women, children, the aged, gay men, lesbians, and bisexuals, the physically, mentally and emotionally challenged, and the otherwise stigmatized; citizens to enhance their quality of life.

This learning is reflected in the developed Student Learning Activities & Evaluation (AMFE) tool, which provides a plan for achieving expressed learning activities. the end of each semester. The AMFE tool provides the plan for achieving expressed learning activities specific to the area of specialist.

**Macro practice** assignments should involve: an in-depth assessment of client-system challenges and resources, the formulation of both proximate and long-range goals and development of appropriate empowerment strategies by which these goals may be met, the differential application of intervention theories, models, and skills, the use of initiative, imagination, and appropriate timing in seeking and involving community elements, and the capacity to critically evaluate intervention outcomes.

**Professional development** refers to the systematic study and documentation of professional use of self in advanced social work practice. This learning is carried out within the context of the field instructor/student relationship through which students enhance their professionally reflective and self-evaluative practice stance. Within this context students assume responsibilities for their own learning and critique of their development as a social work professional. Students should have a weekly documented conference with their field instructor of at least **1 to 1½** hours covering review of assignments, areas needing improvement and periodic evaluation of performance.

Reflective, self-evaluative skills are developed through the construction of a teaching-learning contract, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning objectives. Periodic information evaluations with the field instructor contribute to student's reflective, self-evaluative skills, as do the formal evaluations at the end of each semester.

All social work behaviors in the AMFE have at least one dimension assigned. Learning Activities should correspond with the designated dimensions. **Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension.** Remaining learning activities may be written within any Dimension. The dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. As per CSWE (2017), Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment).

- 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 refer to the way 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.

Once written, Learning Activities should be considered organic and can be modified by the student, in consultation with Field Instructor throughout the placement, up until the fourth week

of the second semester. Student progress on conducting Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (first and second semesters). All Learning Activities must be completed by the Student PRIOR to the final evaluation.

Some areas that can be reflected as part of developed Learning Activities can include: categories of **collaboration/supervision/consultation** and **professional growth/identity**.

**Collaboration/supervision/consultation activities** of the student include:

- Identifying one's own learning objectives and collaborating with the field instructor regarding learning opportunities and assignments;
- Planning and preparing for field instruction or other professional consultation;
- Initiating and planning project presentations for field instruction and intra- or interagency collaboration and consultation;
- Initiating review of one's practice performance through diverse mechanisms, such as public presentations: grant, policy and program proposals, and budgets;
- Initiating, accepting and integrating supervisory, consultative, and collaborative feedback;
- Applying professional social work knowledge, skills, values, and ethics in working with other professionals.

**Professional growth/identity activities** of the student include:

- Initiating venues for learning beyond field instruction to include collaboration, consultation, and professional conferences;
- Functioning in accordance with professional social work values and ethics;
- Familiarizing oneself with and following field setting organizational policy and procedures and recognizing their impact on client systems and service delivery;
- Recognizing the social work role and function within the field setting, integrating this awareness into one's professional development, and shaping one's professional identity;
- Strengthening one's personal time and stress and anger management skills;
- Applying best practice documentation skills in agency records of accountability;
- Developing enhanced technology skills as utilized in the advanced field setting for documentation and practice;
- Critiquing one's own work recognizing both one's strengths and limitations, and modifying one's practice accordingly.

## Appendices Section

*Documents in this handbook may not reflect current, active documents due to the School's commitment to continuous improvements. Download from social work website for most recent, active documents.*

# MSW FIELD APPLICATION DOCUMENTS APPENDICES

## MSW FIELD APPLICATION/FERPA/Code of Ethics/Field Manual

Directions: Complete by typing directly into the gray buttons, which will disappear and expand as you type. Click directly on the box and it will turn a darker gray letting you know you are in the box and begin typing. Please complete all sections below and when complete, **electronically submit** to your

**University Sites & Field Contact Persons-** select by clicking on the field contact person associated with your program.

- Akron campus** – Undergraduate Learners | [Lisa Crites](#)
- Akron campus** – Graduate Learners | [Monica Ascar](#)
- Lakewood Campus** – Graduate Learners – [Monica Ascar](#)
- Lakewood Campus** – Undergraduate Learners – [Janice Steinmetz](#)
- Stark MHAR Cohort** – Graduate Learners – [Robert Terry](#)
- Wayne College Campus** – All Undergraduate Learners – [Lisa Crites](#)
- Wayne College Campus** – All Graduate Learners – [Dr. Mark McManus](#)

Field Contact Person.

**Student Name:**

FAPE: [Choose an item.](#)

Please select the semester you will begin your field education experience: [Choose an item.](#)

Please select your program status: [Choose an item.](#)

### Part I Student Information

1. Last Name:
2. First Name:
3. Email Address:            @zips.uakron.edu
4. Student UA ID#:
5. Date of Birth:
6. Permanent Address:
7. Current Address:
8. Cell #:

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### Part II Student History

*A resume can be submitted in lieu of completing Part II.*

**Work (Paid Employment) during past 2 years:**

#1 Employer Name:  
Position:  
Dates of Employment:

#2 Employer Name:  
Position:  
Dates of Employment:

#3 Employer Name:  
Position:  
Dates of Employment:

#4 Employer Name:  
Position:  
Dates of Employment:

**Volunteer and/or Community Work during past 2 years:**

Organization #1:  
Description of Activities:  
Time frame (dates):

Organization #2:  
Description of Activities:  
Time frame (dates):

Organization #3:  
Description of Activities:  
Time frame (dates):

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**Part III Student Health**

Rate your general health: Choose an item.

Do you have any emotional or physical difficulties which may require special arrangements in a field practicum placement?  Yes (Please Explain)  No

If yes, please explain:

If yes, please let us know how we can best assist you:

**Part IV Other Student Information**

Will you have the use of a car for field? Choose an item.

Do you have a valid Ohio's Driver's License? Choose an item.

Are you presently employed? Choose an item.

If you are employed, place of employment:

Address:

Phone:

Position:

Nature of work performed:

Current Work Schedule  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

Do you plan to work while in field? Choose an item.

At the same job? Choose an item.

Same Schedule? Choose an item.

Do you have a legal/court history relevant to securing a field placement? Choose an item.

#### **Field at Placement of Employment (FAPE):**

Under certain circumstances, a student may conduct their field experience at their place of employment. The standards and requirements for this type of field placement are the same as those for all other placements in the Program.

- It is encouraged that the field instructor and employment supervisor be different. In the event the field instructor and employment supervisor are the same, supervision time for field education learning must be separate from supervision time for employment;
- The proposed field instructor should be someone other than the student's immediate employment supervisor;
- Field Instructor should have a graduate level social work degree level of student (for undergraduate: BA/BASW/BSW | for graduate: MSW/MSSA/MCSW) with 2 years post-graduate employment experience;
- Field Instructor should have at least 1 year with the organization; and
- Field Instructor should be able to offer the student a minimum of 1 hour per week of individual supervision.
- Student field assignments and employment tasks may be the same, but must be educationally focused and have clear links to the social work competencies;
- In cases where field assignments and employment task are different, the field assignments must be educationally focused and meet social work competencies;

Students interested in completing their field experience at their place of employment are required to submit this application, **and** submit a written Field at Place of Employment Proposal for approval by the field office ( along with all other field forms according to the schedule). (See form on website: [field education-MSW Field Information and Forms- FAPE](#))

If planning to apply for a Field at Place of Employment (FAPE), please provide the following information:

Agency name:

Agency address:

Contact Person's Name:

Contact Person's Phone # & Extension:

### Part V Student Agreement

**Important! Signature Box Below**

A check in this box, affirms that I hereby attest that all of the information on this application is true to the best of my knowledge and is the equivalent of my signature. I hereby authorize it can be shared with the field instructor. I understand that acceptance into the Field Education Program is determined by the social work faculty and that satisfactory completion of field is a requirement for completion of the Master of Social Work degree and for graduation. I understand that if I do not submit all field documents according to scheduled time frame, I may not receive credit for my field experience during that semester.

**Signature Date:** [Click here to enter a date.](#)

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## FERPA Field Placement Disclosure Form

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Field placement has as its purpose the opportunity for students to integrate classroom theory with client system practice and to develop professional identity and skills. Practice takes place in a broad range of social service settings. The market of available placement positions is limited, and agencies are highly selective of the students they accept. Some agencies require and execute background checks for misconduct, such as felony convictions or documented violations of the National Association of Social Workers Code of Ethics.

The University of Akron School of Social Work and Family Sciences requires each field applicant to sign this disclosure form. This form allows the School to inform a student's prospective field agency of current or past felonious convictions; or other disciplinary code violations of The University of Akron student disciplinary procedures or other similar institutions where the individual may have attended; or other misconduct in violation of the NASW Code of Ethics. Agencies need this information in order to accept you as a student.

I hereby grant permission for the School of Social Work and Family Sciences Field Office to notify any agency to which I apply as a field student of my current or past documented felony conviction or other misconduct in violation of the NASW Code of Ethics.

**Important! Signature Box Below- Incoming Field Student**

A check in this box affirms I have read this document and is the equivalent of my signature.

Incoming Field Student Name:

Signature Date: [Click here to enter a date.](#)

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## FIELD MANUAL/CODE OF ETHICS ACKNOWLEDGEMENT

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I have read my copy of the University of Akron School of Social Work and Family Sciences Field Education Manual and agree to abide by the policies and procedures specified in the Field Manual. The BA/BASW Field Manual can be found on the School of Social Work and Family Sciences website.

I have read the Code of Ethics of the National Association of Social Workers (NASW) and agree to abide by the Code while in field placement. The Code can be found on the social work website and:

- Lowenberg, F.M., Dolgoff, R., & Harrington, D. (2012). *Ethical decisions for social work practice*. (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.aspx>

**Important! Signature Box Below- Incoming Field Student**

A check in this box affirms I have read the BA/BASW Field Manual and the NASW Code of Ethics and is the equivalent of my signature.

Incoming Field Student Name:

Signature Date: [Click here to enter a date.](#)

### Field-At-Place-of Employment (FAPE) Proposal

# COVER SHEET – FAPE Proposal

Learner's Name |

Date: [Click here to enter a date.](#)

Semester to begin field education experience | [Choose an item.](#)

Year to begin field education experience | [Choose an item.](#)

This document requires electronic submission by student learner to field contact person **after** review of Agency Roster - No interviews are scheduled at the time of form submission. This document is a tool to assist you in the intentional process of thinking & reflecting on who you are, your schedule, type of agency, and client population contributing to mutual growth.

- Akron campus** – Undergraduate Learners – [Lisa Crites](#)
- Akron campus** – Graduate Learners – [Monica Ascar](#)
- Lakewood Campus** – Undergraduate Learners – [Janice Steinmetz](#)
- Lakewood Campus** – Graduate Learners – [Monica Ascar](#)
- Stark MHAR Cohort** – Graduate Learners – [Robert Terry](#)
- Wayne College Campus** – Undergraduate Learners – [Lisa Crites](#)
- Wayne College Campus** – Graduate Learners – [Mark McManus](#)

## Directions | Requirements

This document is for those field students who are interested in securing a field placement at their current employment site referred to as a **Field at Place of Employment | FAPE**. The School of Social Work and Family Sciences recognizes that many of our student learners have multiple responsibilities including full-time employment. As a result, if an organization adheres to the following requirements, student learners are permitted to experience their field placement at their employment site.



Student learners who plan on requesting a FAPE are still expected to:

1. interview for their field placement at their employment agency.
2. complete and electronically submit the *Social Work All Program Field Placement Acceptance Form* to the appropriate field contact person.
3. complete the FAPE proposal, obtain the necessary signatures and electronically submit completed document to the appropriate field contact person.

*Note: All other field forms should be submitted, along with this completed FAPE, according to the schedule (i.e. Field Agency Prior to & After Interview Choice Forms).*

## FAPE Requirements

### Field Instruction

Field Instructors are responsible for infusing the values and ethics of the social work profession into the learner as they practice developing skill sets in engagement, assessment, intervention, and evaluation with varied client systems.

1. The proposed field instructor **must** be someone other than the student's immediate employment supervisor (*one person for field instruction and a different person for employment supervision*), unless meeting other requirements approved by the university.
2. If the student learner is in our undergraduate program, the field instructor is required to have a minimal of a Baccalaureate degree in social work from an accredited social work program.
3. If the student learner is in our graduate program, the field instructor is required to have a minimal of a Master's in Social Work from an accredited social work program (MSSA degrees are accepted).
4. The proposed field instructor must have two years post graduate experience.
5. The proposed field instructor must have a minimum of one year with field placement site.

### Task Supervision

Task Supervisors are usually helping professionals who are not academically trained as social workers, yet are knowledgeable in agency processes and skilled in working with client systems. Students may receive a task supervisor for day to day guidance, however, the field instructor is required to meet for supervision with the learner for a minimum of one hour on a weekly basis. The field instructor will assist the student learner to connect the daily interactions to social work competencies. The field instructor will also use weekly supervision to connect the values and ethics of the social work profession into the learners' skill development.

1. Task supervisors should have a minimum of three years' experience both at the field placement site and in the social services field.

2. Task supervisors assigned to learners in our undergraduate program should have a minimal of a Baccalaureate degree in their discipline, if different than social work.
3. Task supervisors assigned to learners in our graduate program should have a minimal of a Master's degree in their discipline, if different than social work.

### **Proposal (if NOT using work based hours for field)**

1. Specify the social work activities, assignments, and other involvement as part of the field experience. The proposed activities, assignments, and other involvement are required to be different from those that are a part of the student's employee job description.
2. Describe, from the learner's perspective, the learning expected to gain from this experience.
3. Describe how your field education experience will be distinct from normal work in terms of both proposed assignments and time frame. Field time should be planned and specified to maintain learning boundaries as well as opportunities, optimally in blocks of three or more hours and absolutely not less than one hour.
4. Describe specifically how the organization agrees to support the students learning contract and commits to covering student employment activities as needed to facilitate these goals.
5. MANDATORY | Attach a job description outlining your current job responsibilities

### **Proposal (if using work based hours for field)**

1. Specify the social work activities, assignments, and other involvement of current employment will meet the nine competencies and associated behaviors (outlined on the AMFE learning tool).
2. Describe, from the learner's perspective, the learning expected to gain from this experience.
3. Describe specifically how the organization agrees to support the students learning contract and commits to covering student employment activities as needed to facilitate these goals.
4. MANDATORY | Attach a job description outlining your current job responsibilities

### **Other**

1. Proposal should be typed, doubled- space and electronically submitted.
2. All sections of the proposal should be completed.
3. Signature page should have signatures and dated prior to submission to field contact person.
4. Field contact person is the field faculty assigned to student's program location (see 1<sup>st</sup> page).

# **LEARNER | FIELD PLACEMENT | EMPLOYMENT INFORMATION**

### **Field Learner's Information**

1. Student Learner Name:
2. Student Learner E-mail:                    @uakron.edu
3. Student Learner Cell/Home phone #:
4. Student Learner work phone #:

5. **Plan to Use Work Based for Field Hours (indicate YES or NO):**

### **Field Organization's Information**

1. Organization's Legal Name:
2. Address:
3. Website address:
4. Mission Statement:
5. Summary of Type of programs/services provided by the agency:
6. Target population(s) served:

### **Student Employee/Employer Status Information**

1. Formal Job Title:
2. Job Description (also submit your organization's job description):
3. Length of time employed at the agency:
4. Full Name of immediate employment supervisor:
5. Phone Number of employment supervisor:
6. Email of employment supervisor:

### **Proposal – For Employment Based Hours**

*Directions:* Student learners who WILL use current employment to meet field placement requirements must *complete all four sections by typing directly into the gray buttons which will disappear and expand as you type. Click directly on the box and it will turn a darker gray letting you know you are in the box and begin typing.*

1. Specify how the social work activities, assignments, and other involvement of current employment will meet each of the nine competencies and associated behaviors.

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Competency 2: Engage Diversity and Difference in Practice**

**Competency 3: Advance Human Rights and Social, Economic, & Environmental Justice**

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

**Competency 5: Engage in Policy Practice**

**Competency 6: Engage w/Individuals, Families, Groups, Organizations, & Communities**

**Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities**

**Competency 8: Intervene w/Individuals, Families, Groups, Organizations, & Communities**

**Competency 9: Evaluate Practice w/Individuals, Families, Groups, Organizations, & Communities**

2. Describe, from the learner's perspective, the learning expected to be gained from this experience.
3. Describe how the organization agrees to support the students' learning contract and commits to covering student employment activities as needed to facilitate these goals.
4. **Proposal – For NON-Employment Based Hours**  
*Directions: Student learners who will NOT use current employment and will be seeking to do field in another area of their agency complete all four sections by typing directly into the gray buttons which will disappear and expand as you type. Click directly on the box and it will turn a darker gray letting you know you are in the box and begin typing.*
  1. Specify the social work activities, assignments, and other involvement to be engaged in as part of the field experience. [The proposed activities, assignments, and other involvement are required to be different from those that are a part of the student's employee job description].
  2. Describe, from the learner's perspective, the learning expected to be gained from this experience.
  3. Describe how your field education experience will be distinct from normal work in terms of both proposed assignments and time frame. Field time should be planned and specified to maintain learning boundaries as well as opportunities, optimally in blocks of three or more hours and absolutely not less than one hour. *Attach a job description outlining your current job responsibilities.*

4. Describe how the organization agrees to support the students' learning contract and commits to covering student employment activities as needed to facilitate these goals.

# SIGNATURE PAGE

Proposed Field Instructor name:

Proposed Field Instructor phone number:

Proposed Field Instructor email:

Proposed Field Instructor Social Work Degree: **Choose an item.** Choose credentials, if credentials are not listed, select Exception requested and provide an explanation

**Please submit a resume for the indicated Field Instructor**

Proposed Field Instructor title/position:

\_\_\_\_\_ **Date:** [Click here to enter a date.](#)  
Learner (Student) signature | Mandatory

\_\_\_\_\_ **Date:** [Click here to enter a date.](#)  
Employment Supervisor signature | Mandatory

\_\_\_\_\_ **Date:** [Click here to enter a date.](#)  
Proposed Field Instructor signature | Mandatory

***Below signature Optional***

\_\_\_\_\_ **Date:** [Click here to enter a date.](#)  
**Organization or Social Work Director Signature**

## Agency Acceptance Form

This document is completed by **Field Instructors or Field Agency | Organization contact person** with the authority to approve students for The University of Akron School of Social Work field education experience.

Complete this document by typing directly into the gray buttons which will disappear and expand as you type. Click directly on the box and it will turn a darker gray letting you know you are in the box and begin typing.

Upon completion, please electronically send this document to the program/field contact person of the field student's program. Note: This is a three-page document. Please return all pages to minimize delay in assigning your students. Refer to our [website](#) for detailed contact information for all campuses. Please complete all electronic sections- **no handwritten documents accepted.**

- Akron campus** – Undergraduate Learners | [Lisa Crites](#)
- Akron campus** – Graduate Learners | [Monica Ascar](#)
- Lakewood Campus** – Graduate Learners – [Monica Ascar](#)
- Lakewood Campus** – Undergraduate Learners – [Janice Steinmetz](#)
- Stark MHAR Cohort** – Graduate Learners – [Robert Terry](#)
- Wayne College Campus** – All Undergraduate Learners – [Lisa Crites](#)
- Wayne College Campus** – All Graduate Learners – [Dr. Mark McManus](#)

### LEARNER INFORMATION

Learner's Full Legal Name:

Learner's Email Address:                    @uakron.edu

Semester Field Start: Choose an item. Year Field Start: Choose an item.

Program Status: Choose an item.

Program Location: Choose an item.

Learner Status: Choose an item.

Field at Place of Employment (FAPE): Choose an item.

Click on Today's Date: Click here to enter a date.

### FIELD INSTRUCTOR INFORMATION | SIGNATURE BOX

A check in this box, affirms that I hereby attest that all of the information on this Acceptance Form is true to the best of my knowledge and is the equivalent of my signature.

Signature Date: Click here to enter a date.

## Interviewer Information

Full name:

Date: [Click here to enter a date.](#)

Interviewer Degree: **Please note a field instructor must hold a social work degree:** [Choose an item.](#)

E-mail address:

## Organization Information

Organization Legal Name:

Organization Address:

Organization Phone #

Organization web-site:

## Field Instructor name (if different than Interviewer's name):

Date: [Click here to enter a date.](#)

Field Instructor's Social Work Degree: [Choose an item.](#)

E-mail address:

Organization Legal Name:

Organization Address:

Organization Phone #

Organization web-site:

**Important-** If your learner will be placed at different site/campus than organization's address listed above, please provide information below. Providing this information will assist the school when providing contact information to Field Faculty Liaisons to conduct mandatory semester site visits.

Satellite campus name:

Field Placement Site Address:

Field placement Site Phone number:

**COMMENTS:** While it is not necessary to explain why you have or have not accepted a student for a field practicum experience, please do not hesitate to bring any questions you may have to our attention:

"Our field team wishes to express our sincerest appreciation for your commitment to help educate our students. We understand and appreciate the time and effort that goes into guiding emerging social work professionals and sharing your practice wisdom, unique skill sets, and professionalism. On behalf of our students, we thank you for your dedication to the social work profession."

*Monica, Lisa, Janice, Rob, & Mark*

## Field Syllabi Appendices

## **II. Course Rationale and Description**

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Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. Generalist field facilitates the acquisition of practice skills and experience appropriate for advanced social work practice. Advanced practice is defined as the common body of knowledge, values, and skills in the profession that are identifiable and transferable across small systems (individuals, families, and small groups), large systems (organizations, neighborhoods, and communities) and with relevant collateral systems. Advanced practice is built upon a social behavioral science conceptual framework drawing upon bio psychosocial theories, knowledge of cultural diversity, coupled with critical thinking and analytical skills. Students are expected to carry out a continuous process of analysis, testing, and transferring learning from the classroom to the experiential learning in the field practicum. Students are to grasp the importance of values in the helping process, becoming knowledgeable and skilled participants in service delivery utilizing social work values and ethics. Generalist field is built upon the contextual practice perspectives of ecological systems theory, human diversity, and strengths/empowerment.

- The Generalist Field Practicum consists of two consecutive semesters for a total of 400 internship hours [200 hours per semester/ 16 hours per week] of supervised field experience, at health and human service agencies or auspices.
- The full-time student must have graduate status and in the first semester should be enrolled in 7750:601 Generalist Field Practicum I, 7750:631 HBSE: Small Systems 7750:646 Social Welfare Policy I, 7750:622 Fundamentals of Research I, and 7750:605 Social Work Practice with Small Systems.
- In the second semester, the student is enrolled in 750:602 Generalist Field Practicum II, 7750:606 Social Work Practice with Large Systems, 7750:623 Fundamentals of Research II, 7750:632 HBSE: Large Systems, and 7750:647 Social Welfare Policy II.
- The part-time student must have graduate status; must have successfully completed 7750:631 HBSE: Small Systems, 7750:632 HBSE Large Systems, 7750:646 and 7750:647 Social Welfare Policy I and II; and be enrolled concurrently with 7750:601 Generalist Field Practicum I in 7750:622 Fundamentals of Research I and 7750:605 Social Work Practice with Small Systems and with 7750:602 Generalist Field Practicum II in 606 Social Work Practice with Large Systems and 7750:623 Fundamentals of Research II.

Students are expected to draw upon their broad base of knowledge, skills, and values in the analysis of data about the nature and extent of social problems (7750:622 and 7750:623 Fundamentals of Research I and II), the impact of social policy and services on those problems (7750:646 and 7750:647 Social Welfare Policy I and II), and the application of knowledge gained from this analysis to a variety of client situations (7750: 605 and 7750:606 Social Work Practice with Small

Systems and Large Systems, and 7750:631 and 7750:632 HBSE: Small Systems and Large Systems). Generalist Field I and II courses place emphasis on small and large systems practice.

Incorporating an ecological perspective, the MSW Program encourages students to address small and large systems in context. In the first semester, the context includes small systems strengths and resources within the broader social, economic, and cultural environment. Field provides opportunity for students to have exposure to diverse populations and to the richness of perspectives and resources that diversity provides. The second semester of field supports the development of concepts and skills related to practice with large systems as these systems impact individuals, families, and small groups.

Generalist field practicum supports the development of concepts and skills related to advanced practice with small systems and large systems. Such concepts normally include small systems and large systems boundaries, equilibrium, and structure. Practice skills with small and large systems normally include relationship building; assessing client challenges, strengths, and resources; engaging the client systems in examining options, setting goals, and executing an action plan; evaluating goal achievement; and facilitating client integration of gains made.

Knowledge, skills, and values integrated during the generalist practicum are carried into succeeding field experiences. The micro and macro specialist field experiences build upon the generalist field year. The micro specialist focuses on diverse and at risk individuals, families, and small groups in the context of the broad social, cultural, economic, and political environment. The macro specialist focuses on neighborhoods, organizations, and communities as they impact and provide resources for diverse populations, particularly those whose well-being and quality of life are at risk.

### **III. POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY**

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients systems toward optimal functioning and social and economic justice.

### **IV. SOCIAL WORK VALUES AND ETHICS**

Values and ethics are considered throughout the course through the students' assessment of their own personal values in relation to the values and ethics of the social work profession and society. Dilemmas in ethical decision-making will be a focal area of study which will address the application of social work professional values and ethics in practice evaluation, differential assessment, and intervention planning based on the NASW Code of Ethics

(<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>). Students are expected to respect and adhere to the NASW Code of Ethics at all times.

**V. REQUIRED FIELD COURSE PLATFORM FEE (Unless previously paid fee in 7750:493 or 7750:601): \$203.00 (per student).**

**VI. RECOMMENDED READINGS**

The agency and a field instructor may assign additional readings that are relevant and unique to the field practicum.

- Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education*, 37(3), 493-505.
- Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education* 31(2), 357-379.
- Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education* 38(1), 55-65.
- Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education* 36(2), 201-214.

**VII. Course Requirements and Grading Criteria**

This course requires 400 clock hours over both semesters|200 clock hours of supervised internship per each semester. This course has a required field course platform fee of \$203.00 (\$195 plus a processing fee) per student, unless paid previously in 7750:493 OR 7750:494 OR 7750:601.

Based on agency learning opportunities; student experience, interests, and aptitudes; and field education component requirements, the student and the field instructor determine and schedule specific content, readings, and learning experiences which address: theories, methods and skills for advanced practice; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

Assignments include, but are not limited to, submission of required field documentation (hours logs, narrative forms, learning activities, baseline assessment and evaluations), liaison visit, readings assigned by the field instructor, opportunities for continuing practice with small and large client systems, attendance at staff meetings and other meetings appropriate to agency operation, and research projects. Required assignments, indicated below under the Assignments section (submission of learning activities, field hours, narrative forms and evaluation), must be completed by the Field Student and submitted at the required four (4) week increments and/or end of the semester. Failure to follow the identified timeframes for submitting required field forms WILL result in a lower field grade at the end of the semester up to and including a failing grade. Students either receive a grade of Credit (Pass) or No

Credit (Fail). Students are expected to receive at minimum on the Endpoint evaluation benchmarks of “3”.

**Students are required to read and abide by the MSW Program Field Education Manual.**

Students will utilize the Achievement Measure of Field Education (AMFE) tool, commonly referred to as the Learning Activities & Assessment tool, to outline all learning activities, complete a baseline assessment on each of the required behaviors for the nine (9) competencies and also complete an evaluation for each of the two semesters in field. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. A Dimension is a necessary element for Learning to occur. All social work Behaviors in the AMFE have at least one Dimension. All social work Behaviors in the AMFE must have at least one learning activities. Learning Activities should correspond with the designated Dimensions. **Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension.** Remaining learning activities may be written within any Dimension. The dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. Cognitive/Affective Processes includes critical thinking, affective reactions, and exercise of judgment.

exercise of judgment.

- 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 refer to the way 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.

1. **BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks in the semester the field internship begins. If needed, it is completed concurrently with the finalization of the learning activities.** As placement begins, the field student in conjunction with their field instructor are to reflect on each social work Behavior (31) distributed among the nine (9) Competencies. A field student and field instructors should jointly assess the student's current level of capability of each Behavior using the scale indicated at the top of AMFE tool (rating scale is: 1-4, or X). The student and field instructor should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the field Instructor in better understanding the student's strengths and challenges, and help the field student in finalizing Learning Activities for field.
2. **LEARNING ACTIVITIES - Complete within the first four (4) weeks of the semester field begins. If completed at end of first four (4) weeks, then must also be completed concurrently with the Baseline Assessment.** Learning Activities are tasks that the field student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, the field student and field instructor collaborate to generate a minimum of one Learning Activity for each social work Behavior, for a grand total of at least 31 Learning Activities. These can be thought of as "assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

Modifications and Reviews: Once written, Learning Activities should be considered organic and can be modified by the field student, in consultation with the field instructor throughout the placement, up until the fourth week of the second semester. The student's progress on completing Learning Activities should always be up to date and readily available for discussion and field instructor feedback. Ideally student and field instructor should review the AMFE tool during each weekly supervision to ensure ongoing feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (during both first and second semesters). All Learning Activities **must** be written by the Student **PRIOR** to the end of the first four (4) weeks of the first semester of field. Failure to complete writing all Learning Activities and have the liaison visit within the required timeframe should be factored into the final grade recommendation made by the Field Instructor and Liaison.

**3. MIDPOINT FORMATIVE ASSESSMENT AND GRADE RECOMMENDATION -**

**Completed within the last two weeks of the first semester.** The student and field instructor will independently score the field student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale at the top of the AMFE tool. Scores should be an objective and frank rating that most accurately captures the field student's current level of competence. Candid scores are intended to provide the field student and field instructor with a range of information used to revise Learning Activities, if needed, and shape continued teaching and learning for the next semester. It is useful to discuss disparities between the field instructor ratings and field student self-ratings. This helps the student better understand specific expectations of social worker performance standards. It also informs the field Instructor about student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of any needed Learning Activities for the following semester. The field student should always be apprised of how they are doing through ongoing Field instructor feedback. **To obtain a grade of Credit, students should receive, at a minimum, ratings of emerging or higher on average across all competencies.**

**4. Grades** are to be recommend (minimum of emerging or higher ratings on all competencies for a grade recommendation of Credit for graduate level students) considering the 5 Ps: Progress, Professionalism, Preparation, Participation and Performance.

- i. The Student's grade should reflect their PROGRESS and effort. Where did they start from the beginning and how much have they grown during the semester?
- ii. The Student's PROFESSIONALISM should be a "given" during both semesters. Student demonstration of professionalism should impact their grade significantly. Areas where a Student should focus on to perform professionally are accountability, dress, attitude, ethics, and timeliness.
- iii. The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills?
- iv. PERFORMANCE should always be an evaluation criterion, especially during the second semester. The Program expectation is that ALL Students achieve competence (defined as no less than emerging on the rating scale) related to ALL

thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.

- 5. ENDPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION – Completed within the last two weeks of the second/final semester.** The field student and field instructor independently score the field student's demonstrated level of competence for each social work Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. Important Note: X cannot be used on this ENDPOINT assessment, as the field student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 31 Learning Activities, and the student's demonstrated attainment of a level of competence in line with an MSW social work practitioner. A pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. The field student should be notified *at least four weeks* prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between any student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain a grade of Credit, students should receive, at a minimum, ratings of emerging or higher on all competencies.**

The student's performance is assessed on a continuous basis through regular, weekly supervisory meetings and in more systematic, comprehensive, and formal evaluations at the end of each semester of field. The field instructor submits an evaluation and recommended grade each semester. These are reviewed by the faculty liaison who assigns the grade, which is then recorded by the MSW Field Coordinator or appointed field contact person. The student is graded according to her/his performance in meeting the objectives of the field program as specified by their Learning Activities in the Achievement Measure of Field Education (AMFE) tool. Students are expected to receive at minimum on the Endpoint evaluation benchmarks of "3".

## VIII. Assignments

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All required field forms must be submitted by the required timeframe as indicated below. Failure of the field student to complete, sign and then submit the required field documents to the next individual for required signature will affect final grades each semester. In case of an emergency that could delay any submission, the Field student must communicate to their field instructor, faculty liaison AND field contact person via an email indicating the emergency as well as the date the forms will be submitted. It is contingent to the field office to determine if an emergency will affect final grade. Multiple emergencies resulting in failure to submit field documents as required will result in a decrease in final grade.

- Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, Learning Activities as part of the AMFE: Learning Activities & Assessment tool. This tool is to specify the learning activities for the field

year based upon the level of learning (generalist or specialist ). The learning activities tool is due to the Faculty Liaison no later than the fourth week of the first semester that the field internship begins Learning Activities continue to be used during the second semester. Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 31 Learning Activities. They should be specific to the groups the student will work with -- those oppressed, at risk, and vulnerable as related to their age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Students are to maintain narrative forms and hours logs documenting their activities and field hours. They are expected to submit these *every four weeks* in field. They are also expected to participate in the baseline assessment (due the fourth week of first semester of field) and both midpoint (first semester) and endpoint (second semester) evaluations of their fieldwork learning. Students should be evaluated on an ongoing basis during weekly field instruction meetings. The formal evaluative process (midpoint: first semester and endpoint: second semester) in which the student's performance is assessed according to specific outcome measures indicated in the Learning Activities, known as the semester evaluation. When it is time to complete the semester evaluation, it is recommended to use the weekly field instruction meeting.

### **Timeline of Field Forms Completion and Submission:**

*Every week:* Field Student will enter hours and complete narrative form for the appropriate week in the field forms platform.

*Every four weeks:* Field Student will run an hours log and complete the narrative form for the specific weeks, sign both documents and submit them to the next in line for signature in the field forms platform.

*Within the First Four (4) Weeks of the First Semester:* Will complete and finalize with their Field Instructor ALL required learning activities and uploaded the AMFE document to the field forms platform.

*During the Fourth Week of the First Semester:* Will complete with their Field Instructor the baseline assessment on the behaviors for each of the nine (9) competencies and upload the AMFE document to the field forms platform.

*During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field:* Will complete with their Field Instructor the Midpoint Evaluation and upload the evaluation tool to the field forms platform.

*During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field:* Will complete with their Field Instructor the Endpoint Evaluation and upload the evaluation tool to the field forms platform.

Students must ensure they have a completed liaison visit each semester within the required timeframe. Unless prior approval is received by the field contact person, visits must occur within the indicated timeframes based upon semester: Fall/Spring: within the first eight (8) weeks | Summer: within the first six (6) weeks.

At the end of each field semester, a grade of Credit (Satisfactory) or No Credit (Fail) is recommended by the field instructor, assigned by the faculty liaison, and recorded by the assigned field contact person.

## **IX. STUDENT EXPECTATIONS**

Students in the MSW Program are expected to become familiar with, and comply with, the National Association of Social Workers *Code of Ethics*. They are expected to become aware of their own personal values and the ethical implications of those values. They are responsible for their own ethical conduct and the quality of their learning and practice. Some subject matter in the *Code of Ethics* may be controversial and, while students may vary in their strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen to, and understand, other perspectives.

Students are to recognize and value the dignity, worth, rights, strengths, and uniqueness of others, including fellow students, faculty, agencies, field instructors, task supervisors, and client systems. In addition, students are expected to develop the ability to help clients develop their own views and perspectives, rather than the students imposing their values and opinions on clients.

Students in the field setting may experience value conflicts and are *expected* to address these with their field instructor. Students are to demonstrate the application of a professional problem solving process toward the resolution of value conflicts and ethical dilemmas, which may arise. Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students who believe they may need an accommodation based on the impact of a disability, should contact campus Disability Services/Office of Accessibility (330-972-7928).

Students are expected to become familiar with the uses of technology as presented in the field setting and its impact on agency functioning.

Graduate students are required to attend all scheduled field days. Graduate students **MUST** make up any missed hours. Graduate students who miss field for any reason must work with their field instructor and liaison to outline the plan to make -up all missed hours.

Students are expected to become familiar with and use the field form platform system utilized by the university.

## **X. COMMUNICATION BETWEEN CAMPUSES**

Customarily, students communicate with their assigned field contact person. The Field Education Advisory Committee meet at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the MSW Program.

## **XI. Bibliography**

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## **XII. MSW SCHOOL PROGRAM MISSION AND GOALS**

### **MSW Mission**

The MSW mission is to prepare competent, ethical advanced social work professionals committed to the dignity and worth of the person, scientific inquiry, the promotion of human and community well-being, human rights, and social, economic, and environmental justice.

We strive to instill respect for human diversity, and to enhance the quality of life for all persons, locally and globally. We embrace the values of the social work profession, including service, integrity, and competency.

Building upon a liberal arts education and grounded in generalist practice, our graduates specializing in micro and macro practice will aspire to address the most pressing social problems, utilizing a range of skills, resources, and the person-in-environment framework. We advance the social work profession through collaboration with the community.

### **MSW Goals**

- Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective micro and macro specialized practice with diverse client systems in various practice settings by utilizing best practices and a range of prevention and intervention methods.
- Promote the person-in-environment and strengths perspective that advances the values, ethics, and purposes of the profession while building upon a liberal arts-based education.
- Prepare students to identify the strengths, resiliency, and dignity and worth of diverse client systems to foster empowerment toward social, economic, and environmental justice, human rights, the elimination of poverty, and human and community well-being, from a local to global perspective.
- Prepare students to utilize scientific inquiry, best practices, research informed practice and critical thinking skills for effective and ethical social work practice.
- Partner with health and human service organizations to provide meaningful field experiences and supervision for micro and macro specializations to engage, assess, intervene, and evaluate with individuals, families, groups, and communities to enhance the quality of life for all persons.

## **XIII. MSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS**

The MSW program is accredited by the Council on Social Work Education (CSWE). We support

and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

The University of Akron MSW program lists these competencies in each syllabus to emphasize their importance in social work education. Each MSW graduate is expected to demonstrate mastery of these competencies. While not all competencies are addressed in each course, all are listed in each syllabus. By the time students complete the MSW degree, they will be assessed on each of the competencies. This process is part of the overall assessment plan of the MSW program.

## **Generalist MSW**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

*At the generalist level, advanced practitioners function as social work professionals who engage in ethical decision making via applying NASW Code of Ethics. They:*

- \* Practice personal reflection and self-correction to assure continual professional development;
- \* Attend to professional roles and boundaries;
- \* Demonstrate professional demeanor in behavior, appearance, and communication;
- \* Engage in career-long learning;
- \* Use supervision and consultation
- \* Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ;
- \* Apply strategies of ethical reasoning to arrive at principled decisions.

### **Competency 2: Engage Diversity and Difference in Practice**

*At the generalist level, advanced practitioners utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:*

- \* Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- \* Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- \* Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- \* View themselves as learners and engage those with whom they work as informants.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

*At the generalist level, advanced practitioners recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:*

- \* Understand the forms and mechanisms of oppression and discrimination;
- \* Advocate for human rights and social and economic justice; and
- \* Engage in practices that advance social and economic justice.

#### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

*At the generalist level, advanced practitioners understand the value of documentation that leads to evidence-based practice. They:*

- \* Use practice experience to inform scientific inquiry and
- \* Use research evidence to inform practice.

#### **Competency 5: Engage in Policy Practice**

*At the generalist level, advanced practitioners understand how the federal, international, and specifically Ohio Revised Code governs the function of agency-based practice and engage in policy practice. They:*

- \* Analyze, formulate, and advocate for policies that advance social well-being; and
- \* Collaborate with colleagues and clients for effective policy action.

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

*At the generalist level, advanced practitioners utilize knowledge, skills, and values to engage clients in an effective manner that creates and maintains clients' participation in the problem-solving process. They:*

- \* Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- \* Use empathy and other interpersonal skills; and
- \* Develop a mutually agreed-on focus of work and desired outcomes.

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

*At the generalist level, advanced practitioners utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:*

- \* Collect, organize, and interpret client data;
- \* Assess client strengths and limitations;
- \* Develop mutually agreed-on intervention goals and objectives; and
- \* Select appropriate intervention strategies.

#### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

*At the generalist level, advanced practitioners utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:*

- \* Initiate actions to achieve organizational goals;
- \* Implement prevention interventions that enhance client capacities;
- \* Help clients resolve problems;
- \* Negotiate, mediate, and advocate for clients; and
- \* Facilitate transitions and endings.

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

*At the generalist level, advanced practitioners build evidence-based practice through evaluating clients' goal attainment and the outcome of the intervention:*

- \* Social workers critically analyze, monitor, and evaluate interventions.

**The University of Akron**  
**College of Health and Human**  
**Sciences School of Social Work and**  
**Family Sciences Course Number:**  
**7750: 603 & 604 (3 credits)**  
**Course Name: Advanced Field Practicum III and IV Macro**



<b>Instructor:</b>		<b>Year/Term:</b>	
<b>Office:</b>		<b>Phone:</b>	
<b>Email:</b>		<b>Office Hours:</b>	

**Course Information**

*Course Rationale & Description*

Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. The macrospecialization is the area in which the students develop knowledge, skills, and values through experiential learning with organizations, neighborhoods, and communities within the context of political, social, and economic institutions. Advanced practice involves the selective use of assessment, intervention, and evaluation skills. Students are expected to carry out a continuous process of critical analysis, testing and transferring of learning from one situation to another. They are to develop an increasingly critical and autonomous use of self in the helping process. Students are to exhibit an appropriate use of knowledge, skills, and values in service delivery in compliance with social work values and ethics. Specialization field continues to be built upon the practice perspectives of ecological systems theory, human diversity, and strengths/empowerment. These perspectives prepare students to focus on developing and implementing effective human services, preventing systemic dysfunctioning, and restoring, maintaining, and enhancing community life. Thus, students are prepared to influence political, social, and economic forces toward the empowerment of diverse persons in their environments.

- The Macro Field Practicum consists of two consecutive semesters for a total of 500 internship hours [250 hours per semester | 17 hours per week] of supervised field experience at health and human service agencies or auspices per week.
- The full-time student must have graduate status, have successfully completed the generalist curriculum, and be currently enrolled in the first semester macro courses – 7750:603 Advanced Field Practicum III, 7750:611 Dynamics of Racism and Discrimination, 7750:672 Community Organization and Planning, 750:674 Community, Economic Systems and Policy Analysis, and one Social Work Elective, as well as the second semester macro courses – 7750:604 Advanced Field Practicum IV, 7750:671 Social Work Administration, 7750:673 Strategies of Community Organization, 7750:675 Program Evaluation, and one Social Work Elective.
- The Advanced Standing student must have graduate status, must have successfully completed the Advanced Standing Integrative Seminar, and must be currently enrolled in the above first and second semester macro courses.

- The part-time student must have graduate status; must have successfully completed the generalist curriculum and first year macro courses and be currently enrolled in third semester field practicum courses — 7750:603 Advanced Field Practicum III, 7750:672 Community Organization and Planning, and one Social Work Elective, as well as the fourth semester courses — 7750:604 Advanced Field Practicum IV, 7750:673 Strategies of Community Organization, and 7750:675 Program Evaluation.

Building on the generalist field experience, which included practice with neighborhoods, organizations, and communities, students are expected to employ differential application of a wide range of theories and strategies related to management and administration of organizations, and advocacy and social change. Students are encouraged to examine strategies and draw upon resources that empower neighborhoods, organizations, and communities to take action to improve individuals' well-being and quality of life.

Incorporating an ecological perspective, the Macro Field Practicum encourages students to differentially make use of the complementary relationship between community organization, planning, and administration, and work which focuses on people individually, in families, and in small groups. This includes drawing upon the strengths and resources of each component of the relationship. Field provides the opportunity for students to be exposed to diversity in neighborhoods, organizations, and communities and to the richness of perspectives and resources that diversity provides. Students are to bring to field, and integrate into advanced practice, culturally relevant, ethnically sensitive practice frameworks.

The Macro Field Practicum supports the refinement of concepts and skills related to advanced practice with large systems. This includes testing of different practice theories and methods, with increased focus on their utilization with defined systemic structures, functions, and concerns. In addition, students in the Fall and Spring semester macro courses will critically explore their professional use of self with increasing ability to modify their implementation of advanced practice.

Skills integrated during the Fall macro field semester are carried into the succeeding Spring field experience. The final semester of field allows students the opportunity to synthesize practice skills from a wide range of theoretical bases and to apply these skills to diverse advanced practice situations.

#### *Required Text and Materials*

REQUIRED FIELD COURSE PLATFORM FEE (Unless previously paid fee in 7750:493 or 7750:601): \$203.00 (per student).

#### *RECOMMENDED READINGS*

The agency and a field instructor may assign additional readings that are relevant and unique to the field practicum.

#### *Mission & Goals of the MSW Program*

##### *MSW Mission*

The MSW mission is to prepare competent, ethical advanced social work professionals committed to the dignity and worth of the person, scientific inquiry, the promotion of human and community well-being, human rights, and social, economic, and environmental justice.

We strive to instill respect for human diversity, and to enhance the quality of life for all persons, locally and globally. We embrace the values of the social work profession, including service, integrity, and competency.

Building upon a liberal arts education and grounded in generalist practice, our graduates specializing in micro and macro practice will aspire to address the most pressing social problems, utilizing a range of skills, resources, and the person-in-environment framework. We advance the social work profession through collaboration with the community.

### *MSW Goals*

- Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective micro and macro specialized practice with diverse client systems in various practice settings by utilizing best practices and a range of prevention and intervention methods.
- Promote the person-in-environment and strengths perspective that advances the values, ethics, and purposes of the profession while building upon a liberal arts-based education.
- Prepare students to identify the strengths, resiliency, and dignity and worth of diverse client systems to foster empowerment toward social, economic, and environmental justice, human rights, the elimination of poverty, and human and community well-being, from a local to global perspective.
- Prepare students to utilize scientific inquiry, best practices, research informed practice and critical thinking skills for effective and ethical social work practice.
- Partner with health and human service organizations to provide meaningful field experiences and supervision for micro and macro specializations to engage, assess, intervene, and evaluate with individuals, families, groups, and communities to enhance the quality of life for all persons.

### *Values & Ethics*

Using the NASW Social Work *Code of Ethics* as a guide, this course presents the role of social work values as they relate to the research process including the rationale, relevancy, and purpose of practice related research; decision-making; values and ethical conflicts in practice related research; ethical issues in the research process; identifying appropriate strategies; standardized tests and instruments; and use and presentation of research findings. Ethical issues such as informed consent, protection of human subjects, confidentiality, anonymity and bias are all discussed regarding conducting research studies. Practice issues such as the right to self-determination, social justice, decisions about the benefits to clients derived from research and evaluation activities are also discussed.

## Diversity

The College of Health and Human Sciences (CHHS) is committed to improving the human condition. To do so, the College values diversity in all forms, including national origin, race, color, religion, sex, age, sexual orientation, gender identity, disability, or veteran status; and seeks to recruit, retain and graduate a diverse student population. The University of Akron School of Social Work and Family Sciences takes this commitment seriously and infuses content on diverse populations in each social work course offered.

The CHHS focus on diversity demands an environment where respect for others supports meaningful dialogue across broad, interprofessional issues rooted in academic inquiry, research and discovery. Our graduates are prepared to address the needs of an evolving health care system and value inclusion and the opportunity to serve health needs and promote wellness opportunities to an increasingly diverse community.

In Educational Policy 3.0, CSWE's Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University of Akron's MSW program takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the graduate level.

## Course Policies

### *Expectations of Students*

The students of the MSW program are expected to become familiar with and follow the National Association of Social Workers' Code of Ethics (available at <http://www.socialworkers.org/pubs/code/code.asp>) and the university Sexual Harassment Policy while a student in the school. Some subject matter may be controversial. While students may vary in strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other's perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their value and opinions on clients.

Students in the field setting may experience value conflicts and are *expected* to address these with their field instructor. Students are to demonstrate the application of a professional problem-solving process toward the resolution of value conflicts and ethical dilemmas, which may arise. Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students are expected to become familiar with the uses of technology as presented in the field setting and its impact on agency functioning.

Graduate students are required to attend all scheduled field days. Graduate students **MUST** make up any missed hours. Graduate students who miss field for any reason must work with their field instructor and liaison to outline the plan to make -up all missed hours.

Students are expected to become familiar with and use the field form platform system utilized by the university.

## *POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY*

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients' systems toward optimal functioning and social and economic justice.

### *Communication*

Customarily, students communicate with their assigned field contact person. The Field Education Advisory Committee meet at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the MSW Program.

## *University Resources & Student Services*

### *Accessibility*

In pursuant to University policy #3359-38-01, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any students who feel they may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 (v), 330-972-5764 (tdd) or [access@uakron.edu](mailto:access@uakron.edu). The office is located in Simmons Hall Room 105. After the student's eligibility for services is determined, the instructors will be provided a letter, which will outline the student's accommodations.

### *Military Orders Procedure*

If a military student is called to duty or training, a copy of the official orders needs to be provided to the instructor. Reasonable accommodations will be provided to assist the student. Any questions or concerns can be directed to the Military Service Center at [veterans@uakron.edu](mailto:veterans@uakron.edu) or 330-972-7838.

### *Brightspace App*

Brightspace offers two apps for students to complement your online courses. The [Brightspace Pulse](#) app is an app for your smartphone that makes it easier for you to stay on top of due dates, course announcements, grades and content updates.

### *Technical Support*

If you have technical questions or require technical assistance, we encourage you to review the variety of methods for obtaining support. You can contact the I.T. Help Desk directly at 330-972-6888 or [support@uakron.edu](mailto:support@uakron.edu).

### *Academic Support*

The University of Akron provides online help with writing and other content areas. More information is available on the Student Services tab in Brightspace.

### *eTutoring*

The University of Akron offers online tutoring, called eTutoring, which is provided through the Ohio eTutoring Collaborative. Students at The University of Akron have access to online tutoring in Writing. The Online Writing Lab allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor's comments in approximately 24 to 48 hours. You may submit up to three drafts per paper. eChat will allow you to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Offline questions will allow you to leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner). [Select this link to learn more about eTutoring services.](#)

### *Evaluation & Assessment*

#### *Assignment Grading Policy*

##### Graduate School Grading Scale:

A	93.0-100
A-	90.0-92.99
B+	87.0-89.99
B	83.0-86.99
B-	80.0-82.99
C+	77.0-79.99
C	73.0-76.99
C-	70.0-72.99
Course failed if < 70.0	

#### *UA Graduate School*

A student admitted to graduate study under any status at the University is expected to maintain a minimum 3.00 grade-point average (4.00 = "A") at all times. A minimum grade-point average of 3.00 is required for graduation. No more than six semester credits of "C," "C+," and "C-" may be counted toward the degree. Grades of "D+," "D," and "D-" are treated as "F" grades. No grades below "C-" may be counted toward a degree. Official academic records for graduate students are maintained with a grade-point system as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	0.0
D	0.0
D-	0.0
F	0.0 Failure
CR	0.0 Credit
NC	0.0 No credit

AUD 0.0 Audit

## Course Requirements

### *Assignment Overview:*

This course requires 500 clock hours over both semesters|250 clock hours of supervised internship each semester. This course has a required field course platform fee of \$203.00 (\$195 plus a processing fee) per student, unless paid previously in 7750:493 OR 7750:601 OR 7750:602.

Based on agency learning opportunities; student experience, interests, and aptitudes; and field education component requirements, the student and the field instructor determine and schedule specific content, readings, and learning experiences which address: theories, methods and skills for advanced practice; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

Assignments include, but are not limited to, submission of required field documentation (hours logs, narrative forms, learning activities, baseline assessment and evaluations), liaison visit, readings assigned by the field instructor, opportunities for continuing practice with small and large client systems, attendance at staff meetings and other meetings appropriate to agency operation, and research projects. Required assignments, indicated below under the Assignments section (submission of learning activities, field hours, narrative forms and evaluation), must be completed by the Field Student and submitted at the required four (4) week increments and/or end of the semester. Failure to follow the identified timeframes for submitting required field forms WILL result in a lower field grade at the end of the semester up to and including a failing grade. Students either receive a grade of Credit (Pass) or No Credit (Fail). Students are expected to receive at minimum on the Endpoint evaluation benchmarks of “3”.

**Students are required to read and abide by the MSW Program Field Education Manual.**

Students will utilize the Achievement Measure of Field Education (AMFE) tool, commonly referred to as the Learning Activities & Assessment tool, to outline all learning activities, complete a baseline assessment on each of the required behaviors for the nine (9) competencies and also complete an evaluation for each of the two semesters in field. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. A Dimension is a necessary element for Learning to occur. All social work Behaviors in the AMFE have at least one Dimension. All social work Behaviors in the AMFE must have at least two (2) learning activities. Learning Activities should correspond with the designated Dimensions. If only one Dimension is listed for a Behavior, the second Learning Activity for that Behavior can be chosen with a focus on any Dimension. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. Cognitive/Affective Processes includes critical thinking, affective reactions, and exercise of judgment.

- 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 refer to the way 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.

**1. BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks in the semester the field internship begins. If needed, it is completed concurrently with the finalization of the learning activities.** As placement begins, the field student in conjunction with their field instructor are to reflect on each social work Behavior (31) distributed among the nine (9) Competencies. A field student and field instructors should jointly assess the student's current level of capability of each Behavior using the scale indicated at the top of AMFE tool (rating scale is: 1-4, or X). The student and field instructor should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the field Instructor in better understanding the student's strengths and challenges, and help the field student in finalizing Learning Activities for field.

**2. LEARNING ACTIVITIES - Complete within the first four (4) weeks of the semester field begins. If completed at end of first four (4) weeks, then must also be completed concurrently with the Baseline Assessment.** Learning Activities are tasks that the field student will conduct over the course of the placement to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, the field student and field instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. These can be thought of as "mini assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

Modifications and Reviews: Once written, Learning Activities should be considered organic and can be modified by the field student, in consultation with the field instructor throughout the placement, up until the fourth week of the second semester. The student's progress on completing Learning Activities should always be up to date and readily available for discussion and field instructor feedback. Ideally student and field instructor should review the AMFE tool during each weekly supervision to ensure ongoing feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (during both first and second semesters). All Learning Activities **must** be written by the Student **PRIOR** to the end of the first four (4) weeks of the first semester of field. Failure to complete writing all Learning Activities and have the liaison visit within the required timeframe should be factored into the final grade recommendation made by the Field Instructor and Liaison.

**3. *MIDPOINT FORMATIVE ASSESSMENT AND GRADE RECOMMENDATION* - Completed within the last two weeks of the first semester.** The student and field

instructor will independently score the field student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale at the top of the AMFE tool. Scores should be an objective and frank rating that most accurately captures the field student's current level of competence. Candid scores are intended to provide the field student and field instructor with a range of information used to revise Learning Activities, if needed, and shape continued teaching and learning for the next semester. It is useful to discuss disparities between the field instructor ratings and field student self-ratings. This helps the student better understand specific expectations of social worker performance standards. It also informs the field Instructor about student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of any needed Learning Activities for the following semester. The field student should always be apprised of how they are doing through ongoing Field instructor feedback. **To obtain a grade of Credit, students should receive, at a minimum, ratings of emerging or higher on average across all competencies.**

4. **Grades** are to be recommend (minimum of emerging or higher ratings on all competencies for a grade recommendation of Credit for graduate level students) considering the 5 Ps: Progress, Professionalism, Preparation, Participation and Performance.
  - i. The Student's grade should reflect their PROGRESS and effort. Where did they start from the beginning and how much have they grown during the semester?
  - ii. The Student's PROFESSIONALISM should be a "given" during both semesters. Student demonstration of professionalism should impact their grade significantly. Areas where a Student should focus on to perform professionally are accountability, dress, attitude, ethics, and timeliness.
  - iii. The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills?
  - iv. PERFORMANCE should always be an evaluation criterion, especially during the second semester. The Program expectation is that ALL Students achieve competence (defined as no less than emerging on the rating scale) related to ALL thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.
  
5. **ENDPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION – Completed within the last two weeks of the second/final semester.** The field student and field instructor independently score the field student's demonstrated level of competence

for each social work Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. Important Note: X cannot be used on this ENDPOINT assessment, as the field student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 62 Learning Activities, and the student's demonstrated attainment of a level of competence in line with an MSW social work practitioner. A pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. The field student should be notified *at least four weeks* prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between any student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain a grade of Credit, students should receive, at a minimum, benchmark ratings of no less than "3" on each of the nine competencies.**

The student's performance is assessed on a continuous basis through regular, weekly supervisory meetings and in more systematic, comprehensive, and formal evaluations at the end of each semester of field. The field instructor submits an evaluation and recommended grade each semester. These are reviewed by the faculty liaison who assigns the grade, which is then recorded by the Field Coordinator or appointed field contact person. The student is graded according to her/his performance in meeting the objectives of the field program as specified by their Learning Activities in the Achievement Measure of Field Education (AMFE) tool.

### *Assignments*

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All required field forms must be submitted by the required timeframe as indicated below. Failure of the field student to complete, sign and then submit the required field documents to the next individual for required signature will affect final grades each semester. In case of an emergency that could delay any submission, the Field student must communicate to their field instructor, faculty liaison AND field contact person via an email indicating the emergency as well as the date the forms will be submitted. It is contingent to the field office to determine if an emergency will affect final grade. Multiple emergencies resulting in failure to submit field documents as required will result in a decrease in final grade.

- Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, Learning Activities as part of the AMFE: Learning Activities & Assessment tool. This tool is to specify the learning activities for the field year based upon the level of learning. The learning activities tool is due to the Faculty Liaison no later than the fourth week of the first semester that the field internship begins. Learning Activities continue to be used during the second semester. Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of

two Learning Activities for each social work

Behavior, for a grand total of at least 62 Learning Activities. They should be specific to the groups the student will work with -- those oppressed, at risk, and vulnerable as related to their age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Students are to maintain narrative forms and hours logs documenting their activities and field hours. They are expected to submit these *every four weeks* in field. They are also expected to participate in the baseline assessment (due the fourth week of first semester of field) and both midpoint (first semester) and endpoint (second semester) evaluations of their fieldwork learning. Students should be evaluated on an ongoing basis during weekly field instruction meetings. The formal evaluative process (midpoint: first semester and endpoint: second semester) in which the student's performance is assessed according to specific outcome measures indicated in the Learning Activities, known as the semester evaluation. When it is time to complete the semester evaluation, it is recommended to use the weekly field instruction meeting.

#### *Timeline of Field Forms Completion and Submission:*

- *Every week:* Field Student will enter hours and complete narrative form for the appropriate week in the field forms platform.
- *Every four weeks:* Field Student will run an hours log and complete the narrative form for the specific weeks, sign both documents and submit them to the next in line for signature in the field forms platform.
- *Within the First Four (4) Weeks of the First Semester:* Will complete and finalize with their Field Instructor ALL required learning activities and uploaded the AMFE document to the field forms platform.
- *During the Fourth Week of the First Semester:* Will complete with their Field Instructor the baseline assessment on the behaviors for each of the nine (9) competencies and upload the AMFE document to the field forms platform.
- *During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field:* Will complete with their Field Instructor the Midpoint Evaluation and upload the evaluation tool to the field forms platform.
- *During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field:* Will complete with their Field Instructor the Endpoint Evaluation and upload the evaluation tool to the field forms platform.

Students must ensure they have a completed liaison visit each semester within the required timeframe. Unless prior approval is received by the field contact person, visits must occur within the indicated timeframes based upon semester: Fall/Spring: within the first eight (8) weeks | Summer: within the first six (6) weeks.

At the end of each field semester, a grade of Credit (Satisfactory) or No Credit (Fail) is recommended by the field instructor, assigned by the faculty liaison, and recorded by the assigned field contact person.

### *Communication Between Campuses*

Customarily, students communicate with their assigned field contact person. The Field Education Advisory Committee meet at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the MSW Program.

### *Bibliography*

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- Clements, A. J., Kinman, G., & Guppy, A. (2014). 'You could damage somebody's life': Student and lecturer perspectives on commitment. *Social Work Education, 33*(1), 91-104. doi:10.1080/02615479.2012.741579
- James, N., Busher, H., & Suttill, B. (2015). Using habitus and field to explore access to higher education students' learning identities. *Studies in The Education of Adults, 47*(1), 4-20.
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- Poole, J., Rife, J. C., Pearson, F., Moore, L., Reaves, A. M., & Moore, W. (2013). Innovative social work field education in congregational and community-based settings serving persons fifty five+: An interdisciplinary training initiative for BSW and MSW students. *Social Work & Christianity, 40*(4), 404-421.

### *Social Work Core Competencies and Practice Behaviors*

The MSW program is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

The University of Akron MSW program lists these competencies in each macro specialization syllabus to emphasize their importance in social work education. Each macro specialization MSW graduate is expected to demonstrate mastery of these competencies. While not all competencies are addressed in each course, all are listed in each syllabus. By the time students complete the MSW degree, they will be assessed on each of the macro specialization competencies. This process is part of the overall assessment plan of the MSW program.

### *Macro Specialization*

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

*At the macro specialization level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing*

*staff development activities, and in engaging community groups in program design. At the macro specialization level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:*

- \* Engage staff in career learning through staff training and orientation;
- \* Use staff supervision and consultation in staff development;
- \* Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student's field placement and professional practice.
- \* Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
- \* Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

### *Competency 2: Engage Diversity and Difference in Practice*

*At the macro specialization level, advanced practitioners appreciate and understand that a client's/consumer's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:*

- \* Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
- \* Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
- \* Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

### *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

*At the macro specialization level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients' and workers' basic human rights are observed. They:*

- \* Utilize the power and politics as they relate to strategic planning;
- \* Assess strengths and weaknesses of the service delivery systems for clients/consumers;
- \* Advocate for staff participation and client inclusion in designing programs in HSOs;
- \* Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

### *Competency 4: Engage In Practice-informed Research and Research-informed Practice*

*At the macro specialization level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:*

- \* Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
- \* Engage in analyzing organizational effectiveness with an emphasis on organizational theory;

\* Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

#### *Competency 5: Engage in Policy Practice*

*At the macro specialization level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:*

- \* Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
- \* Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
- \* Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs.

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

*At the macro specialization level, advanced practitioners engage organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- \* Engage in interventions for change in organizations and communities;
- \* Facilitate organizational and community change;
- \* Establish a relationship with organizations and communities;
- \* Negotiate mutually agreed-on strategies and desired outcomes.

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

*At the macro specialization level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- \* Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
- \* Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.

#### *Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*

*At the macro specialization level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

- \* Apply advanced knowledge and skills to achieve organizational and community goals;

- \* Utilize advocacy and change strategies that empower organizations and communities;
- \* Engage organizations and communities in integration of new innovations.

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

*At the macro specialization level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:*

- \* Empower organizations and communities in the evaluation of interventions

**The University of Akron**  
**College of Health and Human Sciences School of**  
**Social Work and Family Sciences Course Number:**  
**7750: 603 & 604 (3 credits)**  
**Course Name: Advanced Field Practicum III and IV Micro**



<b>Instructor:</b>		<b>Year/Term:</b>	
<b>Office:</b>		<b>Phone:</b>	
<b>Email:</b>		<b>Office Hours:</b>	

**Course Information**

*Course Rationale & Description*

Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. Micro field facilitates the acquisition of practice skills and experience in advanced social work practice with small systems (individuals, families, and small groups) and relevant collateral persons and organizations. The helping process in micro practice emphasizes the strengths and resources of people within the context of their environments. Advanced practice involves the selective use of assessment, intervention, and evaluation skills. Students are expected to carry out a continuous process of critical analysis, testing and transferring of learning from one situation to another. They are to develop an increasingly critical and autonomous use of self in the helping process. Students are to exhibit knowledge, skills, and values in service delivery in compliance with social work values and ethics. Advanced field continues to be built upon the practice perspectives of ecological systems theory, human diversity, and strengths/empowerment. These perspectives provide students with a framework for empowering diverse individuals, families, and small groups to restore, maintain, and enhance their personal functioning, social relationships, and access to social and economic resources.

- The Micro Field Practicum consists of two consecutive semesters for a total of 500 internship hours [250 hours per semester | 17 hours per week] of supervised field experience at health and human service agencies or auspices per week.
- The full-time student must have graduate status, have successfully completed the generalist curriculum, and should be enrolled in the first semester micro courses – 7750:603 Advanced Field Practicum III, 7750:611 Dynamics of Racism and Discrimination, 7750:663 Psychopathology and Social Work, 7750:607 Advanced Practice with Small Systems I, and one Social Work Elective, as well as the second semester micro courses – 7750:604 Advanced Field Practicum IV, 7750:608 Advanced Practice with Small Systems II, 7750:675 Program Evaluation, and two Social Work Electives.
- The Advanced Standing student must have successfully completed the Advanced Standing Integrative Seminar and be currently enrolled in the above first and second semester micro courses.
- The part-time student must have graduate status; must have successfully completed the generalist curriculum and first year micro courses and be currently enrolled

in third semester field practicum courses — 7750:603 Advanced Field Practicum III, 7750:607 Advanced Practice with Small Systems I, and one Social Work Elective, as well as the fourth semester micro courses — 7750:604 Advanced Field Practicum IV, 7750:608 Advanced Practice with Small Systems II, and 7750:675 Program Evaluation.

Building on the first year field experience, which included practice with individuals, families, and small groups in the context of their environment, students are expected to employ differential application of a wide range of practice theories and methods that restore, maintain, and enhance clients' social functioning. Challenges to social functioning are viewed within the context of client systems strengths and resources. Students are expected to become aware of programs, policies and economic and cultural forces which accentuate or mitigate client strengths and challenges, thereby facilitating client system empowerment.

Incorporating an ecological perspective, Micro Field Practicum encourages students to address small systems in contextual practice. Context includes small system strengths and resources within the broader social, economic, and cultural environment. Field practicum provides opportunity for students to have exposure to diverse populations and to the richness of perspectives and resources that diversity provides. Students bring to field, and integrate into practice, culturally relevant, ethnic sensitive practice frameworks.

The Micro Field Practicum supports the refinement of concepts and skills related to advanced practice with small systems. This includes testing of different practice theories and methods, with increased focus on utilizing these with defined populations, client challenges, and social work fields of practice. In addition, students in Fall and Spring semester micro courses will critically explore their professional use of self with increasing ability to modify their implementation of advanced practice.

Skills integrated during Fall micro field semester are carried into succeeding Spring field experience. The final semester of field allows students the opportunity to synthesize practice skills from a wide range of theoretical bases and to apply these skills to diverse advanced practice situations.

#### *Required Text and Materials*

REQUIRED FIELD COURSE PLATFORM FEE (Unless previously paid fee in 7750:493 or 7750:601): \$203.00 (per student).

#### *RECOMMENDED READINGS*

The agency and a field instructor may assign additional readings that are relevant and unique to the field practicum.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education*, 37(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education* 31(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education* 38(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education* 36(2), 201-214.

## Mission & Goals of the MSW Program

### *MSW Mission*

The MSW mission is to prepare competent, ethical advanced social work professionals committed to the dignity and worth of the person, scientific inquiry, the promotion of human and community well-being, human rights, and social, economic, and environmental justice.

We strive to instill respect for human diversity, and to enhance the quality of life for all persons, locally and globally. We embrace the values of the social work profession, including service, integrity, and competency.

Building upon a liberal arts education and grounded in generalist practice, our graduates specializing in micro and macro practice will aspire to address the most pressing social problems, utilizing a range of skills, resources, and the person-in-environment framework. We advance the social work profession through collaboration with the community.

### *MSW Goals*

- Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective micro and macro specialized practice with diverse client systems in various practice settings by utilizing best practices and a range of prevention and intervention methods.
- Promote the person-in-environment and strengths perspective that advances the values, ethics, and purposes of the profession while building upon a liberal arts-based education.
- Prepare students to identify the strengths, resiliency, and dignity and worth of diverse client systems to foster empowerment toward social, economic, and environmental justice, human rights, the elimination of poverty, and human and community well-being, from a local to global perspective.
- Prepare students to utilize scientific inquiry, best practices, research informed practice and critical thinking skills for effective and ethical social work practice.
- Partner with health and human service organizations to provide meaningful field experiences and supervision for micro and macro specializations to engage, assess, intervene, and evaluate with individuals, families, groups, and communities to enhance the quality of life for all persons.

### *Values & Ethics*

Using the NASW Social Work *Code of Ethics* as a guide, this course presents the role of social work values as they relate to the research process including the rationale, relevancy, and purpose of practice related research; decision-making; values and ethical conflicts in practice related

research; ethical issues in the research process; identifying appropriate strategies; standardized tests and instruments; and use and presentation of research findings. Ethical issues such as informed consent, protection of human subjects, confidentiality, anonymity and bias are all discussed regarding conducting research studies. Practice issues such as the right to self-determination, social justice, decisions about the benefits to clients derived from research and evaluation activities are also discussed.

### *Diversity*

The College of Health and Human Sciences (CHHS) is committed to improving the human condition. To do so, the College values diversity in all forms, including national origin, race, color, religion, sex, age, sexual orientation, gender identity, disability, or veteran status; and seeks to recruit, retain and graduate a diverse student population. The University of Akron School of Social Work and Family Sciences takes this commitment seriously and infuses content on diverse populations in each social work course offered.

The CHHS focus on diversity demands an environment where respect for others supports meaningful dialogue across broad, interprofessional issues rooted in academic inquiry, research and discovery. Our graduates are prepared to address the needs of an evolving health care system and value inclusion and the opportunity to serve health needs and promote wellness opportunities to an increasingly diverse community.

In Educational Policy 3.0, CSWE's Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University of Akron takes this commitment seriously and infuses content on diverse populations in each social work course offered at the graduate level.

## Course Policies

### *Expectations of Students*

The students of the MSW program are expected to become familiar with and follow the National Association of Social Workers' Code of Ethics (available at <http://www.socialworkers.org/pubs/code/code.asp>) and the university Sexual Harassment Policy while a student in the school. Some subject matter may be controversial. While students may vary in strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other's perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their value and opinions on clients.

Students in the field setting may experience value conflicts and are *expected* to address these with their field instructor. Students are to demonstrate the application of a professional problem-solving process toward the resolution of value conflicts and ethical dilemmas, which may arise. Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students are expected to become familiar with the uses of technology as presented in the field setting and its impact on agency functioning.

Graduate students are required to attend all scheduled field days. Graduate students **MUST** make up any missed hours. Graduate students who miss field for any reason must work with their field instructor and liaison to outline the plan to make -up all missed hours.

Students are expected to become familiar with and use the field form platform system utilized by the university.

### *POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY*

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients' systems toward optimal functioning and social and economic justice.

#### *Communication*

Customarily, students communicate with their assigned field contact person. The Field Education Advisory Committee meet at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the MSW Program.

#### *University Resources & Student Services*

##### *Accessibility*

In pursuant to University policy #3359-38-01, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any students who feel they may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 (v), 330-972-5764 (tdd) or [access@uakron.edu](mailto:access@uakron.edu). The office is located in Simmons Hall Room 105. After the student's eligibility for services is determined, the instructors will be provided a letter, which will outline the student's accommodations.

##### *Military Orders Procedure*

If a military student is called to duty or training, a copy of the official orders needs to be provided to the instructor. Reasonable accommodations will be provided to assist the student. Any questions or concerns can be directed to the Military Service Center at [veterans@uakron.edu](mailto:veterans@uakron.edu) or 330-972-7838.

##### *Brightspace App*

Brightspace offers two apps for students to complement your online courses. The [Brightspace Pulse](#) app is an app for your smartphone that makes it easier for you to stay on top of due dates, course announcements, grades and content updates.

### *Technical Support*

If you have technical questions or require technical assistance, we encourage you to review the variety of methods for obtaining support. You can contact the I.T. Help Desk directly at 330-972-6888 or [support@uakron.edu](mailto:support@uakron.edu).

### *Academic Support*

The University of Akron provides online help with writing and other content areas. More information is available on the Student Services tab in Brightspace.

### *eTutoring*

The University of Akron offers online tutoring, called eTutoring, which is provided through the Ohio eTutoring Collaborative. Students at The University of Akron have access to online tutoring in Writing. The Online Writing Lab allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor's comments in approximately 24 to 48 hours. You may submit up to three drafts per paper. eChat will allow you to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Offline questions will allow you to leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner). [Select this link to learn more about eTutoring services.](#)

### *Evaluation & Assessment*

#### *Assignment Grading Policy*

Graduate School Grading Scale:

A	93.0-100
A-	90.0-92.99
B+	87.0-89.99
B	83.0-86.99
B-	80.0-82.99
C+	77.0-79.99
C	73.0-76.99
C-	70.0-72.99

Course failed if < 70.0

#### *UA Graduate School*

A student admitted to graduate study under any status at the University is expected to maintain a minimum 3.00 grade-point average (4.00 = "A") at all times. A minimum grade-point average of 3.00 is required for graduation. No more than six semester credits of "C," "C+," and "C-" may be counted toward the degree. Grades of "D+," "D," and "D-" are treated as "F" grades. No grades below "C-" may be counted toward a degree. Official academic records for graduate students are maintained with a grade-point system as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7



C	2.0
C-	1.7
D+	0.0
D	0.0
D-	0.0
F	0.0 Failure
CR	0.0 Credit
NC	0.0 No credit
AUD	0.0 Audit

## Course Requirements

### *Assignment Overview:*

This course requires 500 clock hours over both semesters|250 clock hours of supervised internship each semester. This course has a required field course platform fee of \$203.00 (\$195 plus a processing fee) per student, unless paid previously in 7750:493 OR 7750:601 OR 7750:602.

Based on agency learning opportunities; student experience, interests, and aptitudes; and field education component requirements, the student and the field instructor determine and schedule specific content, readings, and learning experiences which address: theories, methods and skills for advanced practice; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

Assignments include, but are not limited to, submission of required field documentation (hours logs, narrative forms, learning activities, baseline assessment and evaluations), liaison visit, readings assigned by the field instructor, opportunities for continuing practice with small and large client systems, attendance at staff meetings and other meetings appropriate to agency operation, and research projects. Required assignments, indicated below under the Assignments section (submission of learning activities, field hours, narrative forms and evaluation), must be completed by the Field Student and submitted at the required four (4) week increments and/or end of the semester. Failure to follow the identified timeframes for submitting required field forms WILL result in a lower field grade at the end of the semester up to and including a failing grade. Students either receive a grade of Credit (Pass) or No Credit (Fail). Students are expected to receive at minimum on the Endpoint evaluation benchmarks of “3”.

**Students are required to read and abide by the MSW Program Field Education Manual.**

Students will utilize the Achievement Measure of Field Education (AMFE) tool, commonly referred to as the Learning Activities & Assessment tool, to outline all learning activities, complete a baseline assessment on each of the required behaviors for the nine (9) competencies and also complete an evaluation for each of the two semesters in field. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. A Dimension is a necessary element for learning to occur. All social work behaviors in the AMFE

have at least one dimension. All social work behaviors in the AMFE must have at least two (2) learning activities. Learning Activities should correspond with the designated dimensions. If only one dimension is listed for a behavior, the second Learning Activity for that behavior can be chosen with a focus on any dimension. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. Cognitive/Affective Processes includes critical thinking, affective reactions, and exercise of judgment.

- 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 refer to the way 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.

**1. BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks in the semester the field internship begins. If needed, it is completed concurrently with the finalization of the learning activities.** As placement begins, the field student in conjunction with their field instructor are to reflect on each social work Behavior (31) distributed among the nine (9) Competencies. A field student and field instructors should jointly assess the student's current level of capability of each Behavior using the scale indicated at the top of AMFE tool (rating scale is: 1-4, or X). The student and field instructor should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the field Instructor in better understanding the student's strengths and challenges, and help the field student in finalizing Learning Activities for field.

**2. LEARNING ACTIVITIES - Complete within the first four (4) weeks of the semester field begins. If completed at end of first four (4) weeks, then must also be completed concurrently with the Baseline Assessment.** Learning Activities are tasks that the field student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, the field student and field instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. These can be thought of as "mini assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

Modifications and Reviews: Once written, Learning Activities should be considered organic and can be modified by the field student, in consultation with the field instructor throughout the placement, up until the fourth week of the second semester. The student's progress on completing Learning Activities should always be up to date and readily available for discussion and field instructor feedback. Ideally student and field instructor should review the AMFE tool during each weekly supervision to ensure ongoing feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (during both first and second semesters). All Learning Activities **must** be written by the Student **PRIOR** to the end of the first four (4) weeks of the first semester of field. Failure to complete writing all Learning Activities and have the liaison visit within the

required timeframe should be factored into the final grade recommendation made by the Field Instructor and Liaison.

### 3. *MIDPOINT FORMATIVE ASSESSMENT AND GRADE RECOMMENDATION* -

**Completed within the last two weeks of the first semester.** The student and field instructor will independently score the field student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale at the top of the AMFE tool. Scores should be an objective and frank rating that most accurately captures the field student's current level of competence. Candid scores are intended to provide the field student and field instructor with a range of information used to revise Learning Activities, if needed, and shape continued teaching and learning for the next semester. It is useful to discuss disparities between the field instructor ratings and field student self-ratings. This helps the student better understand specific expectations of social worker performance standards. It also informs the field Instructor about student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of any needed Learning Activities for the following semester. The field student should always be apprised of how they are doing through ongoing Field instructor feedback. **To obtain a grade of Credit, students should receive, at a minimum, ratings of emerging or higher on average across all competencies.**

4. **Grades** are to be recommend (minimum of emerging or higher ratings on all competencies for a grade recommendation of Credit for graduate level students) considering the 5 Ps: Progress, Professionalism, Preparation, Participation and Performance.
- i. The Student's grade should reflect their PROGRESS and effort. Where did they start from the beginning and how much have they grown during the semester?
  - ii. The Student's PROFESSIONALISM should be a "given" during both semesters. Student demonstration of professionalism should impact their grade significantly. Areas where a Student should focus on to perform professionally are accountability, dress, attitude, ethics, and timeliness.
  - iii. The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills?
  - iv. PERFORMANCE should always be an evaluation criterion, especially during thesecond semester. The Program expectation is that ALL Students achieve competence (defined as no less than emerging on the rating scale) related to ALLthirty (31) social work Behaviors prior to graduation. While progress is key duringthe first semester grading, overall performance and achievement are important during the second semester grading.

- 5. ENDPPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION**  
– **Completed within the last two weeks of the second/final semester.** The field student and field instructor independently score the field student's demonstrated level of competence for each socialwork Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. Important Note: X cannot be used on this ENDPPOINT assessment, as the field student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 62 Learning Activities, and the student's demonstrated attainment of a level of competence in line with an MSW social work practitioner. A pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. The fieldstudent should be notified *at least four weeks* prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between any student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain a grade of Credit, students should receive, at a minimum, benchmark ratings of no less than “3” on each of the nine competencies.**

The student's performance is assessed on a continuous basis through regular, weekly supervisory meetings and in more systematic, comprehensive, and formal evaluations at the end of each semester of field. The field instructor submits an evaluation and recommended grade each semester. These are reviewed by the faculty liaison who assigns the grade, which is then recorded by the Field Coordinator or appointed field contact person. The student is graded according to her/his performance in meeting the objectives of the field program as specified by their Learning Activities in the Achievement Measure of Field Education (AMFE) tool.

### *Assignments*

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All required field forms must be submitted by the required timeframe as indicated below. Failure of the field student to complete, sign and then submit the required field documents to the next individual for required signature will affect final grades each semester. In case of an emergency that could delay any submission, the Field student must communicate to their field instructor, faculty liaison AND field contact person via an email indicating the emergency as well as the date the forms will be submitted. It is contingent to the field office to determine if an emergency will affect final grade. Multiple emergencies resulting in failure to submit field documents as required will result in a decrease in final grade.

- Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, Learning Activities as part of the AMFE: Learning Activities & Assessment tool. This tool is to specify the learning activities for the field year based upon the level of learning. The learning activities tool is due to the Faculty Liaison no later than the fourth week of the first semester that the field internship begins Learning Activities continue to be used during the second semester. Learning Activities are tasks that the Field Student will conduct over the course of the

placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. They should be specific to the groups the student will work with -- those oppressed, at risk, and vulnerable as related to their age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Students are to maintain narrative forms and hours logs documenting their activities and field hours. They are expected to submit these *every four weeks* in field. They are also expected to participate in the baseline assessment (due the fourth week of first semester of field) and both midpoint (first semester) and endpoint (second semester) evaluations of their fieldwork learning. Students should be evaluated on an ongoing basis during weekly field instruction meetings. The formal evaluative process (midpoint: first semester and endpoint: second semester) in which the student's performance is assessed according to specific outcome measures indicated in the Learning Activities, known as the semester evaluation. When it is time to complete the semester evaluation, it is recommended to use the weekly field instruction meeting.

#### *Timeline of Field Forms Completion and Submission:*

- *Every week:* Field Student will enter hours and complete narrative form for the appropriate week in the field forms platform.
- *Every four weeks:* Field Student will run an hours log and complete the narrative form for the specific weeks, sign both documents and submit them to the next in line for signature in the field forms platform.
- *Within the First Four (4) Weeks of the First Semester:* Will complete and finalize with their Field Instructor ALL required learning activities and uploaded the AMFE document to the field forms platform.
- *During the Fourth Week of the First Semester:* Will complete with their Field Instructor the baseline assessment on the behaviors for each of the nine (9) competencies and upload the AMFE document to the field forms platform.
- *During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field:* Will complete with their Field Instructor the Midpoint Evaluation and upload the evaluation tool to the field forms platform.
- *During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field:* Will complete with their Field Instructor the Endpoint Evaluation and upload the evaluation tool to the field forms platform.

Students must ensure they have a completed liaison visit each semester within the required timeframe. Unless prior approval is received by the field contact person, visits must occur within the indicated timeframes based upon semester: Fall/Spring: within the first eight (8) weeks | Summer: within the first six (6) weeks.

At the end of each field semester, a grade of Credit (Satisfactory) or No Credit (Fail) is recommended by the field instructor, assigned by the faculty liaison, and recorded by the assigned field contact person.

## COMMUNICATION BETWEEN CAMPUSES

Customarily, students communicate with their assigned field contact person. The Field Education Advisory Committee meet at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the MSW Program.

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### Micro Specialization Social Work Core Competencies

The MSW program is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

The University of Akron MSW program lists these competencies in each micro specialization syllabus to emphasize their importance in social work education. Each micro specialization MSW graduate is expected to demonstrate mastery of these competencies. While not all competencies are addressed in each course, all are listed in each syllabus. By the time students complete the MSW degree, they will be assessed on each of the micro specialization competencies. This process is part of the overall assessment plan of the MSW program.

## *Micro Specialization*

### **Competency 1: Demonstrate Ethical and Professional Behavior**

*At the micro specialization level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. Advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families, and groups in context. Advanced practitioners in small systems:*

- \* Demonstrate the professional use of self and critical consciousness in multiple micro practice context;
- \* Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning;
- \* Communicate the purpose of social work practice with other professionals, clients and the community.

*At the micro specialization level,*

- \* Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- \* Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families and groups.

### *Competency 2: Engage Diversity and Difference in Practice*

*At the micro specialization level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small systems:*

- \* Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- \* Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- \* Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

*At the micro specialization level, advanced practitioners recognize barriers such as stigma, shame, stereotyping, and discrimination, that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:*

- \* Demonstrate abilities to promote strengths and competence in individuals, families and small groups;
- \* Empower clients to overcome oppression and appreciate social and economic



justice by developing client awareness of theories of justice and strategies to promote human and civil rights;

- \* Advocate for social and economic justice on behalf of clients and to create social change.

#### *Competency 4: Engage In Practice-informed Research and Research-informed Practice*

*At the micro specialization level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:*

- \* Review practice research and select models appropriate to various client populations;
- \* Apply research methods and skills in the critical examination and evaluation of their own practice;
- \* Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

#### *Competency 5: Engage in Policy Practice*

*At the micro specialization level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. They:*

- \* Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;
- \* Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- \* Choose appropriate methods for advocating on behalf of individuals, families and small groups.



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

*At the micro specialization level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. They:*

- \* Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client's human conditions;
- \* Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- \* Identify with the client's anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client's sharing his/her human condition.

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

*At the micro specialization level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. They:*

- \* Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- \* Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;
- \* Determine collaboratively a course of action which identifies those achievement and/or barriers to successful outcomes.

## *Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*

*At the micro specialization level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. They:*



- \* Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- \* Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- \* Utilize the client's human condition to facilitate change through negotiation, mediation and advocacy;
- \* Seek supervision, consultation and literature review to enhance the client's goal achievement;
- \* Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

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

*At the micro specialization level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small groups.*

*They:*

- \* Monitor and evaluate interventions in collaboration with client systems;
- \* Utilize research skills to ensure best practices of evidence-based intervention;
- \* Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client's readiness;
- \* Develop strategies for feedback on client's maintaining adaptive functioning;
- \* Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.



**Forms to Document Learning, Field Hours and Activities**

**APPENDICES**



## **Achievement Measure of Field Education (AMFE) Tool**

**The AMFE tool is the instrument used to document all learning activities, complete a baseline assessment of behaviors, and evaluations for both semesters of field.**



# MSW FIELD EDUCATION MANUAL

CREATED BY: Lindee Petersen Wilson, LCSW, Lindee.Wilson@Avila.edu

Achievement Measure  
of Field Education  
(AMFE)

STUDENT NAME: \_\_\_\_\_  
 FIELD INSTRUCTOR NAME: \_\_\_\_\_  
 AGENCY: \_\_\_\_\_

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab) <b>X ONGOING</b> Unable to evaluate level of attainment yet. <b>1 LIMITED</b> < 70% of time BEHAVIORS are demonstrated. <b>2 EMERGING</b> 70-80% of time BEHAVIORS are demonstrated. <b>3 CAPABLE</b> 80-90% of time BEHAVIORS are demonstrated. <b>4 STRONG</b> near 100% of time BEHAVIORS are demonstrated.	Student Baseline	Student Midpoint	Instructor Midpoint	Student Endpoint	Instructor Endpoint
		(End of 4th week)	(End of 1st Sem.)	(End of 1st Sem.)	(End of 2nd Sem.)	(End of 2nd Sem.)

## COMPETENCY # 1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

<b>1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making. (K) (CA)</b>	<i>Understands the value base of the profession.            Understands the profession's ethical standards.            Understands relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.            Understand frameworks of ethical decision-making.            Understands how to apply principles of critical thinking to those frameworks in practice.            Understands how to apply principles of critical thinking to those frameworks in research.            Understands how to apply principles of critical thinking to those frameworks in policy arenas.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (K) 2. (CA)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations (V)</b>	<i>Recognizes personal values.            Recognizes the distinction between personal and professional values.            Understands how their personal experiences influence their professional judgment and behavior.            Understands how their affective reactions influence their professional judgment and behavior.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (V) 2.					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. (S)</b>	<i>Understands the profession's history.            Understands the profession's mission.            Understands the profession's roles.            Understands the profession's responsibilities of the profession.            Understands the role of other professions when engaged in inter-professional teams.            Written, oral, and electronic communication attains a professional standard.            Appearance, demeanor, behavior is professional.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (S) 2.					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>1.4 Uses technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior. (S)</b>	<i>Recognizes the importance of life-long learning.            Uses agency data base effectively.            Meets regularly with supervisor.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (S) 2.					
<b>MIDPOINT COMMENTS</b>						



# MSW FIELD EDUCATION MANUAL

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab)	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
	<b>X ONGOING</b> Unable to evaluate level of attainment yet. <b>1 LIMITED</b> < 70% of time BEHAVIORS are demonstrated. <b>2 EMERGING</b> 70-80% of time BEHAVIORS are demonstrated. <b>3 CAPABLE</b> 80-90% of time BEHAVIORS are demonstrated. <b>4 STRONG</b> near 100% of time BEHAVIORS are demonstrated.					
<b>ENDPOINT COMMENTS</b>						
1.5 Uses supervision and consultation to guide professional judgement and behavior (CA)	<i>Seeks out supervision as necessary.</i> <i>Arrives at supervision prepared, aware of assistance and input needed.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (CA) 2.					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>Average Score for Competency #1</b>		0.00	0.00	0.00	0.00	0.00
<b>COMPETENCY #2 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</b>						
2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (K) (S)	<i>Understands how diversity and difference characterize the human experience and are critical to the formation of identity.</i> <i>Understands how diversity and difference shape the human experience and are critical to the formation of identity.</i> <i>Understands the forms and mechanisms of oppression and discrimination.</i> <i>The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</i> <i>Understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</i> <i>Understands the forms and mechanisms of oppression and discrimination.</i> <i>Can articulate all of the above understandings effectively.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (K) 2. (S)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences (S)	<i>Recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</i> <i>Observes and interacts with diverse populations to better understand diversity and impact on people's lives.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (S)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (CA) (V)	<i>Understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</i> <i>Critically examines own biases and values, recognizing impact on practice.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (CA) 2. (V)					
<b>MIDPOINT COMMENTS</b>						



# MSW FIELD EDUCATION MANUAL

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab)	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
	<b>X ONGOING</b> Unable to evaluate level of attainment yet. <b>1 LIMITED</b> < 70% of time BEHAVIORS are demonstrated. <b>2 EMERGING</b> 70-80% of time BEHAVIORS are demonstrated. <b>3 CAPABLE</b> 80-90% of time BEHAVIORS are demonstrated. <b>4 STRONG</b> near 100% of time BEHAVIORS are demonstrated.					
<b>ENDPOINT COMMENTS</b>						
<b>Average Score for Competency #2</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Competency #3 Advances Human Rights and Social, Economic, and Environmental Justice</b>						
<b>3.1 Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (CA) (K)</b>	<i>Understands and describes that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.</i> <i>Understands and describes the global interconnections of oppression and human rights violations.</i> <i>Knowledgeable about theories of human need and social justice and applies them appropriately.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (CA) 2. (K)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>3.2 Engages in practices that advance social, economic, and environmental justice (V, S)</b>	<i>Committed to advancing social, economic, and environmental justice.</i> <i>Knowledgeable about strategies to promote social and economic justice and human rights.</i> <i>Values, understands and demonstrates strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably.</i> <i>Values, understands, and demonstrates strategies designed to eliminate oppressive structural barriers to ensure that civil, political, environmental, economic, social, and cultural human rights are protected.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (V) 2. (S)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>Average Score for Competency #3</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Competency #4 Engage in Practice-informed Research and Research-informed Practice</b>						
<b>4.1 Uses practice experience and theory to inform scientific inquiry and research. (CA) (S)</b>	<i>Understands and articulates quantitative research methods in advancing a science of social work and in evaluating their practice.</i> <i>Understands qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</i> <i>Demonstrates application of skills and theory to study their own practice.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (CA) 2. (S)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (S)</b>	<i>Understands and demonstrates the processes for translating research findings into effective practice and demonstrates research skills successfully.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (S) 2.					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						



# MSW FIELD EDUCATION MANUAL

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab) X ONGOING Unable to evaluate level of attainment yet. 1 LIMITED < 70% of time BEHAVIORS are demonstrated. 2 EMERGING 70-80% of time BEHAVIORS are demonstrated. 3 CAPABLE 80-90% of time BEHAVIORS are demonstrated. 4 STRONG near 100% of time BEHAVIORS are demonstrated.	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery. (K) (V)	<i>Understands the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge</i> <i>Understands that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</i> <i>Values practice wisdom, empirical knowledge, and client collaboration.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (K) 2. (V)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
<b>Average Score for Competency #4</b>		0.00	0.00	0.00	0.00	0.00
<b>Competency #5 Engage in Policy Practice</b>						
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (K)	<i>Understands the history and current structures of social policies and service.</i> <i>Recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</i> <i>Understands that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (K) 2.					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
5.2 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (V, CA)	<i>Values social justice.</i> <i>Understands and articulates the role of policy in service delivery.</i> <i>Understands and articulates the role of practice in policy development.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (V) 2. (CA)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (S)	<i>Understands their role in policy development and demonstrates implementation within their practice settings at the micro, mezzo, and macro levels.</i> <i>Knowledgeable and demonstrates elements of policy formulate, analysis, implementation, and evaluation.</i> <i>Actively engages in policy practice to effect change within micro, mezzo, and macro settings.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (S) 2.					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
<b>Average Score Competency #5</b>		0.00	0.00	0.00	0.00	0.00
<b>Competency #6 Engages with Individuals, Families, Groups, Organizations, and Communities</b>						



# MSW FIELD EDUCATION MANUAL

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab) X ONGOING Unable to evaluate level of attainment yet. 1 LIMITED < 70% of time BEHAVIORS are demonstrated. 2 EMERGING 70-80% of time BEHAVIORS are demonstrated. 3 CAPABLE 80-90% of time BEHAVIORS are demonstrated. 4 STRONG near 100% of time BEHAVIORS are demonstrated.	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
6.1. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (K, S)	<p><i>Understands that engagement 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.</i></p> <p><i>Understands theories of human behavior and the social environment.</i></p> <p><i>Critically evaluates and applies this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</i></p> <p><i>Understands and demonstrates strategies to engage diverse clients and constituencies to advance practice effectiveness.</i></p>	0	0	0	0	0
LEARNING ACTIVITIES	1. (K) 2. (S)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (CA) (V)	<p><i>Understands and articulates how their personal experiences may impact their ability to effectively engage with diverse clients and constituencies.</i></p> <p><i>Understands and articulates how their affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</i></p> <p><i>Values the importance of human relationships.</i></p>	0	0	0	0	0
LEARNING ACTIVITIES	1. (CA) 2. (V)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
<b>Average Score Competency #6</b>		0.00	0.00	0.00	0.00	0.00
<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
7.1 Collects and organizes data, and apply critical thinking to interpret information from clients and constituencies (CA)	<p><i>Understand and describes how their personal experiences may affect their assessment and decision-making.</i></p> <p><i>Understands and describes how their affective reactions may affect their assessment and decision-making.</i></p> <p><i>Critically evaluates and applies this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</i></p>	0	0	0	0	0
LEARNING ACTIVITIES	1. (CA) 2.					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
7.2 Applies 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. (K) (S)	<p><i>Understands theories of human behavior and the social environment</i></p> <p><i>Recognizes and evaluates the implications of the larger practice context in the assessment process.</i></p>	0	0	0	0	0



# MSW FIELD EDUCATION MANUAL

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab) X ONGOING Unable to evaluate level of attainment yet. 1 LIMITED < 70% of time BEHAVIORS are demonstrated. 2 EMERGING 70-80% of time BEHAVIORS are demonstrated. 3 CAPABLE 80-90% of time BEHAVIORS are demonstrated. 4 STRONG near 100% of time BEHAVIORS are demonstrated.	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
LEARNING ACTIVITIES	1. (K) 2. (S)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
7.3 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (CA)	<i>Understands and describes that assessment 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. Understands and critically examines methods of assessment with diverse clients and constituencies to advance practice effectiveness.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (CA) 2.					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (V)	<i>Values the importance of inter-professional collaboration in this process. Is committed to best practice intervention strategies. Is committed to collaboration with clients.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (V) 2.					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
<b>Average Score Competency #7</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>COMPETENCY # 8 Intervenes with Individuals, Families, Groups, Organizations, and Communities</b>						
8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. (CA) (S)	<i>Understand and describes methods of identifying evidence-informed interventions to achieve client and constituency goals. Understand and describes methods of analyzing evidence-informed interventions to achieve client and constituency goals. Understands that intervention 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. Critically evaluates and applies theories of human behavior and social environment to effectively intervene with clients and constituencies.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (CA) 2. (S)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						



# MSW FIELD EDUCATION MANUAL

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab) X ONGOING Unable to evaluate level of attainment yet. 1 LIMITED < 70% of time BEHAVIORS are demonstrated. 2 EMERGING 70-80% of time BEHAVIORS are demonstrated. 3 CAPABLE 80-90% of time BEHAVIORS are demonstrated. 4 STRONG near 100% of time BEHAVIORS are demonstrated.	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K, S)	<i>Understands theories of human behavior and the social environment. Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Demonstrates skill in application of HBSE and PIE theory during intervention.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (K) 2. (S)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (S)	<i>Demonstrates effective collaboration during interprofessional teamwork activities.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (S) 2.					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. (S, V)	<i>Demonstrates effectiveness in the roles of mediator and advocate. Values the importance of interprofessional communication in interventions. Demonstrates culturally competent communication skills.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (S) 2. (V)					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
8.5 Facilitates effective transitions and endings. (S)	<i>Recognizes that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Demonstrates effective termination, referral and follow-up with clients and others.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (S) 2.					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						
<b>Average Score for COMPETENCY #8</b>		0.00	0.00	0.00	0.00	0.00
<b>COMPETENCY # 9 Evaluates Practice with Individuals, Families, Groups, Organizations, and</b>						
9.1 Selects and uses appropriate methods for evaluation of outcomes. (K) (S)	<i>Understands 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. Recognizes and demonstrates the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</i>	0	0	0	0	0
LEARNING ACTIVITIES	1. (K) 2. (S)					



# MSW FIELD EDUCATION MANUAL

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab) <b>X ONGOING</b> Unable to evaluate level of attainment yet. <b>1 LIMITED</b> < 70% of time BEHAVIORS are demonstrated. <b>2 EMERGING</b> 70-80% of time BEHAVIORS are demonstrated. <b>3 CAPABLE</b> 80-90% of time BEHAVIORS are demonstrated. <b>4 STRONG</b> near 100% of time BEHAVIORS are demonstrated.	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K, S)</b>	<i>Understands theories of human behavior and the social environment. Critically evaluates and applies theories of human behavior and the social environment in evaluating outcomes.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (K) 2. (S)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes. (CA) (V)</b>	<i>Understands qualitative methods for evaluating outcomes. Understands quantitative methods for evaluating outcomes. Values formative and summative assessment processes.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (CA) 2. (V)					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (CA)</b>	<i>Understands, discusses, and applies qualitative methods for evaluating practice effectiveness. Understands, discusses, and applies quantitative methods for evaluating practice effectiveness.</i>	0	0	0	0	0
<b>LEARNING ACTIVITIES</b>	1. (CA) 2.					
<b>MIDPOINT COMMENTS</b>						
<b>ENDPOINT COMMENTS</b>						
<b>Average Score for COMPETENCY #9</b>		0.00	0.00	0.00	0.00	0.00
<b>Mid-point Grade Recommendation</b>						
<b>Liaison Comments on Receipt and Review of Mid-point Grade</b>						
<b>Final Grade Recommendation</b>						



University of Akron | School of Social Work and Family Sciences

Instruction for Completing the AMFE Tool (both Midpoint and Endpoint evaluations) at the Graduate Level

RATING SCALE:

<b>X</b>	<b>Ongoing</b>	<b>Unable to evaluate level of attainment yet.</b>
<b>1</b>	<b>LIMITED</b>	<b>&lt; 70% of time BEHAVIORS are demonstrated.</b>
<b>2</b>	<b>EMERGING</b>	<b>70-80% of time BEHAVIORS are demonstrated.</b>
<b>3</b>	<b>CAPABLE</b>	<b>80-90% of time BEHAVIORS are demonstrated.</b>
<b>4</b>	<b>STRONG</b>	<b>near 100% of time BEHAVIORS are demonstrated.</b>

Definitions:

AMFE = Achievement Measure of Field Education

MIDPOINT = End of the first semester

ENDPOINT = End of the second semester

- 1. BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks of the semester field begins and concurrently, if needed, with the finalization of the learning activities.** As placement begins, Students in conjunction with their Field Instructors are invited to reflect on each social work Behavior (31) distributed among nine (9) Competencies. Students and Field Instructors should jointly assess the student’s current level of capability of each Behavior using the scale above (1-4, or X). The score should be placed in the light green Baseline column, replacing the "0's". Students and field instructors should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the Field



Instructor in better understanding the Student's strengths and challenges, and help the Student in developing Learning Activities for Field.

- 2. LEARNING ACTIVITIES - Complete within the first four (4) weeks of the semester field begins. If complete at end of first four (4) weeks, then must also complete concurrently with the Baseline Assessment.** The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities, (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of **ONE (1)** Learning Activity for each social work Behavior, for a grand total of at least 31 Learning Activities. These can be thought of as "assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

**Smart Format:** Learning Activities should be written in a format that is **SMART = Specific, Measurable, Attainable, Relevant, Timely**. [Sample Frame - "(Student) will do What, by When, and How will it be Measured." Example: ". 1. (K) Kim will identify and read five (5) academic journal articles on Autism by November 5, 2021; she will summarize and discuss key points in supervision by December 1, 2021." 2. (CA) "Liam will evaluate the quality of an intervention strategy used with 10 client participants by March 10, 2022; he will develop a poster showing results of his research and present this at a Colloquium event on April 25, 2022."

**Dimensions:** A Dimension is a necessary element for Learning to occur. Think of the dimensions as a necessary element for Learning to occur. When writing the learning activities, you will see suggested specific dimensions that the learning activity may include. This will help you to write that specific learning activity. **Any learning activity can be written with a focus on any Dimension, but a minimum of 4 learning activities must be written for each Dimension. 4 Learning activities = Knowledge (K); 4 learning activities = Values (V); 4 learning activities = Skills (S); and 4 learning activities = Cognitive/Affective Processes (C/A).** Remaining learning activities may be written within any Dimension. Dimensions are: Knowledge (K),



Values (V), Skills (S), and Cognitive/Affective Processes (C/A). (See end of document for explanation of Cognitive/Affective Processes.)

**Modifications and Reviews:** Once written, Learning Activities should be considered organic and **can be modified** by the Student, in consultation with Field Instructor throughout the placement, **up until the fourth week of the second semester**. Student progress on conducting Learning Activities should always be up to date and readily available for discussion and Field Instructor feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (first and second semesters). All Learning Activities **must** be completed by the Student **PRIOR** to the final evaluation. Failure to do so should be factored into the final grade recommendation made by the Field Instructor.

### 3. **AMFE-M: MIDPOINT FORMATIVE ASSESSMENT AND GRADE**

**RECOMMENDATION - Complete within the last two weeks of the first semester.**

Student and Field Instructor will independently score the Student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale above. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Scores should be an objective and frank rating that most accurately captures the Student's current level of competence. Candid scores are intended to provide the Student and Instructor with a range of information used to revise Learning Activities and to shape continued teaching and learning for the next semester. It is useful to discuss disparities between Field Instructor ratings and Student self-ratings. This helps the Student better understand specific expectations of social worker performance standards. It also informs the Instructor about Student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of Learning Activities for the following semester. Scores on social work Behaviors at Midpoint are not to be heavily considered by Field Instructor when recommending the Midpoint grade, as the ratings are for summative purposes. Field Instructors are instead encouraged to recommend the Midpoint grade (minimum of emerging or higher ratings on all competencies for a grade recommendation of Satisfactory) considering 5 Ps. Professionalism, Preparation, Participation, Performance,



Progress. (See details below.) The Student should always be apprised of how they are doing through ongoing Field Instructor feedback.

- 4. The 5 P's - MIDPOINT GRADING CONSIDERATIONS – Complete within the last two weeks of the first semester.** If a Field Instructor has the philosophical belief that no one deserves any ratings of capable or strong during their first semester in Field, the Student should be informed of that from the start. The Student should know what it would take to make an exception to this philosophy, in order for them to receive any ratings of capable or strong during the first semester. Behaviorally-specific expectations should always be clearly outlined for Students. Be open to the idea that THIS Student may be the exception to your philosophy. False praise slows development as much as harsh praise. **To obtain a Satisfactory grade, students should receive at minimum ratings of emerging or higher on all competencies.** There are several things for the Field Instructor to consider thoughtfully when recommending a Midpoint grade. These also apply to an Endpoint grade, although demonstrated competence in social work Behaviors is weighted more heavily in assigning the Endpoint grade. Considerations include:

- 1) This is an educational learning experience, not an employee experience. The Student should be evaluated with that distinction in mind. Students need the encouragement and freedom to risk an occasional "stumble" while a safety net is protecting them, and without penalty of a grade drop. How they bounce back and apply what they learn at those times should be reflected in their grade. This is especially true during the first semester of Field. Of course, sometimes, errors have significant consequences, and a grade drop would be warranted. This is up to the Field Instructor to discern.
- 2) The Student's grade should reflect their **PROGRESS** and effort. Where did they start and how much have they grown during the semester? Students may have started their placement with performance in the "1" or "2" achievement ranges on demonstrating social work Behaviors. It would be rare for the first semester Field Student to demonstrate competence ("3" score) for all of the Behaviors. A Satisfactory grade can reflect effort that will, with time, evolve into demonstrated attainment of competence. "1" and "2" scores, when accurate appraisals, provide



direction not only the Student, but to the Field Instructor for development of new teaching strategies.

3) The Student's **PROFESSIONALISM** should be a "given" during both semesters, and Student demonstration of professionalism should impact their grade significantly. If the Student is NOT performing professionally in terms of accountability, dress, attitude, ethics, and timeliness, we would NOT expect them to receive an emerging or higher rating resulting in a Satisfactory grade recommendation, regardless of other areas of success. Students should have entered the Field with these things already demonstrated at a high level, as this is a criteria for Admission to Field, as well as retention in the placement.

4) The Student's **PREPARATION** and **PARTICIPATION** in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills? These qualities should be reflected in the grade recommendation.

5) **PERFORMANCE** should always be an evaluation criterion, and especially during the second semester. The Program expectation is that ALL Students achieve competence related to ALL thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.

### 5. AMFE-E: ENDPPOINT SUMMATIVE ASSESSMENT AND GRADE

**RECOMMENDATION – Complete within the last two weeks of the second/final semester.** Student and Field Instructor independently score the Student's demonstrated level of competence for each social work Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. **Important Note: X cannot be used on this ENDPPOINT assessment, as the Student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior.**



The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 31 Learning Activities, and the Student's demonstrated attainment of a level of competence in line with a MSW social work practitioner. This is not to say that a Student receiving one or two 2s should not get an "A" grade; however, a pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. Students should be notified at least four weeks prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between Student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain a Satisfactory grade, students should receive at minimum ratings of emerging or higher on all competencies.**

### INFORMATION SOURCE:

Commission on Accreditation Resource (July, 2017)  
Accreditation Updates and Resources document

"The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.

Dimensions-Each of the nine social work Competencies listed in the EPAS is followed by a paragraph that describes the Competency. This description contains Dimensions of the Competency necessary for learning and developing competence throughout the course of a program.

The Dimensions are: Knowledge, Values, Skills, Cognitive and Affective Processes.

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the Behaviors associated with the Competency



Behaviors-The bullet points under the paragraph for each Competency in the EPAS are a set of Behaviors that integrate the Dimensions of the Competency. Competence in real or simulated practice can only be demonstrated by Behavior and Behavior cannot be demonstrated without incorporation of the knowledge, values, skills and cognitive and affective processes associated with the Competency. "...CSWE defines social work Behaviors as "Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes. Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)."

- 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 refer to the way 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.

Student learning outcomes are the stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum."

### **FAQ: Student Learning Activities**

#### **What are Student Learning Activities?**

Student Learning Activities is part of the AMFE tool used to document the learning plan for each student. This plan is divided into specific behaviors under each of the nine (9) competencies. The Learning Activities in the AMPFE tool serve as a written contract approved by the field instructor/agency, faculty liaison/university and the social work student detailing what opportunities need to happen to ensure that the student develop the emerging level competencies required of all graduating social work students.

#### **Who completes the Learning Activities?**

The student takes the lead and works jointly with the field instructor to create the student's Learning Activities.



## **When do I complete the Learning Activities?**

Students should have a completed, signed (by both the field instructor and the student) plan within the first four weeks of the first semester the student begins their field experience. *See Field Calendar for exact due date.*

## **How often do I create the Learning Activities?**

Each AMFE tool covers an entire academic year, two consecutive semesters. However, Learning Activities can be revised any time during the two semesters up until the end of the fourth week of the second semester.

## **Why should I care about this document?**

The AMFE tool reflects the specific developmental opportunities required at the assigned agency/organization to develop specific competencies that all social work students should have upon graduating from an advanced social work program.

Social work competencies are approved by The Council on Social Work Education (CSWE). CSWE is a nonprofit national association representing graduate and undergraduate programs of professional social work education. CSWE's intention is to promote and strengthen the quality of social work education through the preparation of competent social work professionals.

## **What do you mean by competency and competent?**

The School of Social Work and Family Sciences is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based. The University of Akron School of Social Work and Family Sciences lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the School of Social Work and Family Sciences is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the undergraduate social work program.



The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes. Each of the nine social work competencies listed in the EPAS is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program.

The dimensions are:

- **Knowledge**
- **Values**
- **Skills**
- **Cognitive and Affective Processes**

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the behaviors associated with the competency.

### **Understanding Generalist Practice and Areas of Specialized Practice**

**Generalist Practice is defined as practice with diverse individuals, families, groups, organizations and communities.**

- Grounded in liberal arts and person-in-environment framework
- Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo and macro levels
- Engages diversity in practice and advocates for human rights and social and economic justice
- Recognize and build upon the strengths and resiliency of all human beings

For generalist practice, baccalaureate and master's programs are required to implement the nine social work competencies and any additional competencies in their curricula relevant to their context. For generalist practice, programs may use some or all of the behaviors listed in the EPAS or develop other behaviors that represent observable components of each competency that integrate the dimensions (CSWE Commission on Accreditation, 2017).



## What are the nine (9) competencies?

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

## As I review the nine (9) competencies, I notice information with bullets under each category, what is this and why do I care?

Per CSWE (2017): “Dimensions-Each of the nine social work Competencies listed in the EPAS is followed by a paragraph that describes the Competency. This description contains Dimensions of the Competency necessary for learning and developing competence throughout the course of a program.

The Dimensions are: Knowledge, Values, Skills, Cognitive and Affective Processes.

Behaviors-The bullet points under the paragraph for each Competency in the EPAS are a set of Behaviors that integrate the Dimensions of the Competency. Competence in real or simulated practice can only be demonstrated by Behavior and Behavior cannot be demonstrated without incorporation of the knowledge, values, skills and cognitive and affective processes associated with the Competency.”



“CSWE defines social work Behaviors as "Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes. Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)."

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- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Student learning outcomes are the stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum."

### **What is the approval process for the Learning Activities?**

After extensive discussion and writing between the field instructor and student, the field instructor and student will sign the student Learning Activities, giving their full approval of the plan. The faculty liaison from the university assigned to the student and their agency will then review and if in agreement will also sign this document. This document is frequently reviewed to ensure movement and growth by student.

### **How do I use this Learning Activities?**

Students will review this plan to ensure that they have the opportunities to develop the identified social work skills. This plan is also used by both the student and the field instructor, in conjunction with the student evaluations, to determine how well, you, the student are growing and developing.

### **How do I create my customized Student Learning Activities?**

- Meet with field instructor and discuss your interests and then listen to your field instructor describe the opportunities available at the agency
- Read the how-to guide to complete the AMFE



## MSW FIELD EDUCATION MANUAL

Begin to create your Learning Activities in the first week- it takes time and should take time!



## FAQ- Hours Log

### What is an Hours Log?

An hours log is a tool used to document a student's weekly activities directly connected with developing competency in the identified Learning Activities in the AMFE tool. The hours log is the place to document the amount of time required to complete those tasks associated with moving from unskilled to competent practice.

### Who completes the Hours Log?

The Hours logs are completed and signed by then student then routed for signatures in order from field instructor then to faculty liaison. If student also has a task supervisor, this person should review and sign as well.

### When do I complete the Hours Log?

Each log covers four weeks of documentation of time. A student is to submit an Hours log to their field instructor every four weeks for a field instructor's signature.

### Does the Hours Log require signatures?

Yes. Each student's field instructor, the student, and the faculty liaison will need to place their signature on each set of hours logs.

### When are signatures required?

Each agency may work differently. However, each student must sign their hours logs every four weeks. Field instructors and liaisons will sign after they review and approve the log.

The university requires hours log at specific dates/time frames as documented on the field calendar. However, all students must submit every four (4) weeks. (*See field calendar for when hours logs are due to the university*)



## **What goes into the Hours Log?**

- The exact amount of time at your field placement: Including time in field (called time at site) and supervision hours each week.



## FAQ- Narrative Logs

### What is a Narrative Log?

A narrative log is a tool used to document a student's weekly activities directly connected with developing competency in the identified Learning Activities in the AMFE tool. The narrative log is the place to document the specifics activities each week that are related to the learning activities associated with moving from unskilled to competent practice. Narratives for each week should be a minimum of 6-9 sentences.

### Who completes the Narrative Log?

Narrative logs are completed and signed by then student then routed for signatures in order from field instructor then to faculty liaison. If student also has a task supervisor, this person should review and sign as well.

### When do I complete the Narrative Logs?

Each log covers four weeks of documentation of activities completed in field. A student is to submit a Narrative log to their field instructor every four weeks for a field instructor's signature.

### Do the Narrative Logs require signatures?

Yes. Each student's field instructor, the student, and the faculty liaison will need to place their signature on each set of narrative logs.

### When are signatures required?

Each agency may work differently. However, each student should sign their hours logs every four weeks. Field instructors and liaisons will sign after they review and approve the log.



The university requires narrative logs at specific dates/time frames as documented on the field calendar. However, all students must submit every four (4) weeks. (*See field calendar for when hours logs are due to the university*)

### **What goes into the Narrative Log?**

- The specific details of activities you completed each week at your field placement: Including activities completed in field, any trainings/conferences attended and what was learned as well including what was covered and planned during supervision hours each week. A student should have no less than 6-9 sentences for one week reflecting the detailed activities so it can be clearly connected with the established learning activities.

## Online Evaluation Appendices



SCHOOL OF SOCIAL WORK AND FAMILY SCIENCES

MSW PROGRAM

STUDENT EVALUATION OF FIELD AGENCY

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Agency: \_\_\_\_\_

I. Circle one number on the five-point scale for each of the following items.

(1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree)

Strongly Disagree

Strongly Agree

A. Agency provides adequate learning opportunities	1	2	3	4	5
Agency provides adequate work conditions – desk space, supplies, clerical support, etc.	1	2	3	4	5
C. Agency promotes a climate for student inquiry	1	2	3	4	5

and discussion Comments:

II. Would you recommend this agency as a field setting to other students?



# MSW FIELD EDUCATION MANUAL

Yes No

Comments:







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**STUDENT FEEDBACK ON FIELD COORDONATOR**

Student (optional): \_\_\_\_\_

Date \_\_\_\_\_

Field Coordinator: \_\_\_\_\_

Field I \_\_\_\_\_ II \_\_\_\_\_ III \_\_\_\_\_ IV \_\_\_\_\_

**(Please rate for current semester only)**

**Please circle the number that best describes your rating of the MSW Field Coordinator**

**Rating Scale: 1 = Unsatisfactory; 2 = Satisfactory; 3 = Excellent**

**Circle One**

The MSW Field Coordinator provides:

- |  |   |   |   |
|--|---|---|---|
| 1. Information on placement agencies                         | 1 | 2 | 3 |
| 2. A variety of choices for field placement                  | 1 | 2 | 3 |
| 3. Information orientation session                           | 1 | 2 | 3 |
| 4. Appointments/availability to answer questions about field | 1 | 2 | 3 |



Agency information far enough in advance to schedule an interview before field begins	1	2	3
6. Ideas regarding appropriate dress for interviews	1	2	3
7. Information on agency assignment before field begins	1	2	3
8. Information on the necessity of a field Student Integrative Learning Contract	1	2	3
9. Support services to students	1	2	3



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MSW PROGRAM

**AGENCY/FIELD INSTRUCTOR EVALUATION OF FACULTY LIAISON**

Field Instructor: \_\_\_\_\_

Date \_\_\_\_\_

Agency: \_\_\_\_\_

Liaison Name: \_\_\_\_\_

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

(Please rate for current semester only)

- Did you confer with your liaison through: (check all that apply) Liaison visit(s) to your placement \_\_\_\_\_  
 Other face-to-face conference \_\_\_\_\_  
 Telephone conference \_\_\_\_\_  
 Email \_\_\_\_\_  
 Other \_\_\_\_\_



2. Overall, how helpful was your liaison? (circle one)

Not Helpful

Very Helpful

1

2

3

4

5

3. To strengthen the field experience, what would you do differently with your liaison?

4. What would you want the liaison to do differently?



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**FIELD INSTRUCTOR FEEDBACK ON FIELD COORDINATOR**

Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_

MSW Field Coordinator Name \_\_\_\_\_ Fall\_ Spring

**(Please rate for current semester only)**

**Directions: Please circle the number that best describes your rating of the Field Coordinator**

Rating Scale: 1 = Unsatisfactory; 2 = Satisfactory; 3 = Excellent

Circle One

The MSW Field Coordinator provides:

- |   |   |   |   |
|---|---|---|---|
| 1. The Field Manual and other necessary materials                     | 1 | 2 | 3 |
| 2. Relevant and timely information as it relates to field work        | 1 | 2 | 3 |
| 3. Liaison information  | 1 | 2 | 2 |
| Relevant and timely information as it relates to in service workshops | 1 | 2 | 3 |
| 5. A courteous and positive attitude towards field instructors        | 1 | 2 | 3 |



6. Informed and prepared field students	1	2	3
7. Availability for answering questions	1	2	3
8. Supportive field work services	1	2	3
9. Availability for answering questions	1	2	3
10. Orientation/workshops/advisory committee meetings	1	2	3



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LIAISON EVALUATION OF FIELD AGENCY

**Liaison** \_\_\_\_\_ **Date** \_\_\_\_\_

**Agency** \_\_\_\_\_

**Field Instructor** \_\_\_\_\_

**I. Agency**

a. Agency provides conditions that support the achievement of the field objectives as specified in the MSW Field Education Manual: YES NO

b. Agency recommended for continued use as a field setting: YES NO



Comments:

**II. Field Instructor**

A. The field instructor carries out his/her responsibilities as the student's primary field learning resource, as specified in the MSW Field Education Manual

YES

NO

If no, please explain:

B. Field instructor recommended for continued use as a field instructor YES NO

If no, please explain:



**MSW PROGRAM**

**FACULTY LIAISON FEEDBACK ON FIELD COORDINATOR**

Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_

MSW Field Coordinator Name \_\_\_\_\_



# MSW FIELD EDUCATION MANUAL

Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

**(Please rate for current semester only)**

**Directions: Please circle the number that best describes your rating for the Field Coordinator.**

Rating Scale: 1= Unsatisfactory: 2 = Satisfactory: 3 = Excellent

Circle One

The MSW Field Coordinator provides:

- |   |   |   |   |
|---|---|---|---|
| 1. Field agency assignments   | 1 | 2 | 3 |
| 2. Information on new agencies                                      | 1 | 2 | 3 |
| 3. Information on new field instructors                             | 1 | 2 | 3 |
| 4. Time and availability to answer questions                        | 1 | 2 | 3 |
| 5. Supportive services  | 1 | 2 | 3 |
| 6. Intervention when problems arise                                 | 1 | 2 | 3 |
| 7. Materials to field instructors                                   | 1 | 2 | 3 |
| 8. Relevant in-service workshops for field instructors and liaisons | 1 | 2 | 3 |



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