



Mercy College

Field Education Manual

Social Work Program

2020-2021

Social Work Program

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Dear Students and Field Educators:

Welcome to the senior year internship!

According to the Council on Social Work Education's (CSWE) Educational Policies and Accreditation Standards, field education is the "signature pedagogy of social work education." This designation underscores the role of the internship as the bridge for connecting the theories and concepts of generalist practice from the classroom to the practice skills in the field. As such, field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate mastery of the program's core competencies operationalized by the competence behaviors outlined by the School and CSWE. It also recognizes the importance of the community's involvement in the education of future social workers. We could not provide such rich learning opportunities for students without agencies' commitment to the core learning competencies.

The purpose of this manual is to serve as a guide and a resource for students, field instructors, agency educational coordinators and executives, Social Work faculty, and faculty field liaisons. It highlights relevant information about the objectives, policies, and practices of our field education program and the College.

Again, we welcome you to field work and wish all of you a wonderful year!

Sincerely,

Raquel Warley

Raquel Warley, PhD, LCSW
Director, Social Work Program

Emily Murphy

Emily Murphy, LMSW
Field Education Coordinator

SOCIAL WORK PROGRAM

Mercy College

Mercy College is a private, independent, non-sectarian, four-year, coeducational institution. The College offers curricula in the Liberal Arts and Sciences and in pre-professional and professional fields, granting undergraduate and graduate degrees. The Mercy College community takes pride in its dedication to teaching, emphasis on caring, both for students and each other, and in its commitment to serving individuals of different races, ethnic groups, nationalities, and socio-economic backgrounds. The Social Work Program is strongly in consonance with the spirit of the historic mission of Mercy College which encourages responsibility and community service.

MISSION OF THE SOCIAL WORK PROGRAM

In concert with the School's mission, the Social Work Program at Mercy College builds on a strong liberal arts base that prepares its students to be competent entry-level generalist social work practitioners that serve diverse and at-risk populations. The Program educates students to engage in contemporary culturally competent practice with diverse populations, promotes critical analysis of environmental factors affecting individuals, families and communities, and promotes advocacy for those who confront structural barriers, thus preparing students to contribute to their communities through service and leadership.

PROGRAM GOALS

The goals for the Social Work Program are:

1. To educate students for entry level generalist social work practice including interventions with individuals, families, groups, organizations and communities
2. Students will acquire the knowledge and skills to serve diverse populations and needs with sensitivity, creativity and professional courage.
3. Students will have respect for and an integration of professional ethics and values into their practice.
4. Students will have a commitment to seek avenues for lifelong learning and professional development.
5. Students, who may wish to pursue graduate education, will have a solid academic and practice foundation of knowledge skills.
6. Students will acquire a commitment to contribute to improving unjust or oppressive social conditions and policies and towards promoting effective and humane agency/organization practices and programs.

THE ROLE OF FIELD EDUCATION

The Council on Social Work Education has designated field work to be the “signature pedagogy” of social work education and is often regarded as the “heart” of learning how to become a social worker. As such, the Senior Year internship plays a pivotal role in student education and is regarded as the central form for socializing the student to the social work profession. It is during the field work experience that students, utilizing classroom theory and knowledge, test out skills toward developing professional competence and identity. The overall objective of field education is to produce a professionally competent, ethical, self-evaluating, knowledgeable social worker with the capacity to learn and the initiative to keep on learning. As educators, we also need to model and to help our students to bring their humanity and authenticity to their practice, to act with courage, and to develop a vision about making a contribution toward the amelioration of the significant social problems that face our society today.

Field education is viewed as a unique partnership between the Social Work Program and its community agencies with the purpose of designing, implementing, and monitoring a sound educational program for students. Through ongoing communication and meetings, the agency and faculty work towards the development of a shared educational philosophy and standards regarding field assignments, field instruction, and student performance.

THE SENIOR YEAR INTERNSHIP STRUCTURE

During their senior year, students are required to complete a field education internship. This internship is worth 12 of the 24 requisite credits of the senior year curriculum. Fieldwork placements are normally assigned for 20 hours a week for a yearly minimum total of 550 hours. Some adaptations to this schedule may be developed in certain circumstances (such as during the Covid- 19 pandemic), including a reduction of hours if approved by CSWE. Students will be made aware of adjustment to hours as they are determined and approved by the Program Director and Field Education Coordinator.

Students register for both SOWK 431 (worth 6 credits in the Fall), and SOWK 432 (worth 6 credits in the Spring). Students receive 1 ½ hours of supervision per week from their field instructors and submit two (2) process recording per week to both their field instructors and faculty field liaisons.

Field work starts in early September and typically ends in early May. Students must accrue 275 hours per semester, which typically breaks down to 20 hours per week or 3 days per week. However, hours spent in their fieldwork placement may be adjusted due to certain circumstances such as the Covid-19 Pandemic.

To assure a continuous educational experience in congruence with the social work process, students cannot work additional hours in excess with the expectation of time off at a designated time in the semester. For example, a student may not frontload hours in the beginning of the semester because he or she would like to end fieldwork before the scheduled semester stop date.

Some adaptations to this schedule may be developed with agencies and students, such as a reduction in weekly hours or a schedule that extends beyond the traditional academic year. However, these arrangements must first be discussed with and approved by the Field Education Coordinator and clarified with the student’s agency, field instructor, and faculty field liaison.

To ensure a quality internship, fieldwork must be conducted during normal working hours: Monday-Friday, 8 a.m.-8 p.m. Some late afternoon and evening hours may be possible, but students must be available at least one full day during the week during regular working hours of the agency. Agencies that provide one weekend day are very rare, and students will need to discuss this with the Field Education Coordinator prior to being placed. The department does not guarantee any student a placement that will include weekend or evening hours.

Students are first notified of the internship requirements during their admissions interview for the Social Work Program and are asked to sign an acknowledgement form of the Program's requirements (see Appendix). Throughout their junior year, students are reminded of the internship's required hours and time demands, so they can arrange their schedules accordingly. During Practice I (SOWK 322) class in the spring semester, the Field Education Coordinator provides an internship presentation that reviews the time requirements and introduces the guidelines and the application process for fieldwork.

Specific details of the senior year internship are described more in depth in this field manual. It is highly recommended that all students and participants in Field Education and the Social Work Faculty carefully read this manual.

FIELD PRACTICUM OBJECTIVES

Mercy College's Social Work Program is fully accredited by the Council on Social Work Education (CSWE). CSWE's 2015 Educational Policies and Accreditation Standards (EPAS) identified 9 core competencies. "Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform these behaviors" (P.7). Generalist practice learning objectives for the field practicum are based on the application of these core competencies and behaviors. Because they are so integral to the curriculum, students are evaluated on their progress on mastering these competencies through their end-of-the-semester evaluations (see Appendix). Copies of the competencies and behaviors are also widely disseminated to students, field instructors, and faculty field liaisons throughout various points of the fieldwork process, including orientations, agency meetings, and faculty and classroom discussions.

Students completing their senior-year internship and graduating with a Social Work degree from Mercy College are expected to demonstrate understanding and mastery at the BSW level of these 9 core competencies which are listed below.

THE SOCIAL WORK PROGRAM

The Social Work Program at Mercy College is part of the School of Social and Behavioral Sciences. Students majoring in social work take a combination of courses and field work which constitute the foundation of knowledge and skills necessary for a career in this profession. The social work baccalaureate major has been designed to meet requirements for accreditation by the Council on Social Work Education.

EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS (EPAS)

Mercy College's Social Work Program is fully accredited by the Council on Social Work Education (CSWE). CSWE's 2015 Educational Policies and Accreditation Standards (EPAS) has identified 9 core competencies.

According to CSWE (2015), *"Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components."* Page 7

Students graduating with a Social Work degree from Mercy College are expected to demonstrate understanding and mastery at the BSW level these 9 core competencies and 31 behaviors which are listed.

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Engage Diversity and Difference in Practice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

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:

- 1.1 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;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.5 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, because 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:

- 2.6 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.7 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.8 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:

- 3.9 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
- 3.10 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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 4.11 use practice experience and theory to inform scientific inquiry and research;
- 4.12 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.13 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:

- 5.14 use practice experience and theory to inform scientific inquiry and research;
- 5.15 assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.16 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:

- 6.17 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.18 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:

- 7.19 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.20 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;
- 7.21 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.22 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:

- 8.23 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.24 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.25 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.26 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.27 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:

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

THE SOCIAL WORK MAJOR & FIELD EDUCATION

Students generally begin the Social Work major as they enter their junior year. All students pursue a broad-based liberal arts curriculum and take courses that are supportive of the social work curriculum. A significant number of Mercy College students also transfer from other two- or four-year Colleges.

Students interested in the Social Work major must have accrued at least 42 credits and have a GPA of 2.66 on a 4.0 scale. They must also apply to the major by contacting the Program and scheduling an interview and completing a writing exercise. During this meeting, students are informed of the importance and requirements of the senior year internship. The student is asked to consider any time or scheduling concerns that might interfere in successfully completing field work. At the end of the interview, students are asked to sign an acknowledgement form of the Program's requirements (see Appendix).

As a full-time faculty member, the Field Education Coordinator interviews students for admission to the Program but also assumes the role of a consultant for other faculty interviewing students who have questions or concerns about the internship. An additional meeting with the Field Education Coordinator may be warranted for such students.

Curriculum & Internship Eligibility Requirements

The Social Work Major at Mercy College is based upon a progressive sequence of courses offered largely over a 4-semester period in the junior and senior years. The core requirements are based on the curriculum guidelines established by CSWE, the national accrediting body for Baccalaureate Social Work Programs. The undergraduate curriculum is, in most respects, equivalent to the first-year graduate foundation curriculum. The student does not receive course credit for life or prior work experience.

The *junior* year course content is geared to developing the student's awareness of the diversity of professional practice in relation to persons, problems, settings, roles, and activities of the social worker. These courses provide students with additional foundation knowledge for practice, help the students acquire the analytic skills and the knowledge essential to making informed practice choices, and facilitate the socialization of students into the profession.

Throughout their junior year, students take the required course in Social Welfare Policy & Services (SOWK 342), a full-year course sequence in Human Behavior & the Social Environment (SOWK 311 & 312), a course entitled Issues of Diversity in Social Work Practice (SOWK 314), and Social Work Research (SOWK 332). In the Spring semester of their junior year, students begin the first of three Social Work Practice courses. Please refer to the Student Handbook for a more detailed description of each course.

During their junior-year spring semester, the Field Education Coordinator visits each Practice I (SOWK 322) class to provide a field work orientation. Students who are continuing into the senior year must have a minimum 2.8 GPA and have successfully passed all prerequisite courses. To be eligible for field work, every student must complete a field work application (see Appendix) and submit a resume to the Field Education Coordinator by due date. The Field Education Coordinator will also speak with faculty members regarding students' professional behavior within the classroom and readiness for the field.

Integration of Classroom Concepts & Field Work

The emphasis in the *senior* year is on conceptualization and application of generalist practice in work with individuals, families, groups, communities, and organizations. In congruence with the field practicum, students take two additional sequential co-requisite social work practice courses (SOWK 423 & 424), a co-requisite social work practice elective (either Social Work with Children and Adolescents [SOWK 435] or Social Work in Health and Mental Health [SOWK 436] including services to older people and to people with addictions), and a course entitled, Influencing Communities, Organizations and Social Policies (SOWK 426).

To further connect the classroom and field, students are assigned term papers and projects in Practice I & II (SOWK 322 & 423) courses that illustrate concepts needed to learn a practitioner's role. The Field Education Coordinator also teaches both a Practice I and II section each year and plays an integral role in planning the curriculum for courses.

In the field, students are encouraged to actively refer to their practice textbooks when planning supervision sessions or considering the social work processes within their agency. On the process recording form, they are asked specifically to consider how what they've learned in the classroom might assist them in working with a client (see Appendix). Students are also required to attend integrative meetings with their designated faculty field liaison several times throughout the semester. Faculty field liaisons also are required to meet with field instructors at the agency once per semester and to meet with the Field Education Coordinator at least twice per semester.

In general, all faculty are encouraged to cultivate community contacts and participate in professional organizations to keep abreast of current practice issues. The Mercy College Advisory Board is also comprised of practitioners and leaders within the field who provide experience and perspective from the field. The Board meets as a group once a semester and are available for consultation throughout the year. During the Fieldwork Graduation, a designated practitioner is asked to speak on various educational topics.

STRUCTURE AND FUNCTION OF THE FIELD EDUCATION PROGRAM

The Field Education Coordinator carries responsibility for overseeing the planning, implementation, and evaluation of the Social Work Field Education Program. The Coordinator carries primary responsibility for assessing all potentially new and continuing agencies and field instructors and mutually planning with them. The Coordinator, along with faculty, consults with agencies about learning opportunities in their respective programs, including orientation, assignments, resources and other issues which affect student learning.

The Field Education Coordinator, in consultation with the Program Director and faculty, is responsible for assigning students to their respective field placement agencies. In this role, the Coordinator provides orientations to all eligible juniors to assess the learning needs, capacities, and preferences of students in order to make an educationally sound match with a field placement and field instructor. There is no guarantee that students are placed at an agency or field of practice of their choice. Nor can the Field Education department promise a student a placement as per his or her geographical or scheduling preferences. Every effort will be made to accommodate all students and to place each student at an educationally viable and rich placement.

The Program plans and sponsors mandatory orientation meetings for students entering field work and disseminates information about all students to their respective field training settings. In cooperation with the student's faculty field liaison, the Coordinator, along with Program faculty, serve as a resource to students with questions or concerns about their learning in the field and in planning their field placements.

Faculty are assigned by the Field Education Coordinator to serve in an advising role to students in the field and as liaison to agencies. Faculty field liaisons keep the Field Education Coordinator informed of developments in agencies, about concerns that may emerge regarding student performance in the field and prepare year-end summaries on both students and agencies. At the end of the academic year, students are provided with the opportunity to assess their total field experience to the Social Work Program.

The Coordinator also plans and teaches the Seminar in Field Instruction (SIFI) for field instructors new to student supervision and/or working with the Social Work Program at Mercy College. The Field Education Coordinator works with agencies to enhance communication and problem-solving, to mitigate difficulties, to advocate for and monitor sound standards for field education and social work practice, and to serve as a source for ideas and for information on Program policy and procedures and ideas. Other responsibilities of the Field Education Coordinator include but are not limited to:

- Interviewing students for the Social Work major and acting as a consultant for interested students who have concerns or questions about the senior-year internship.
- Planning and evaluating curriculum and teach Practice I & II courses to assure optimal integration of generalist practice concepts and skills
- Cultivating and screening agencies and maintaining field contacts to assure educationally rich placements
- Planning all field events including the end-of-the-year field work graduation
- Overseeing the federal work/study community service program
- Conducting meetings with all field personnel at least twice per semester (copies of the Minutes from these meetings are kept in the Field Education Coordinator's office).
- Consulting, when needed, with the Program Director regarding Field Education concerns

FIELD FACULTY PERSONNEL

Definitions of Field Personnel

Field Instructor: A staff member at the field placement site who is designated by the Agency and approved by the College's Social Work Program to carry primary responsibility for supervision of the student in the field. If there is not a qualified field instructor at the agency, the College will hire and assign a licensed social worker for this role.

Educational Coordinator: A staff member at the field placement site who is designated by the Agency to serve as the official representative in planning with the Social Work program. Often acts as Agency coordinator with the respective field instructors.

Faculty Field Liaison*: A faculty member is assigned by the Field Education Coordinator as the student's advisor for the field practicum. Their role and responsibilities are described below.

Field Education Coordinator: Full-time faculty member responsible for the field education program. The Coordinator is Emily Murphy, LMSW. You can contact her at (914) 674-7556 or EMurphy4@Mercy.edu

The Faculty Field Liaison

Each student is assigned a faculty field liaison. The faculty field liaisons' responsibilities include actively maintaining contact with assigned students, field instructors, and agency educational coordinators. The faculty field liaison carries responsibility for the student's field practicum experience and for assigning the final grade each semester.

It is through the faculty field liaison that the student integrates the total educational experience. The faculty field liaison carries primary responsibility for helping the student, the field instructor, and the agency to meet the educational objectives established for the student's field training experience. As an educational consultant, the faculty field liaison assists the field instructor and the student identify the educational resources and the teaching content in the field and facilitates the integration of field and class learning.

Students should regard the faculty field liaison as they would any other professor teaching in a classroom setting. Field liaisons will request assignments from the students, including a completed educational plan, process recordings, and evaluations. Field liaisons might also ask for additional assignments such as supervisory agendas or statistical monthly form if a field situation warrants them (see Appendix for these assignments).

Faculty field liaisons are expected to meet with students at least 3 times per semester. This should include at least one individual meeting. They are required to visit the agency and field instructor at least once per semester and maintain phone or email contact with field personnel between visits. In some situations, faculty field liaisons will visit more frequently than the minimum and field instructors are encouraged to request contact whenever the need arises. Additionally, field liaisons must attend one mandatory meetings with the Field Education Coordinator per semester. Minutes from these meetings are kept in the Field Education Coordinator's office.

Other specific field liaison tasks include:

- Carefully review and comment on process recordings. Students are required to submit process recordings to *both* field liaisons and field instructors
- Review each student's educational plan to compare/contrast it as per the student's learning needs and CSWE core competencies and practice behaviors. The field liaison should adjust the educational plan as needed throughout the academic year.
- Actively evaluate each student's performance in the field. This is not just limited to the student's paper evaluations, but also the field liaisons interactions with the student, field instructor, and agency.
- Evaluate the educational experience provided by agencies and field instructors

All faculty field liaisons and field instructors are given a copy of CSWE's 2015 core competencies and practice behaviors at the beginning of the academic year. Faculty field liaisons are strongly encouraged to create their own "course expectations sheet," which includes deadlines for process recordings and policies relating to student meetings and specified advising hours. Faculty field liaisons are required to attend *both* the field instructors' orientation as well as the student field orientation at the beginning of the academic year. At both orientations, they are introduced and paired with their assigned students and field instructors.

Role with Agencies

The faculty field liaison works with the field instructor and with the agency educational coordinator or executive administrator to plan for student work assignments, the student's integration into the agency, and monitors the ongoing educational experience. The necessary two-way communication between the agency and the Program is facilitated by the faculty field liaison who can share information with both parties. As the representative of the Program, the faculty field liaison is expected to inform the agency of changes in curriculum or issues that would have a bearing on the student's experience in the agency. It is also important for the Program to hear through the faculty field liaisons about issues in the agencies that may impact its planning and curriculum.

Responsibilities for Student Assignments

Faculty field liaisons monitor the assignments given to the student from early in the semester to ensure there are the volume, the diversity, and the depth necessary for a solid educational experience. If there are difficulties with providing such assignments, it is of importance that the faculty field liaison is notified quickly. The faculty field liaison will work with the field instructor and agency to develop ways in which problems can be addressed or alternatives developed. The monitoring of the assignments is a year-long activity as students' learning needs and capabilities change over the year and different assignments become appropriate.

Student Meetings with Faculty Field Liaisons

Faculty field liaisons are required to meet with each student at least once on sight agency per semester. Students are urged to initiate contact with their field liaison and not to wait for the faculty field liaison to set up an appointment. Field liaisons and students should also maintain telephone or e-mail contact with each other to assure that any emerging issues are readily identified, discussed, and addressed.

Integrative Field Seminar

Students in their senior year internship are required to participate in a hybrid field practicum seminar class with their faculty field liaison consisting of both in- person and online instruction. There are 10 seminars conducted throughout the course of the school year in person and online through Blackboard. These seminars are an essential part of the students learning experience while in field placement. The overall goal of the field seminar is to bridge what the student is learning in the classroom with their practice experiences in the field. Field seminars play a key role in helping the student develop a professional identity as a social worker, problem solve challenging experiences in the classroom and in the field and encourage self- awareness and professional development. Attendance is required and students are expected to actively participate and complete the required assignments.

Progression, Evaluation, and Grading of Student's Work

The faculty field liaison monitors the student's work throughout the year and is responsible for determining the student's grade at the end of each semester. By reading the student's process recordings and/or other written material and talking with the student and the field instructor, the faculty field liaison assesses the progress of the learning. The faculty field liaison ensures that the process between the student and the field instructor is one of mutuality and that the student and field instructor are taking responsibility for working on the expected learning tasks. The faculty field liaison provides consultation to the student and the field instructor about any issues or problems in the learning/teaching process.

Students are formally evaluated three times a year. In the Fall semester, field instructors are asked to fill out a Mid-Semester Evaluation (around October) and a final End-of-the-Semester Evaluation (December). In the Spring, students are evaluated only once at the end of the semester. **Field instructors will base their evaluation on how well the intern performed according to their educational plan and role description. The evaluation form consists of measurements that address the CSWE 2015 EPAS 9 core competencies and behaviors.** The field liaison reads the student's evaluation and can discuss it with the student and offer his/her perspective to the field instructor. It is expected that students are actively informed and aware of any issues that the field instructor or faculty field liaison might perceive in their learning process prior to the submission of any written evaluation. A student's signature on evaluations does not signify agreement with the evaluation but acknowledgement of its review. All students are encouraged to add a rebuttal or other information to their evaluations, which will be kept with the original evaluation in the student's file.

The faculty field liaison's role as a mediator between the student and the field instructor helps both to move past any obstacles in the educational alliance. (In the event that a field instructor is assigned by the College, the same faculty will not act as a field liaison.) The faculty field liaison provides consultation on the use of effective field teaching techniques and confers with the field instructor to ensure that there is understanding and appropriate application of the performance criteria for evaluation. Effective communication between the faculty field liaison, the student and the field instructor are an important factor in identifying gaps or potential difficulties so that all the parties can focus on areas that need improvement and change. Field instructors should immediately contact the faculty field liaison if there is any potentially serious problem with the student's performance in the field setting or in their capacity to meet expected criteria for the semester.

Students must receive at least a grade of C in the Fall semester of their field practicum to continue in the Social Work Program.

Students' final semester grades are based upon the following: (See Rubric)

- 1.) Professional Development (e.g. Arrives on time to internship, dresses and acts appropriately, interacts with colleagues, field instructor, and field liaison respectfully)
- 2.) Practice Skills (as summarized and interpreted by the field instructor and field liaison via written evaluations and process recordings)

- 3.) Integration of Theory and Classroom (as summarized and interpreted by the field instructor and field liaison via written evaluations and process recordings)
- 4.) Understanding and Demonstration of Diversity Issues & Ethical Practice (as summarized and interpreted by the field instructor and field liaison via written evaluations and process recordings)
- 5.) Faculty field Liaison Requirements: Turns in process recordings and field documents on time, responds to the field liaison outreach attempts, meets and meaningfully interacts with the field liaison.

Appealing Field Evaluations and Field Grades

If a student does not agree with his or her evaluation, he or she is welcome and encouraged to submit an addendum to their field evaluation. This will be kept with the evaluation and placed in the student's file. Students are informed that signing their evaluations does not signify agreement with the evaluation but acknowledgement of its review.

Students who would like to appeal their field grade should write a letter or email to the Field Education Coordinator explaining any circumstances surrounding the grade and the student's performance and a request for a grade change. The Field Education Coordinator will then consult the necessary parties (faculty field liaison, field instructor, task supervisor, etc.) to ascertain the validity of the student's appeal. The Field Education Coordinator will then present these findings to the Program Director and a decision will be made regarding the appeal.

Evaluation of Agencies and field instructor by the Faculty Field Liaison

At the end of the academic year the faculty field liaison talks with the Agency Educational Coordinator or Field Instructor about how the educational experience proceeded and gives any suggestions for the next year. Faculty field liaisons are required to complete an Agency Assessment form evaluating the agency and a Field Instructor evaluation form evaluating the quality of supervision and instruction the field instructor provided through the course of the school year. These evaluations are given to the field education coordinator so that planning for the next year can be done knowledgeably.

Evaluation of the Field Practicum by the Social Work Intern

At the end of the Field Practicum, students assess their total field work experience. This provides feedback to the social work program and the field agency regarding the field placement experience and provides students with the opportunity to improve the quality of future field placements at the agency. The student's experience and feedback are invaluable in preparing for future student's field placement experiences.

Request for change of Field Placement

Requests for replacement may be made by a student, agency coordinator, field instructor, or faculty field liaison. The request should be fully reviewed, and consultation should be sought from the Field Education Coordinator, who carries responsibility for determining replacements. Please refer to the Students Experiencing Difficulty in the Field section of this manual for more information. Students should continue attending their field placement until told differently.

Contact with the Field Education Coordinator

The Field Education Coordinator (or Program Director) serves as a level of appeal if there are unresolved differences at the faculty field liaison level or unanswered questions about field work policies and practices. Students, field instructors, and agency educational coordinators can contact the Field Education Coordinator with any pressing concerns or unmet needs, especially if the faculty field liaison is not available.

EDUCATIONAL ROLES IN FIELD PLACEMENTS

Primary Individual Field Instructor

Every student is assigned to an agency designated staff member who has been approved by the College's Social Work Program to serve as a professional social work field instructor. This field instructor carries the responsibility for the student's training in the agency. If an agency does not have a qualified person to assume the role of field instructor, the College will hire and assign a licensed social worker to provide supervision and work closely with the agency for the academic year. This same person will not act as the student's field liaison. A different field liaison will be assigned to the student.

The field instructor is expected to provide an hour and a half of supervision to each student per week. One hour must be individual and face-to-face supervision. The remaining half hour can include group supervision or informal meetings. Supervision should help select appropriate assignments for the student, to monitor and coordinate the student's work in the agency, to read the student's recorded material prior to conferences and use them in teaching, to assume responsibility for the students' evaluations, and to confer with the student's advisor.

Secondary Field Instructor

In some agencies a student may be assigned to another service or community program outside of his/her primary field placement site. This kind of assignment is used to expand the student's training opportunities, e.g., a group on another service, a few cases on an out-patient service if the primary assignment is on an in-patient service, or a community-oriented assignment. This kind of assignment can be supervised by the primary field instructor, or it may be supervised on a regularly planned basis by a *secondary field instructor*, who should be a professionally trained social worker. The secondary field instructor should keep the primary field instructor regularly informed of the student's performance and should engage in an evaluation process with the student.

Task Consultant/Supervisor

In some agencies a student may be assigned to a task consultant in relation to some specific assignments on which s/he is working. A task consultant need not be a social worker, but may work in a related discipline, e.g., a psychiatric nurse, a community development specialist. A task consultant provides guidance to the student in carrying out administrative tasks, e.g., information on hospital patients, resources for a community needs assessment. The primary field instructor retains all educational teaching functions and would supervise the student on these assignments. The task consultant/supervisor MUST provide feedback to the primary field instructor on the student's progress or evaluation.

Practice Consultant

Commonly students meet with representatives of other disciplines, e.g., psychologist, psychiatrist, for consultation on an assignment. Students cannot be supervised by a person in another discipline. However, it is recognized that related disciplines functioning as consultants have much to offer students from their own expertise and we encourage their use.

Group Supervision

Some agencies provide regularly scheduled group supervision to students. This model of supervision can be very useful in expanding the student's learning of practice through interchange with others. We particularly encourage agencies who have several students in placement from our or other programs to provide opportunities for them to meet. Students can learn about practice in other services and addressing the range of clients' needs in their agency. The opportunities for teaching areas of practice such as assessment, differential interventions and modalities are greatly expanded when students can present their work to one another or in similar exchanges with staff.

If group supervision is offered it should be viewed as a supplement, not a substitute, to the student's full weekly individual field instruction conference. Requests for any modifications of supervisory time arrangements should be addressed for approval to the Field Education Coordinator.

FIELDWORK EDUCATIONAL PLAN

As previously outlined, there are several key people involved in a student's field education. An educational plan serves to clarify the roles of all the agency personnel assisting the student in his or her learning experience. Moreover, it outlines the student, agency, and school's expectations for the field work experience. Its purpose is to formulate the student's specific learning goals within the agency's mission, services, and functions.

All field instructors and faculty field liaisons are provided with a copy of CSWE's 9 core competencies and behaviors. When constructing an educational plan, faculty field liaisons and field instructors are asked to keep these core competencies and behaviors in mind when developing tasks and assignments for the student. Educational plans should be reviewed frequently and changed as needed. Faculty field liaisons are ultimately responsible for assuring that students have an educationally strong experience that is congruent with the student's specific learning needs.

SEMINARS FOR FIELD INSTRUCTORS and MEETINGS for FACULTY, FIELD INSTRUCTORS & EDUCATIONAL COORDINATORS

Seminar in Field Instruction (SIFI)

All field instructors supervising for the first time are asked to attend a 12-session session, 1 ½-hour Seminar in Field Instruction taught by the Field Education Coordinator. Field instructors who have completed a comparable seminar at another School of Social Work may be exempt from this requirement by our Field Education Coordinator but are asked to attend the field instructor's orientation at the beginning of the academic year.

The purpose of the Seminar is to train new field instructors with the necessary knowledge and skills to effectively meet the range of educational responsibilities in their role as supervisors of social work students. The general content areas covered in this Seminar include: beginning processes in field instruction (orientation to the agency and supervision, selection of student assignments), preparing a student to move into each assignment, range and use of student recordings, teaching concepts and methodology, and evaluation processes.

To receive credit for completion of this Seminar, field instructors will be expected to attend all Seminar sessions (2 excused absences allowed) and to meet the written requirements of the Seminar (e.g. Homework is periodically assigned). There is also a final paper due at the end of the academic year. Certificates are issued to each participant upon completion of the Seminar's requirements. Other Schools of Social Work within the Tri-state area honor a field instructor's completion of the SIFI. Field instructors who are geographically closer to other Schools of Social Work may take the SIFI at other participating Social Work programs. However, they must first contact the Field Education Coordinator to request this.

Orientation to Field Instruction for Experienced Field Instructors

Field instructors new to Mercy College who are experienced in field instruction through affiliation with another School of Social Work may be exempt from attendance at our SIFI program by the Field Education Coordinator. However, they are strongly encouraged to attend the field instructor's orientation held at the beginning of the school year to acquaint themselves with Mercy's curriculum and field work policies and practices.

SELECTION OF AGENCIES AND FIELD INSTRUCTORS

The selection of agencies and field instructors is an essential part of the Social Work program's educational planning. The Field Education Coordinator and the Social Work program carries the responsibility for determining an agency's and field instructor's suitability for student training and works closely with interested agencies and potential field instructors in this process.

Potential new field placements may be identified in several ways. Agencies may request to serve as training sites or they may be suggested by a student, faculty member, alumnus, or community representative. Agencies interested in hosting a student must complete an Agency Request Form (see Appendix) and provide necessary documentation of any credentials for prospective field instructors (e.g. License, SIFI certificate, etc.). After clarifying the availability of a qualified field instructor and appropriate assignments, the Field Education Coordinator or faculty member may visit the agency to make a formal assessment of the agency and prospective field instructor(s). The assessment covers such areas as: the function and services of the agency, possible student assignments, and availability of resources for the student, level of practice competence of the field instructor, and special requirements for student placement. The Field Education Coordinator also interprets our curriculum, field work requirements and the Social Work Program's expectations regarding assignments, supervision, and time commitments. The Field Education Coordinator then communicates the decision to the agency. Information is also sent to those field instructors who must attend the Seminar in Field Instruction. (See "Seminar in Field Instruction").

During this process, the Field Education Coordinator informs each agency of CSWE's core competencies and behaviors and how they are operationalized and evaluated within Mercy's Social Work field practicum. It is expected that each agency selected believes in and complies with the National Association of Social Workers' Code of Ethics (see Appendix) and has appropriate policies in place regarding sexual harassment, affirmative action, non-discrimination, and American with Disabilities Act.

Because social justice and issues relating to diversity are integral to the Mercy College Social Work program, both students and field liaisons are asked to evaluate the agency on its commitment to social justice and diversity at the end of the academic year. It is important that each agency models affirmation and respect for diversity and difference (age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.)

In this evaluation, the agency is also assessed for its commitment to student learning. This includes consideration of the field instructor and agency's ability to provide quality practice assignments, identify student's strengths and learning challenges, and be accessible to faculty. The Social Work program carries final decision-making responsibility for the use of continuing agencies and field instructors based on reports and recommendations of faculty field liaisons, students, and their own administrative assessments and discussions with agencies.

Criteria for the Selection of Agencies

1. The agency should have a commitment to training which is consonant with that of the Social Work Program.
2. There should be a correlation between the agency and Program's practice perspective to provide an integrated class-field curriculum and a consistent learning experience for the student.
3. The agency's practice of social work is based upon recognized, professional standards and is consistent with the Program's objectives and field work objectives.
4. The agency should provide a range of assignments on an ongoing basis which are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in different practice modalities as well as exposure to a diversity of people and problems.
5. The agency should make every attempt to provide the necessary space and resources for the student to carry out a professional role, including privacy for interviewing, desk and storage space, access to a telephone, clerical assistance, and reimbursement for expenses incurred in the performance of assignments.
6. The agency will be expected to participate with the Social Work Program in the development, monitoring, and review of a sound educational program.
7. The Agency adjusts the workload of the field instructor to make it possible for that person to provide the expected allotment of time to select assignments, review recordings, provide weekly supervision, prepare evaluation materials, confer with the faculty field liaison and attend seminar meetings or workshops at the College.

Criteria for the Selection of Field Instructors

1. A Master's degree in social work from an accredited MSW program and at least two years post-master's experience. They should be licensed (LMSW or LCSW) and have taken the SIFI (Seminar in Field Instruction). If you or one of your field instructors needs the SIFI, Mercy College offers it on Tuesday mornings at the Dobbs Ferry campus.
2. Willingness to meet the Social Work Program's expectations for field instructors including reviewing and incorporating CSWE's core competencies and practice behaviors
3. Ability and willingness to attend field orientations, meetings, and necessary (such as the SIFI)
4. Demonstrated practice competence and the potential ability to help students to learn.
5. Willingness to teach content and skills appropriate to generalist practice.
6. Familiarity with agency policies, program, and procedures and the nature of client needs.

Expectations of Field Instructors:

1. Knowledge of the Program's curriculum and practice orientation.
2. A flexible approach to practice that allows for a range of modalities including work with and on behalf of individuals, families, groups, communities and organizations.
3. Willingness to work collaboratively with the faculty field liaison for the purposes of meeting student educational needs and to call upon the faculty liaison for consultation and guidance as needed.
4. Attendance at the field instructor's orientation and/or SIFI at the School that is required of new field instructors and completion of the course's assignment requirements.
5. Selection of educationally appropriate assignments for students that applies generalist practice and provides opportunities to learn and master CSWE's core competencies and behaviors.
6. Welcome and orient the student to the Agency and adhere to the provision of weekly scheduled individual supervisory sessions in the time allotments specified by the Social Work program.
7. The utilization of process recordings, educational plans, and other field documents according to the Social Work program's guidelines.
8. Participation in an ongoing evaluative process with the student which includes the prompt submission of written semester evaluations following the Social Work program's guidelines and criteria.
9. Engage in ongoing dialogue with the Social Work faculty regarding the student's progress.
10. Be open to training opportunities provided by the Social Work faculty.

Emphasizing a Social Work Perspective

In very rare circumstances, an agency, such as a community-based organization or grassroots organization, may not have an MSW on staff to supervise a social work student intern. The Field Education Coordinator must review and approve of any student conducting their internship in this type of situation. A member of the agency will be identified as the "task consultant" or "task supervisor," and to assure a strong social work perspective, will be thoroughly briefed on the Mercy College Social Work curriculum, CSWE's core competencies and behaviors, and NASW's Code of Ethics. However, the faculty field liaison will then assume the role of field instructor, providing weekly supervision, and the Field Education Coordinator or other faculty will serve as the field liaison. These arrangements will be documented in the student's field education plan. All field evaluations will be completed by the acting field instructor, the task supervisor, and the field liaison (Field Education Coordinator).

THE PLACEMENT PROCESS

The Field Education Coordinator is responsible for assigning students to their field placements. In making judgments, they draw information from various sources. Student preferences and learning needs are drawn from the student's field application (see Appendix) as well as collateral meetings with a student's professors. Agency availability is determined by the educational opportunities and types of students, which are indicated on the agency application (see Appendix). Placement decisions are then based on the availability and educational suitability of a setting for each student.

Agency Requests for Students

Each spring, the Field Education Coordinator contacts agencies in the community regarding their intern needs and interests for the coming academic year. These agencies write the Field Education Coordinator regarding the number of students requested, the type and range of assignments, the proposed field instructors, and other information that might be helpful in placing students. This becomes the data base from which the Field Education Coordinator works in finalizing field placements each summer. The Field Education Coordinator is also active in recruiting, responding to, and assessing possible new field placements.

Students Placement Planning

During their junior-year spring semester, the Field Education Coordinator visits each Practice I (SOWK 322) to provide a field work orientation. Students who are continuing into the senior year must have a minimum 2.8 GPA. To be eligible for field work, every student must complete a field work application (see Appendix) and submit a resume to the Field Education Coordinator by due date. The Field Education Coordinator will also speak with faculty members regarding students' professional behavior within the classroom and readiness for the field.

Students are encouraged to speak to their academic advisors and professors regarding any concerns or questions they might have about field work. The Field Education Coordinator also welcomes any students who have special considerations and needs to consult with her on an individual basis.

Students are notified of their potential agency assignments during the summer (either late June or early July). They are required to check their Mercy Mavericks email daily for critical correspondence regarding their internships. When a student is informed of a possible placement, the Field Education Coordinator will also provide the student with important information about the information. Students are informed that they often must "interview" at the prospective agency before being accepted as an intern. The Field Education Coordinator reminds students to dress professionally, be punctual, and bring a fresh resume to the interview. After the interview, both the student and agency will confirm the internship match.

PLEASE NOTE: Some agencies require additional screening requirements for students, which might include fingerprinting, background checks, immunizations, or health tests. For example, if students want to work with children, they might be fingerprinted and have a background check completed. Occasionally, the agencies pay for these additional screening requirements.

However, students are cautioned to be financially prepared to cover this expense (see Appendix for field application FAQs).

Employment-Based Internships

Students who are currently employed at a social service agency, hospital, school, etc., and who are interested in conducting their internship at their place of employment might be eligible for an employment-based field experience. Aside from full cooperation from the agency regarding both the student's scheduling and educational needs, the following criteria must also be met to protect the role of the student as a learner in the field setting:

- ☐ Students must not be newly hired or on probation during the start of their internship in September.
- ☐ Student's proposed internship should preferably take place in a different department than regular employment. They should also be assigned different tasks than what they are employed to do.
- ☐ The proposed field instructor must be someone different than the student's employment supervisor.
- ☐ The field instructor must be a licensed MSW with at least two years or more post-grad experience. He or she will be expected to provide 1 1/2 hours of supervision per week and review process recordings. Ideally, they will have also completed the SIFI (Seminar in Field Instruction).
- ☐ Tasks that students should be assigned should be the equivalent of those assigned to First Year MSW students: direct practice, case management, group work, etc. Field instructors will be responsible for providing at least one and half hours of supervision per week as well completion of an educational plan, fall mid-semester evaluation, fall end-of-semester evaluation, and spring end-of-semester evaluation. They might also be encouraged to complete the SIFI (Seminar in Field Instruction), which is offered at Mercy College and runs from September through May. If the field instructor has taken the SIFI at another social work school in the greater NYC area, he or she does not need to retake the course.
- ☐ While preferable, Mercy College CANNOT dictate or suggest to agencies that they provide students comp time or time off to complete their internship. This is entirely up to the student's agreement with the place of employment. Keep in mind: this might result in students working their regular 35-hour work week along with additional hours for their internship.

During the field work application orientation in their junior year Practice I (SOWK 322) class, the Field Education Coordinator reviews employment-based internship requirements with all students. Students interested in having an employment-based internship must also complete a separate application (see Appendix). The Field Education Coordinator will conduct an agency visit with the proposed field instructor prior to the start of the field work. Following these procedures, the completion of all field documents, and submission of documentation of the prospective field instructor's credentials, the Field Education Coordinator will sign off on the employment-based internship agreement, which will be filed in the student's records.

FIELD WORK - ADMINISTRATIVE POLICIES AND PROCEDURES

SCHEDULES AND HOURS OF FIELD INSTRUCTION

The Mercy College Social Work program recognizes that each agency is different in its assignments and functions. The field instructor is the ultimate expert when evaluating how many assignments and level of difficulty for each assignment that is available at their agencies. All assignments should have already been approved by the Social Work program regarding CSWE's core competencies and practice behaviors, however, the Social Work program does not dictate how many clients should be assigned to students. Students are required to have direct practice experience. They should be busy with social work tasks for at least 17 hours with 2 hours devoted to agency paperwork and one hour devoted to writing process recordings. Some adaptations to this schedule may be developed in certain circumstances (such as during the Covid pandemic), including a reduction of hours if approved by CSWE. Students will be made aware of adjustment to hours as they are determined and approved by the Program Director and Field Education Coordinator.

Students are expected to attend their field work placement for a specified minimum number of hours during the academic year. In computing hours, a "standard" day consists of 7 field work hours and 1 hour for a meal.

<i><u>Student Level</u></i>	<i><u>Annual Number of Field Work Hours</u></i>	<i><u>Number of Days Per Week</u></i>	<i><u>Number of Hours per week</u></i>
Senior	550	3 *	20

*** Variations to the schedule can be made in agreement with the field liaison, field instructor, and student. An example of an extended model** is 2&1/2 days (weekly for about 16-17 hours). However, all deviations from the standard schedule should be reviewed and approved by all parties in the field experience.

Field placements do not end when the minimum number of hours are completed but remain in field placement until the formal end of the field work term. (Refer to field work calendar). Students must make up any time falling below the requirement because of holidays, illness, or emergencies. Students and field instructors should maintain a record on the time sheet to ensure that the minimum number of hours is completed (see Appendix for time sheet template).

Student schedules are organized within agency hours. Students may be asked to work one evening a week. Student field workdays are dependent upon required course schedules and may vary each semester. If any agency is open less than eight hours a day (e.g. a School system), field instructors (in agreement with the field liaison) may arrange for students to do a required number of hours of recording at home to meet minimum hourly requirements.

Holidays and Vacations

Students do not attend field placement on agency holidays or on Mercy College holidays. The only two weeks that students have time off during their field placement are the week between Christmas and New Year's, and the Mercy College spring break. *Students placed in School systems may*

encounter difficulty in meeting minimum hour requirements since Schools usually have both a February and April vacation. Students in these settings should attend field placement during the college's spring break so they can meet field work hour and client commitments.

Our policy is to respect students' observance of their major religious holidays. No student will be penalized due to religious observance, and students will be given opportunities to make up any missing field hours due to religious observances.

If a student has difficulty meeting the field work hour requirements because of many holidays, the field instructor should seek help from the faculty field liaison or Field Education Coordinator to discuss an alternative plan. In planning the student assignment, the field instructor should review the Field Work Calendar. Ultimately, it is the student's responsibility to keep track of and complete the required number of hours.

Student Absences Due to Illness

If students are briefly absent from field work because of illness or personal reasons (e.g., illness in the family) they must still meet the requisite hours of field work per semester. Plans for making up extended absences (e.g., prolonged illness) should also be discussed with the faculty field liaison.

STRIKES (Or other labor disputes) BY AGENCY PERSONNEL

In the event of a work slow-down, work stoppage or strike by agency personnel, the Field Education Coordinator should be notified preceding the action if possible or immediately upon its occurrence. The decision as to whether students continue at the agency during a strike rests with the program's faculty, not with the agency. The program has as its objective the protection of the student's educational experience and decides based on this principle. A decision is made separately for each strike action depending upon the individual situation and is communicated to the agency.

The program will also communicate its decision to students and help them plan with their agencies about any special needs of their clients. The program will also discuss opportunities for students' participation in alternative learning experiences during the labor dispute. Any student who asks, in good conscience, for permission not to be forced to continue placement during a strike should be respected. However, discussion should ensue with the field instructor and faculty field liaison as to how professional responsibilities will continue to be carried out to clients.

HOME VISITS

If students are assigned home or outside community visits, this should be clearly stated in the Educational Plan. Agencies are expected to take appropriate measures to ensure the safety of students. Any difficulties in agency/student planning or policy on home/community visiting should be raised with the faculty field liaison or with the Field Education Coordinator.

Students and agencies should consider the following guidelines in planning home or community visits:

1. Students should consider visits between the hours of 9 AM and 4 PM.
2. Visit with an escort or co-worker in high risk areas or situations.
3. Plan a route in advance. Use main streets for walking and stay away from alleys and entrances.
4. In subway travel, enter the middle car of the train where a conductor is present.
5. Consider meeting a client in a community meeting place (e.g. church, community center) if it is appropriate and feasible for the client.
6. If it is unsafe to enter a building alone, ask a community member or client to accompany you.
7. Carry official identification or a letter that establishes your status as an agency representative.
8. Use care in carrying purses and wearing jewelry.
9. Use caution in entering empty elevators.
10. In planning trips for client groups, arrangements should be made to have a person available to help in emergencies. (e.g. another worker).

TRANSPORTATION AND REIMBURSEMENT

Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the Field Education Coordinator. Students should not use their own vehicle to transport clients. Students may, however, drive an agency owned vehicle if they have the appropriate license and agency approval.

INSURANCE COVERAGE: All students enrolled in field work are covered by the College for professional liability. For further information or to request a copy of the Certificate of Liability Insurance, contact the Field Education Coordinator.

AFFILIATION AGREEMENTS: Agencies who are required to maintain a formal affiliation agreement with the College can request and arrange this agreement with the Field Education Coordinator. Such requests should be made in advance, since the Mercy College Office of General Counsel reviews all affiliation agreements. Typically, the Dean of Social and Behavioral Sciences signs and countersigns all affiliation agreements.

IDENTIFICATION OF STUDENT STATUS: It is the policy of the Social Work Program and a professionally ethical principle that students identify themselves as students or interns in their work with clients and agency representatives. We urge that students identify themselves as social worker interns (not therapists) since they should feel pride and respect in identifying themselves by their profession.

FEDERAL WORK/STUDY

Students who have submitted a FAFSA (Free Application for Student Aid) and have been approved for work/study can possibly apply their monies towards their internship. This is considered a “community service” arrangement. Students can contact the Field Education Coordinator for more information, however, neither the Social Work program nor Mercy College determines a student’s eligibility for financial aid.

RESPONSIBILITIES OF THE AGENCIES

It is important that close communication be maintained between the Social Work program and agency with the initiative coming from both. The agency's field instructor or educational coordinator should inform the Field Education Coordinator or faculty field liaison immediately of any changes in field placement arrangements and if any of the following changes or problems occur:

1. Change in agency addresses or telephone number
2. Changes in agency director and/or educational coordinator
3. Proposed changes in Field Instructor
4. Pending strikes and labor/management disputes
5. Any significant tension in the agency that may affect student learning
6. Absence of the field instructor from the agency for more than one week
7. Student absences for more than three days per semester.
8. Significant concern about student's performance or ability to meet field work criteria.
9. Ability to provide students with appropriate assignments consonant with Program's expectations.
10. Agencies wishing to offer a student a job, concurrent with the course of their field placement need to discuss this plan with the program’s Field Education Coordinator.

RESPONSIBILITIES OF STUDENTS

It is the student's responsibility to initiate and maintain contact with his/her field faculty liaison regarding any of the following:

1. Any difficulties with field placements such as timing and educational suitability of assignments, availability and helpfulness of field instruction space and time to prepare process recordings at work, ethical issues, etc. that are not satisfactorily resolved with the field instructor/agency.
2. Initiate contact with the Field Education Coordinator if any field placement issues are not satisfactorily responded to or resolved with the student's faculty field liaison.
3. Students wishing to accept a job during their field placement must discuss this plan with the Program’s Field Education Coordinator.
4. Plan and secure approval from your faculty advisor for registration for courses.
5. Meet with faculty field liaison, maintain telephone and e-mail contact, and submit written assignments on time.

STUDENTS EXPERIENCING DIFFICULTY IN THE FIELD

Performance in the field is a critical indicator of readiness for professional practice. It is important that concerns arising in the field internship be discussed early and feedback regularly given. Concerns regarding an internship may be raised by the student, faculty field liaison, or field instructor.

Reasons for Internship Difficulties

1. One possible issue student may need to discuss with their faculty liaison pertain to the **quality of their learning experience in the field**, such as the quantity and suitability of their assignments or the availability and helpfulness of field instruction. After carefully exploring the problem, faculty field liaisons may assist the student in raising the issue at the Agency, and/or (with the student's knowledge) they may directly contact the appropriate personnel at the Agency, and/or they may consult with the Program's Field Education Coordinator and consider a change of placement.
2. Circumstances in one's current life situation or a reconsideration of one's educational/career plans may lead to a decision **to request a leave of absence, or to withdraw from the Social Work Program or the College**. Students wishing to consider one these options should review the Student Handbook regarding the required procedures and discuss their request with their faculty field liaison. Concurrently the faculty field liaison and field instructor should maintain contact and arrange a plan that ensures a student will terminate his/her work in a professionally responsible manner with clients and the Agency.
3. **If a student is at risk or unable to meet the expected level of performance criteria in the field as set by the Social Work Program or unable to meet appropriate professional/educational standards**, the faculty field liaison is expected to initiate a meeting with the student when a difficulty is first identified. Every effort should be made to understand the difficulty and to provide the student and field setting with necessary supports and specific guidelines for amelioration or resolution including a timeline.

The Social Work program has developed various structures and processes to assist and address difficulties students may experience in their field practicum. Whenever possible, the possible steps should be taken to resolve problems in the internship:

1. The student and/or field instructor who has identified a problem should attempt to resolve it by meeting together to discuss the problem and possible solutions. Both the field instructor and the student should inform the faculty field liaison of any problems and of this meeting.
2. If the problem cannot be resolved by this meeting or a meeting is not a viable option, the student should contact his or her field liaison who will then arrange to speak with both the student and the field instructor. At this point, the faculty field liaison will then schedule a meeting together with the student and field instructor. A written plan for remediation will be put into action.

3. Following this meeting, if the problem persists or is not resolved, the faculty field liaison should inform the Field Education Coordinator. The Field Education Coordinator will then request a meeting with the student, faculty field liaison, and possibly the field instructor and/or any other agency personnel indicated. The outcome of this meeting will depend on the nature of the student issue. However, possible decisions are listed below and might include the student being reassigned to a different agency or appearing in front of the Educational Review Committee.

If the problem(s) persists or the faculty field liaison plans to give the student a failing grade, the following policies or options exist:

1. Counseling Out

There may be mutual agreement among the student, faculty field liaison, and student's academic advisor as to an appropriate resolution to a difficulty which may include the student's voluntary withdrawal or request for a leave of absence from the Program.

2. Educational Review Committee

The Educational Review Committee (ERC) functions as a consultative and decision-making committee on problems or issues concerning the students' academic or field performance, on students at risk in meeting expected standards in the class or in the field and on the suitability of the student's educational experience for learning.

Composition: The Educational Review Committee is composed of three Social Work faculty members, including the Program Director who serves as Chair; and an elected student representative who attends if the student under review wishes him/her to be present.

Function: The primary functions of the Educational Review Committee are: 1) to provide consultation to the faculty advisor or faculty field liaison and student on questions related to the student's academic and fieldwork performance and the quality and appropriateness of the field placement experience 2) to make depository judgments and offer alternative recommendations if the student fails to meet academic or field practicum requirements in the major, violates educational or professional ethics, or the student requests review of an educational issue in which the advisor and student did not agree or which may require an exception to policy. Decisions may include a change of field placement, an extension of the semester, or in the case of failure, repetition of the semester in field work, probation, intermittence or termination from the social work major.

Procedures of referral and review: A faculty member or student may initiate a request for Committee review. If the student's academic or field performance is at risk or at a failing level, the following steps should usually be followed.

1. Emphasis should be on early identification of problems with the focus on exploration and problem identification including any variables in the academic course situation or field placement that may be adversely influencing the student's capacity to learn and meet

performance expectations. In the case of a field issue, every effort should be made to address the problems at this level and will usually include meetings between the student, field instructor, and faculty member, each meeting with each other.

2. If the student is at risk or fails to meet the Social Work Program's academic course requirements, field work performance criteria, or standards for ethical/professional conduct, the student should be presented for review by the Committee.
3. The faculty advisor and/or faculty field liaison (depending on where the problems are located) must send a written detailed summary to the Committee Chair at least four days prior to the meeting. **Please note: The Field Education Coordinator cannot serve as a student's advisor in matters relating to field work.**
4. Students may bring a student advocate, who is a social work major, and should notify the Chair in advance. Students should also indicate if they want the student member present during the meeting. Field Instructors will not routinely attend meetings of the ERC but may be invited at the discretion of the Chair. Faculty and students should direct any requests for attendance by the field instructor a week prior to the meeting. People outside of the Program cannot attend this meeting without advanced permission by the Chair.

Students are referred to the Student Handbook regarding a fuller description of their options and rights and of the policies and processes of the Educational Review Committee. Field Instructors or Agency Coordinators should direct any questions they have about this process to the faculty field liaison or Field Education Coordinator.

Unprofessional Behavior or Ethical Violations

The Mercy College Social Work program is committed to the teaching and application of the NASW Code of Ethics (see Appendix for a copy of the Code of Ethics). Unprofessional and unethical conduct is not tolerated. Students are expected to demonstrate respect in their interactions with fellow students, faculty, staff, clients, and others. They should regard the internship like a place of employment and should be dependable, punctual, and be open to constructive feedback. Additionally, very serious behaviors can result in immediate dismissal from the Social Work program. These include but are not limited to engaging in inappropriate relationships in the internship setting, using illicit substances, etc.

Appealing Field Evaluations and Field Grades

If a student does not agree with his or her evaluation, he or she is welcome and encouraged to submit an addendum to their field evaluation. This will be kept with the evaluation and placed in the student's file. Students are informed that signing their evaluations does not signify agreement with the evaluation but acknowledgement of its review.

Students who would like to appeal their field grade should write a letter or email to the Field Education Coordinator explaining any circumstances surrounding the grade and the student's performance and a request for a grade change. The Field Education Coordinator will then consult

the necessary parties (field liaison, field instructor, task supervisor, etc.) to ascertain the validity of the student's appeal. The Field Education Coordinator will then present these findings to the Program Director and a decision will be made regarding the appeal.

CHANGES IN FIELD AGENCY

Field internships are chosen after a thoughtful process. Once a student is assigned to an agency, it is expected that the student will complete the entire academic year at that agency. Disruption of a field placement is not taken lightly and is the last resort when a resolution cannot be made within the student's current placement.

Field placement changes MUST first be discussed with and approved by the Field Education Coordinator. Students who leave an internship without prior approval from their field liaison or Field Education Coordinator risk failing the internship.

If a student is assigned a new agency, the student must 1.) terminate properly with the agency and clients 2.) say goodbye graciously via sending a thank you letter or e-mail to the field instructor and other agency personnel 3.) write a reflection paper about what the student thinks brought about the agency change and what steps the student will take to make the new assignment successful and 4.) submit a signed timesheet verifying any hours accrued at the first placement.

Please note that students cannot change agencies more than once during the academic year and may not be changed at all during the Spring semester.

ISSUES OF DISCRIMINATION AND HARASSMENT

Mercy College does not discriminate based on race, ethnicity, national origin, religion, gender, sexual orientation, disability, marital status or age in its admission decisions, in its access to programs and in its administration of educational policies. Grievance procedures are available to any student who feels they have been a victim of harassment or discrimination on these bases. Similarly, any such instance of discrimination or harassment should be reported to and discussed with the faculty field liaison, Field Education Coordinator, or the Program Director who will inform victims of their rights and avenues for redress.

The Social Work Program assigns its students to field placements based on a student's ability to perform the tasks of that assignment and without stigma. The Program expects field work agencies not to discriminate or permit harassment based on race, ethnicity, religion, gender, sexual orientation, disability, marital status or age.

No student at the School may refuse an educationally suitable assignment to serve a client based on the race, ethnicity, religion, gender, sexual orientation, disability, marital status or age of that client. Agencies should report instances of such harassment or discrimination by a student to the faculty field liaison and/or the Coordinator.

DISABILITIES

Any student with a documented disability (e.g. physical, learning, visual, psychological, hearing, etc.), who would like to arrange for a reasonable accommodation, should contact the Mercy College Office of Accessibility. For obtaining reasonable accommodations contact the Office at (914) 674-7523, accessibility@mercy.edu or visit our website at www.mercy.edu/student-affairs/access.. This should be done at the beginning of the semester. Any student who feels that he or she will have trouble on a field work assignment because of a disability is encouraged to discuss such concerns with the Field Education Coordinator or faculty field liaison. Any issue concerning a student's health or disability will be maintained in strict confidence and will not be reported to an agency unless the student so requests in writing for the purpose of making reasonable accommodation for that disability.

OTHER STUDENT SERVICES

Students who need additional emotional support can take advantage of Mercy College's counseling services and are encouraged to contact Student Services. For those students needing extra academic support or who are struggling with writing both in the classroom and in their internships, can seek assistance from the Learning Center.

ORIENTATION OF STUDENTS IN THE FIELD

Social Work Program's Orientation to Field Work

The Program provides an orientation to field work, conducted by faculty, prior to the student's first day in field placement. **THIS ORIENTATION IS MANDATORY.** The aim of the orientation includes preparing students to learn about the agency's function, social work role, clients' needs and perceptions; learning about the use and nature of field training, field instruction and other consultation; acquainting them with field work policies, expectations and student's rights in their field work placement and in the Social Work Program. Student receive a field work packet which includes paper copies of all field documents, including the Field Education Manual and an At-a-Glance Field Requirements sheet (see Appendix). A student's signature of attendance at the orientation acts as written confirmation of receipt of the field manual.

Student Arrival at the Agency

Students will be instructed to arrive at the agency at 9:15 a.m. on the first day of field work. If this time is not suitable, the agency notifies the Program's Field Education Coordinator in advance and we strongly encourage field instructors to contact the student by mail or by telephone to rearrange arrival time, as well as to give transportation directions. Students should not be asked to visit the agency prior to the first day of field work, unless prior permission has been given by the Program's Field Education Coordinator. Field instructors (or agency educational coordinators) should be available to greet the student upon their arrival at the agency.

Orientation Program in the Agency

An orientation program in the agency should be viewed as an ongoing process during the first few weeks in placement, concurrent with the students moving into their beginning assignments. It is helpful if students are offered information about agency function, services and procedures, but not overwhelmed with data. The student will especially want to know "What will I be doing here?" Therefore, information about the kinds of assignments and specific tasks they will be carrying out will be useful and should be provided in simple, understandable terms.

Students should feel welcomed. The student's office space and supplies should be prepared and ready for use. Students should have the opportunity to meet alone, in conference, with their field instructor on the first day in placement

Types of Assignments

Consonant with their level of readiness and training, interests and prior experiences, students should be assigned a varied workload. We recognize that some agencies may not be able to provide as full a range of assignments as others. Workloads should reflect opportunities for multi-level interventions (individual, family, group, community) as well as exposure to a diversity of people and problems. Students should be assigned work with different time dimensions and foci (e.g. crisis intervention, intake, short- and long-term contacts) and they should be able to address directly the interactions between clients and their environment.

Secondary assignments may be developed to broaden a student's learning. An agency may wish to assign the student to another service in its own setting or in the community. This secondary assignment can be supervised by the field instructor (in tandem with a task consultant) or by another professionally trained social worker designated by the agency and approved by the advisor.

Preparation of Students for their Assignments

For every assignment it is important to prepare students carefully as they move into each facet of their work. It is assumed that students will be given the needed data to begin the assignment. For example, field instructors need to assist students in anticipating (tuning in to) clients' reactions, perspectives and feelings, so they can reach out to them in helpful ways. It is also important to assist them in preparing for a telephone call to a client or for a meeting with an organizational representative. Preparation should also include an interview plan, offering a service, ideas for further exploration, ways of demonstrating interest and concern, etc.

Accountability between the Field Instructor and Agency with the School

Field instructors are encouraged to contact the faculty field liaison to discuss ideas or questions about specific assignments for their student. If the field instructor/agency encounter obstacles in providing students with sufficient or educationally suitable work (e.g. assignments are not available at the expected time), they should contact the faculty liaison to discuss the problem. Field Liaisons will discuss with field instructors a description of their student's assignments and overall workload after the beginning weeks of the academic year.

GROUP WORK ASSIGNMENTS

INTRODUCTION

Mercy College's educational philosophy is to prepare students for generalist practice which includes learning to work with groups. Social work education is predicated on the principle that practice is learned through the doing - --namely the opportunity to transform knowledge into action. Hence, students need the opportunity to work with group(s) in their field placements. We recognize that certain agencies may lend themselves more to the formation of group and/or that some field instructors may have greater expertise in providing group service than others. To further assist you in this effort, we are presenting some ideas about selecting or developing group assignments for students. You are urged to consult with the faculty field liaison about any aspect of group selection or formation as well and about your supervision of group practice. Skills in group work are identified elsewhere in this manual.

KINDS OF GROUPS

As agencies think about suitable group assignments, it is important that the group is formed in response to a real need experienced by clients and not just as an assignment to meet a requirement. Similarly, students should be assigned to groups in which they can provide a service to clients and not assigned to a group whose primary function is to meet agency needs. For example, such groups include those that are essentially diagnostic in nature (e.g. a psychiatric hospital who forms a group to assess patient interaction but for which there is no other reason to bring the patients together) or groups whose primary purpose is to “control” clients behaviors.

Group service can be conceptualized in several ways:

1. *Problem solving groups* - Such groups are organized around common concerns, interests, or experiences of the clients as well as clients with common life issues or developmental tasks. Examples: People going through divorce, a widow/widower’s group, newly admitted residents, parents of diabetic children, pregnant adolescents, adolescents in foster care.
2. *Psycho-educational groups* - The major function of these groups is to provide information to clients and to assist them in dealing with attendant concerns or feelings about the problem/issue involved. Examples: Families of psychiatric patients, post heart surgery group, parents of children with learning disabilities, orientation groups for new clients in a program for the homeless.
3. *Individual behavioral change* - These are groups whose major function is to serve as a context for individual change. Examples: a group for people with phobias, weight loss group, a group for children refusing to attend school.
4. *Socialization Groups* - These groups are geared toward meeting socialization needs of clients and helping them to get connected, e.g. lonely elderly people, children who need greater structure during recess periods, isolated young adults who lack social skills.
5. *Task focused groups* - Many social work groups meet to engage in some common interest (in which the primary purpose is not to acquire expertise in a skill). Examples: a special interest group for patient in a day treatment program, a tenant’s group, a client advisory committee, a holiday planning group in a nursing home.

GROUP PURPOSE

Rarely do groups seek a service. Hence, it is the worker’s responsibility to identify the commonality that brings the group together; clients should not have to figure out why they are there. Students should be helped to frame the purpose of the group in specific operational terms, and in language that reflects the client’s perception of their common problems/issues. Students should be helped to invite reactions to the offer of the service, reaching for hesitations and doubts.

Example: *A vague statement of service -*

This is a group for teenagers who are living at the ABC residential treatment center to talk about whatever is on their mind.

A clear and more operational statement of service -

All of you are teenagers who came to live at the ABC center in the past few months. We thought it might be helpful for you to get together to talk about what it's been like to have to leave home, to live in a cottage, to have to deal with a lot of rules. Maybe some of you are wondering about such questions as why you are here, or why your families couldn't keep you at home, and how long before you can get out. How about it? Do you think about these issues?

In view of the critical importance of beginnings, members should be helped to develop a frame of reference for what issues the group can address, to test the worker's credibility and if the agency has hidden agendas, to set up a structure for working together, and to extend an invitation that helps members to begin.

SANCTIONS & SUPPORTS

In many instances, developing a group entails the sanction of agency administration and the support and cooperation from other key staff members. This task should not be left to the student; it requires initiative and participation on the part of the field instructor. Students lack the status and organization influence, possessed by field instructors (or other staff), to carry out this often-complicated task of obtaining acceptance, cooperation and needed resources for a group.

TIMING OF ASSIGNMENT

Student should be given a group assignment early in the academic year. Learning group work skills grows out of the actual experience of working with a group, for an extended period or with repeated opportunities for working with short term groups. Problems in providing suitable educational opportunities for learning group work skills occur when students spend an inordinate amount of time trying to form a group (such as interviewing prospective members over a period of many weeks); when a group assignment is made so late in the year that the student barely has a chance to engage with the group; when considerable time is spent on group formation and the group never comes to fruition.

WORKER ROLES/LEADERSHIP ISSUES

From an educational perspective, **students most effectively learn group work skills when they are assigned as the sole, or at least primary, worker for a group.** As the sole worker, they carry accountable for their actions and learning and do not have to defer to the styles, preferences, or authority of another worker.

If co-leadership is a necessity, care must be taken in selection of a co-leader. While the chemistry between workers and their commitment to plan together is paramount, some other principles deserve consideration. Staff with high status or unusual expertise are rightfully intimidating to most students and students often assume or are relegated to a passive role. Working with one's field instructor often produces increased self-consciousness. Co-leading with other disciplines may be useful if the roles are distinctly drawn (e.g. the nurse serves as a resource and the student assumes the more active leadership role) or it may be problematic if there is role diffusion since

different disciplines may approach the helping role quite differently. Asking a student to join an ongoing group where the worker has well established relationships with members is potentially very problematic.

Assigning a student to the role of observer (or as a third worker to a co-led group) is not a suitable assignment, since there are insufficient opportunities for learning skills through “doing”.

SUPERVISION OF GROUP PRACTICE

While it is desirable for field instructors to directly supervise their student on their group work assignment(s), some agencies provide alternative supervisory arrangements. These may include supervision by a secondary field instructor, a supplementary seminar on work with groups, etc. Whichever format is followed, students should record select group meetings and should receive individual supervision by a social worker.

SOCIAL POLICY AND RESEARCH-BASED ACTIVITIES AND ASSIGNMENTS

Introduction

Agencies are strongly encouraged to create opportunities for our students to have experiences to learn about the influence of social policy on social work practice and the role of research in practice. As our students learn about social policies and research in the classes, we want them to make connections to social work practice in the field. It is important that students conceptualize how greater societal social policies impact on social service agency policies and how this, in turn, has impact on a direct practice with clients.

Assignments Which Demonstrate How Social Policies Affect Practice

A student's placement will determine which social policies are most influential to his/her practice, e.g., family and children's services, aging, chemical dependency. A field instructor's awareness of those policies and discussion of them with the student is a beginning place. For example, an agency that provides services for the chronically mentally ill will undoubtedly encounter clients' reactions to legislature that seeks to limit the rights of the chronically mentally ill. Field instructors' awareness of "front burner" social policy issues for their field of practice will help students begin to think about the impact of these issues on their practice. Our Program encourages our students to think in terms of what constrains and enhances social and economic justice, and our goal is for students to extend that thinking into the field. We feel that it is important that students begin to question social policy that interferes with, rather than promotes, social and economic justice, and to understand the impact that this has on their practice.

Below we have provided some examples of assignments and activities which will demonstrate to students how social policies affect practice.

1. Connecting Class Assignments to the Field

- ☐ Each student takes, in the fall of the Senior year, one of two "required electives" specific to his/her field of practice. Here, an assignment is given which requires the student inquire and write about social policies which directly affect his/her clients in such areas as delivery of services, eligibility criteria, allocation of resources.

The student and field instructor are encouraged to discuss these connections. Field instructors can help students think about what social policies drive allocation decisions for their client population. For example, an issue that is often driven by social policy, especially the larger societal context's, is who is admitted for services and what are the reason(s). For example, many agencies have agreements with psychiatric hospitals to provide immediate aftercare to their discharged patients, thereby creating waiting lists of other applicants for services. Another example is in geriatric services where field instructors can help students begin to

think about such issues as how resources are distributed, e.g., institutional care, home care, community care.

- Encourage students to think in terms of “case to cause.” For example, when students are assisting clients with specific concrete needs – such as housing, employment, medical care – encourage students to think about how they can extend their advocacy efforts beyond the need of the individual client. Students have assisted their agencies in organizing clients for letter writing campaigns to their legislators on such issues as welfare reform and immigrants and public benefits.
- Show students the specific regulations (OMH, JCAOH, ACS, DSS) that guide the practices of the agency and explain how those regulations are interpreted by the agency and applied to the population that the agency serves.

2. Administrative meetings, committees and coalitions

- Mercy College Social Work program encourage agencies to involve students in staff and other administrative meetings in which regulatory and policy issues are discussed. Students should also become involved in coalition(s) to which the agency belong(s). Students can attend the coalition meetings and participate in activities of the coalitions, e.g., lobbying for legislature that is advantageous to the populations served. This past year one of our students identified that the proposed Family Health Plus program would greatly assist her clients and testified about this to the State legislature.

Assignments That Demonstrate the Role of Research in Practice and Program Evaluation

Increasingly, regulatory bodies and funding sources are demanding that both workers and agencies utilize research-based intervention strategies or demonstrate the effectiveness of their methods via such measurement tools as outcome studies. We want our students to be familiar with the issues surrounding the role of research in practice, as well as to experience research itself in practice. Following are some suggestions about how field instructors can provide students with assignments which demonstrate the role of research in practice and program evaluations.

- If your agency has an in-house research department, this will provide ready-made opportunities for our students to gain experience with practice and program research, and we ask such agencies to work with us to create these opportunities.
- Most agencies have standing committees which address practice-related issues, e.g., Quality Assurance Committees, Consumer Satisfaction Committee, Ethics Committees. These, as well, provide students with direct experience of such pertinent concerns as accountability.
- From time to time, agencies appoint task forces or ad hoc committees to research a specific area of concern and to form recommendations. We would consider serving on such a committee to be a very good learning experience for a student.

- Still another possibility is for the field instructor to work with the student in assessing the need for a new service and, when appropriate, having the student implement that new service.
- Involve the student in a quality improvement project. One field instructor had his student conduct a "missed appointment" survey for the service, with the goal of gaining understanding about this phenomenon and seeking ways to improve the service. Another field instructor had the student conduct a records review to determine if clinicians were meeting a specific program compliance standard - in this case, whether clinicians had documented quarterly communication and case coordination with Child Protective Services.
- Have students utilize goal attainment scales (in-house or other) to track client progress - are clients attaining goals? Engage student in practice evaluation based upon findings. Revise goals and reassess when indicated.
- Demonstrate to the student how agency-gathered statistics are used, for example, in most agencies' demographic information and daily contact statistics are used when applying for grants and awards or in developing or evaluating programs. Statistical information is also gathered and used to support the need for maintaining services which are currently being provided.

Assignments That Demonstrate the Role of Influencing Communities, Organizations & Social Policy Spring Semester of Senior Year

Students are required to prepare a grant proposal and in-class presentation on an organizational or community change project based on their grant proposal. In preparation for this they should consult with their field instructor about the organization, community needs and what current policies are in place to address those needs. Field instructor's knowledge and expertise can and should be used to help guide and influence the student's grant proposal. Students can choose to use PowerPoint or other video/computer technology for their presentation. For the presentation students are required to:

- Describe their agency, its size, mission and major services offered.
- Describe the community, what makes it a community and the leaders of this community.
- Describe their change goal and the problem it sought to address.
- Describe their grant proposal to their peers and what criteria they used to develop it.
- Explain what grant source they used and why they selected these tactics and what are the planned outcomes.
- Evaluate their change efforts and assess whether they will be successful.
- Evaluate whether their efforts have generated any new ideas about their social work career goals and future plans.

Through this assignment and consultation with their field instructor students develop a comprehensive awareness of the social worker's role on a micro, mezzo and macro level. They learn to engage, assess, intervene and evaluate their organization, the community in which they serve and the social policies governing the service provision.

PROCESS RECORDINGS

FUNCTION OF RECORDING

Recording is viewed as a major learning tool for students at all levels of training. It also serves as a form of accountability and should help students to improve their provision of service and assist them in organizing their work.

TYPES OF RECORDINGS

Process Recordings

Process Recordings can be written on:

1. Client interviews
2. Group meetings
3. Telephone contacts
4. Contacts with environmental representatives (e.g., teacher, nurse, landlord, team meetings, etc.)

Process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview, group meeting, etc.). Preparing a record helps the student to reflect and think about a piece of work. Students should be asked to record in different areas of practice, e.g. individual, group, work with system representatives.

Mercy College's process recording is a hybrid form that incorporates both narrative and verbatim elements. A record should include: brief identifying data (e.g. the name of the client and the # of the interview); a description in chronological order of what happened in the interview/meeting including actions, observations, interaction, and select dialogue; a section on the student's own reactions, impressions, assessment, questions, connections to classroom concepts, reflection on diversity and social justice issues, and future plans.

Journals

1) Journals may be used to focus supervisory discussions on specific tasks or assignments. In a journal, students may record plans, progress notes/summaries, an assessment of their work and issues/questions for discussion in conference. A journal is particularly useful in settings where there are multiple weekly contacts or planning tasks. Students can keep weekly records of these contacts or activities, so that field instructors are kept informed and either can initiate pertinent issues. Journals should be submitted in advance and reviewed prior to the supervisory conference.

Summary Records

Many agencies have their own guidelines for intake, bio-psycho-social, assessments, progress, referral, transfer, or closing summaries. Those records required of the agency's social workers may appropriately be required of students. Field instructors should provide the student with some guideline (and sample) for writing required agency summaries and preparing chart notes.

Supervisory Agendas

To help students optimally utilize their supervision sessions, they can also submit a supervisory agenda to their field instructors that outlines their concerns and questions for that week.

USE OF PROCESS RECORDINGS

Students should submit records sufficiently in advance of their supervisory conference. They should also submit process recordings to their field liaison on a regular basis. This day should be specified on the Educational Plan. It is imperative that field instructors carefully read students' records prior to the conference. The record becomes the basis for discussion and learning in the conference itself. Both field instructor and student are urged to prepare agendas that are specifically related to the records. Field instructors may wish to write marginal comments for their own use on student records but should not give them to the student prior to the conference.

Process recordings and journals are viewed as learning tools and do not belong in permanent agency records. They should be kept in a confidential agency file. If students need access to records for school assignments, all identifying data must be fully disguised.

RECORDING EXPECTATIONS

All students are expected to write records throughout their student training. Field instructors may designate some variations in recording expectations, based on student learning needs or agency requirements. However, the Social Work Program provides overall parameters for its recording expectations for students in the field.

The field instructor should ask the student to record on newly assigned work and then to move to other types of recording (e.g. journal, summary) as the student gains a sense of direction and mastery. Hence, students should not be asked to write process recordings on every assignment they carry at full load.

Students should submit 1 process recordings weekly and be provided enough time to complete this work. (Other required written expectations should be factored into the number of hours provided.)

Agencies should provide students with space and time to prepare records during their field work hours. Special arrangements to complete process recording at home in situations where students can not complete the full weekly complement of field work hours at the Agency should be discussed with the faculty field liaison. For example, students placed in School systems may need to get field hour credit for preparing records at home since Schools may not be open for eight hours daily.

FIELD INSTRUCTION SUPERVISION

Purpose

The conference between the student and field instructor has 2 major purposes. The first function is educational; the focus is on helping students to learn and to improve their skills. The second function is administrative; students are accountable to the agency for the services they provide.

The conference is the place where students can reflect upon and analyze their own practice and explore alternative or newer modes of helping to broaden their practice repertoire. Such risk taking can occur in an open environment where free expression is positively sanctioned and new ideas are forthcoming from both the student and the field instructor. Risk taking, necessary for learning in the field, cannot occur in an atmosphere that is judgmental or punitive.

The center of the conference is the student as practitioner not the management of the case. The primary focus of the conference should be on the student's agenda and the mutual review of process recordings. To achieve this focus, students should be provided time and space during field work to prepare records and they should submit their materials sufficiently in advance of the conference for the field instructor to fully review them. Students and field instructors may want to each work from their own set of records, and in such instances, the duplication of records is necessary.

Structure and Expectations

Field instructors are expected to meet with their student for at least a 1 and a ½ hour individual, weekly supervisory conference. In most instances, students and field instructors meet once a week for the full amount of time. In some instances, the time for conferences may be split so that there is ample time for field instructors and students to address the quick, changing pace of activities. Students and field instructors often converse periodically throughout the week on issues of importance. Group supervision is a desirable educational supplement to individual supervision and should not be held in lieu of the time specified for individual supervision.

The Program recognizes the multiple demands on the time of field instructors, however, regularly scheduled uninterrupted meetings are essential to the educational process. Hence, we ask field instructors to set a practical time and to secure space in which interruptions are minimal and phone conversations are deferred. The time agreed upon for meetings between field instructors and students should remain a priority in their respective schedules. Because conferences are viewed as the major arena for teaching/learning, failure on the part of either party to follow our Program's expectations would be deemed a serious abrogation of responsibility. Field instructors should let the faculty field liaison know if they are having trouble in maintaining the requisite supervisory time schedule.

EVALUATION OF STUDENTS' FIELD EDUCATION

The following evaluation responsibilities reflect the policies of the Program. Field instructors should follow this structure. Any request for deviating from this format or process should be directed to the faculty field liaison, who will in turn seek consultation from our Field Education Coordinator.

Every student should have a Fall mid-semester evaluation and an evaluation at the end of each semester.

Mid-semester evaluation. A mid-semester evaluation should be submitted to the faculty field liaison mid-way through the semester, about 7th week in placement. Field instructors and students should discuss this evaluation during a supervision session, and students should be notified in advance so they and the field instructor can prepare in advance. This is a time for students and field instructors to discuss how the students began, how s/he is progressing in the various performance areas and learning, and what specific skills require attention in the remainder of the semester. Extenuating circumstances that may have affected the student's learning should also be discussed (e.g. insufficient volume or suitability of assignments).

End of semester evaluations. At end of each semester, it's the field instructor's responsibility to initiate an evaluation meeting with the student and write an evaluation of the student. Field Instructors should follow our Guide in writing evaluations.

Timetable. Approximately one month prior to the due date of the evaluation, the Field Education Coordinator will send directions and face sheets for each student to the agency.

Appealing Field Evaluations and Field Grades

If a student does not agree with his or her evaluation, he or she is welcome and encouraged to submit an addendum to their field evaluation. This will be kept with the evaluation and placed in the student's file. Students are informed that signing their evaluations does not signify agreement with the evaluation but acknowledgement of its review.

Students who would like to appeal their field grade should write a letter or email to the Field Education Coordinator explaining any circumstances surrounding the grade and the student's performance and a request for a grade change. The Field Education Coordinator will then consult the necessary parties (faculty field liaison, field instructor, task supervisor, etc.) to ascertain the validity of the student's appeal. The Field Education Coordinator will then present these findings to the Program Director and a decision will be made regarding the appeal.

THE EVALUATION: *PURPOSE*

The three major purposes of an evaluation include:

1. An opportunity for students and field instructors to "*take stock*:" to evaluate what students have learned and where they are now, as well as to consider what extenuating circumstances affected professional learning, e.g., a paucity of assignments, degree of helpfulness of the field instructor.

2. An opportunity for students and field instructors to pull together and conceptualize what skills and learning needs they should focus on in the immediate future.
3. This document is a form of accountability from the agency to the Program and becomes a permanent part of the student's Program record.

THE WRITTEN EVALUATION: *PROCESS*

Evaluation Conference

Field instructors should discuss the process for evaluation with their student well in advance of their evaluation conference. Both field instructor and student should prepare individually through review of the student's work by rereading student's records, their respective conference notes, and the Program's evaluation guideline and criteria. During the evaluation process, both student and field instructor should share the initiative in evaluating performance. Assessments of skills and identification of patterns should be supported by illustrations. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference.

Written Evaluation

It is the field instructor's responsibility to write a draft of the final evaluation following the evaluation conference. The student should be given some time to read, reflect, and assimilate the content. The field instructor and student should meet to review the evaluation draft. If objections or differences are raised and the field instructor agrees, then changes should be made in the evaluation. If, however, the field instructor does not agree, then the final text could present the perceptions of both the student and field instructor. Students should be informed of their right to prepare and submit a rebuttal to their evaluation. After changes are made, students should see their evaluation in its final form. Both student and field instructor sign the evaluation face sheet which should be attached to the written text and sent in duplicate to our Office. Signing the evaluation indicates the student has read his/her evaluation. If the student is not in agreement with the evaluation, the field instructor should note that at the end of the evaluation. Field instructors are asked to make a recommendation if they feel a student has failed to meet field work performance standards. However, it is the faculty field liaison who carries responsibility for making the final determination and granting the grade. Students must achieve grade of C in their field practicum to remain as a social work major. Requests for an individual exception to this Policy must be made to the Educational Review Committee.

Copies of the Evaluation

The Program asks agencies to provide a final copy of the evaluation to students. If students prepare a rebuttal/addendum they should provide the field instructor, the Program Field Education Coordinator, and their faculty field liaison with a copy.

APPENDIX

Code of Ethics
of the National Association of Social Workers
Retrieved from: <http://www.naswdc.org/pubs/code/code.asp>

Approved by the 1996 NASW Delegate Assembly and [revised by the 2008 NASW Delegate Assembly](#).

The 2008 NASW Delegate Assembly approved the following revisions to the NASW:

1.05 Cultural Competence and Social Diversity

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

2.01 Respect

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

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

4.02 Discrimination

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

6.04 Social and Political Action

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

Preamble

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

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

seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: Service

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information

confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Social Work Program Acknowledgement of Program Requirements

Dear Student:

Thank you for your interest in the Social Work major. The Program will review both your interview responses as well as your writing sample and will send you a letter of determination within a few weeks.

As discussed during your interview, you acknowledge and you understand:

- ☐ Once admitted into the Program, you must maintain a GPA of 2.8
- ☐ During your senior year, you are required to complete a 550-hour internship at an agency that will be assigned to you.
 - You will complete 275 hours during the fall semester and 275 hours in the spring semester
 - You must conduct your internship within the regular business week (Monday through Fridays from 8 a.m. to 8 p.m.).
 - You **cannot** conduct your internship solely during evenings and weekends. There are no exceptions to this.
 - Even though you may currently be employed at an agency, hospital, or other human service organization, this does not guarantee you can conduct your internship at the place of your employment
- ☐ You must conduct yourself professionally. This means dressing appropriately and interacting professionally with your peers and supervisors both on and off campus.
- ☐ You will abide by the National Association of Social Workers' Code of Ethics. To view this Code, please follow this link: <http://www.socialworkers.org/pubs/code/default.asp>.

A copy of this signed form will be kept in your student file. If you have any questions or concerns regarding these requirements or this acknowledgement form, please do not hesitate to contact a Social Work faculty member.

Student

Social Work Faculty

Date: _____

AGENCY PLACEMENT REQUEST

Dear Educational Coordinators and Field Instructors:

Thank you for your interest in hosting BSW social work interns for the upcoming academic year (from mid-September to May/June, including January).

Attached please find an Agency Request form for you to complete at your earliest convenience. The following are a few quick points of information for your review:

- Students must accrue 550 hours per academic year or 275 hours per semester.
 - This breaks down to either 17 or 20 hours per week or
 - 3 days per week at your agency
- Field instructors **MUST** be MSWs (from a CSWE –accredited program) with at least two years post-graduate experience. They should be licensed (LMSW or LCSW) and have taken the SIFI (Seminar in Field Instruction). If you or one of your field instructors needs the SIFI, Mercy College offers it on Tuesday mornings at the Dobbs Ferry campus.
- Undergraduate assignments should include direct practice with individuals and if possible work with families, groups, organizations, and communities.
- Students will submit two process recordings per week to field instructors
- Field instructors should provide at least an hour and a half of direct one-on-one supervision per week, review/provide feedback on process recordings, and evaluate the student three times a year (twice in the fall and once in the spring).

All field instructors are expected to attend the Field Instructors Orientation in September. A field manual, calendar, and necessary documents will be provided.

The Matching Process

Once you complete the attached agency form, please email or fax it back to Emily Murphy, (emurphy4@mercy.edu or Fax: 914.674.7413). Professor Murphy will contact you to verify receipt.

- In March, Professor Murphy will contact you (either via phone or email) with the name of a potential student intern for your agency. She will include the student's contact information as well as copy of the student's internship application and resume.
- At the same time, Professor Murphy will also provide the student with contact information for the agency. **It is the student's responsibility to contact the either the field instructor or educational coordinator (depending on agency preference) to set up a meeting to discuss schedules, pre-internship requirements (background checks, medical exams, etc.), and tasks.**
- Following this meeting, please email Professor Murphy to indicate that the student assignment has been solidified.
- A welcome packet will follow.

Social Work Placement Request
Please return to Emily Murphy
Fax: 914.674.7413
emurphy4@mercy.edu

AGENCY:

PROGRAM:

ADDRESS:

Name of agency liaison to Mercy College:

Phone:

Email:

Fax:

- 1. How many student interns are you requesting? _____**
- 2. Do you provide weekend or evening hours? If so, please indicate which nights and weekend days: _____**

Please indicate where each student will be placed and who will be the field instructor.

Name of Field Instructor:

SIFI certified? _____

Site/Department:

Days of week/Hours Needed:

Address:

Telephone

Email:

Tasks:

**Please feel free to make additional copies of this page
if you are interested in more than three students.**

AGENCY REQUIREMENTS OF STUDENTS

Agency Name:

Some agencies ask students to meet certain requirements prior to starting work at their organization. Students are informed of these requirements before the matching process.

Please complete the check the items your agency requires:

- | | | |
|---|-----|----|
| 1. Full physical exam | Yes | No |
| 2. Tuberculosis (TB) test | Yes | No |
| 3. Proof of immunizations | Yes | No |
| 4. Drug testing | Yes | No |
| 5. Proof of U.S. Citizenship | Yes | No |
| 6. Proof of legal residence (e.g. Visa or Green Card) | Yes | No |
| 7. State Central Registry (SCR) child abuse clearance | Yes | No |
| 8. Finger printing, criminal background check | Yes | No |
| 9. Would your agency be willing to provide a placement to a student with a felony conviction? | | |
| | Yes | No |

Does your agency request training prior to the start of fieldwork in September? If so, please specify:

Are there other requirements that the student should be aware of?

FIELD INSTRUCTOR FORM

Please include a copy of your CV or resume and license to this form.

Name:

Agency:

Title with Agency:

Length of Time in Title:

Education (please include schools, degrees, and graduation dates):

Have you had previous supervisory experience with students?

If you have completed the SIFI, please list the school and date of completion:

Undergraduate Fieldwork Application Packet

An application form for fieldwork placement is attached. This packet provides an overview of the process of applying for an internship for the next academic year. Additional information and answers to your questions will be provided during a fieldwork presentation Practice I class. You can also refer to the attached **Fieldwork FAQs** for additional help.

What to submit:

- This application
- A copy of your resume

**There will be a mandatory fieldwork orientation in September.
All students MUST attend this.**

**Field Practicum is a required 12-credit course during your senior year (SWK 431: Field Practicum I in the Fall and SWK 432: Field Practicum II in the Spring). In order to apply for fieldwork, you must have completed all of the prerequisite courses in social work and have a GPA of at least 2.8. Co-requisite courses for fieldwork include SWK 423: Practice II (Fall) and SWK 424: Practice III (Spring). A syllabus for field practicum will be provided during the September field orientation. This will include a breakdown of how you will be graded for this course. This includes professional and ethical conduct in the field and timely submission of assignments. **

Some important points to remember:

- ♣ Mercy College selects all fieldwork agencies. **Students should not contact agencies to arrange a placement. If there is a placement you have in mind, please attach a contact name and number to this application. Professor Murphy will make an appointment with the agency.**
- ♣ Each student must complete **550 hours for the full academic year (275 hours in the Fall semester, and 275 in the Spring semester)**. Students are in placement three (3) full days a week and need to attend fieldwork throughout the month of January. You should be accruing **about 17 to 20 hours each week**.
- ♣ Field placement will begin when classes start in September and will continue until May or June. The only "breaks" in field placement are the week or so between Christmas and New Year's Day (December 25th through January 1st) and the week of the Mercy College's Spring Semester Break.
- ♣ All students are placed at the same agency for both semesters.
- ♣ Students assume ***all*** responsibility for making appropriate personal plans and schedules - including childcare, employment, and class schedules - that will allow them to be in the field three (3) full days each week.

Please note: Fieldwork must be conducted during normal working hours: Monday-Friday, 8 a.m.-8 p.m. Some late afternoon and evening hours may be possible, but you must be available at least two full days during the week during regular working hours of the agency. Agencies that provide one weekend day are very rare, and you will need to discuss this with Emily Murphy prior to being placed. The program does not guarantee any student a placement that will include weekend or evening hours.

Agency Selection

You will be notified about your placement typically around May or June. This notification will include the names and telephone numbers for the agency and field instructor or educational coordinator. You should contact the field instructor or educational coordinator to arrange an interview with him or her during the summer.

The matching of students with agencies is based upon:

- (1) An evaluation of the student's progress in the program
- (2) Interest expressed by the student in specific fields of practice (See Fields of Practice page)
- (3) The availability of an appropriate site in a specific field placement

Textbooks and Course Costs

There are no required textbooks for Field Practicum. Please keep in mind that Field Practicum is a 6-credit course for both the Fall and Spring semesters. This means that for a total of 12 credits, you will not need to purchase any books.

However:

Some agencies require screening procedures. For example, if you want to work with children, you might be fingerprinted and have a background check completed. You might also be drug tested or need to have a physical to be medically cleared. Unfortunately, sometimes the agency does not pay for this and asks the student to bear the cost. **Please be prepared financially for this possibility and for any additional commuting costs to/from your agency and home.**

Employment-Based Internships: For Those Already Employed at an Agency

If you already work at an agency and would like your employment to be considered your internship placement, please indicate this request on your field work application. Additionally, you must fill out a separate Employment-Based Internship Application.

Professor Murphy will contact you directly to discuss your Employment-based placement. **You cannot start your internship until the placement is approved by the social work department.**

APPLICATION FOR FIELD PLACEMENT
Please PRINT

Date: _____

Name: _____

Address: _____

Phone (home) _____ **(work)** _____ **(cell)** _____

Mercy Maverick email* _____

***You must check you Mercy Maverick email regularly throughout the summer.
Please indicate the preferred phone number where you can be reached.**

Practice I Professor: _____

Valid Driver's License: ☐ YES ☐ NO

Are you willing and able to drive to a field placement if it is not located near public transportation?
☐ YES ☐ NO

Please describe any volunteer or paid social work-related experiences. Include type of experience, setting, responsibilities, and length of time in each setting. Use additional paper if necessary.

Do you feel comfortable providing services in any language(s) other than English? _____
If yes, please list: _____

Please specify any special accommodations to consider in planning for your field placement.

Social Work Interests: List three **fields of practice** in which you are interested
(Do not list specific agencies. Please refer to Fields of Practice section):

- _____
- _____
- _____

Is there **ONE** field of practice in which you would prefer not to be placed?

If you have any special schedule needs, please indicate what these are:

Please indicate if you are considering an Employment-based placement: ☐ YES ☐ NO

Additional comments: Please discuss any information which will assist the faculty regarding the selection of your fieldwork placement. You may note concerns about transportation, childcare, employment, health factors, etc.

Signature

NAME (print)

Date

Social Work Fields of Practice

This list includes ***general*** fields of practice of student placements. Please do not feel that you must limit the three fields of practice which you list on your fieldwork application to the following.

The fields of practice of recent fieldwork sites include services in the areas of:

- aging (community outreach, adult day program, and nursing home)
- child welfare (foster care and residential care)
- community centers
- community health
- disabilities
- domestic violence
- HIV/AIDS services
- homeless services
- hospital (inpatient and outpatient)
- mental health (inpatient and outpatient)
- school social work (elementary, middle, high school)
- substance abuse rehabilitation
- vocational services

FIELDWORK APPLICATION Q&A

1. Can I submit my application electronically?

No. Please do not email your application. If you submit via email, you run the risk of your application getting lost in cyberspace or directed into a spam box.

2. What if I am interested in doing my internship at my place of employment?

Students who are *already employed* at a social service agency, hospital, school, etc., might be interested in conducting their internship at the place of their employment. However, there are very specific guidelines that must be met before this type of placement can be approved. Please be sure to indicate on your application that you are interested in conducting an **EMPLOYMENT-BASED internship**. You will meet with Professor Murphy to discuss details.

3. What if my application is late?

Late or incomplete applications will only be reviewed after those applications that arrived on time and are complete. This may result in the student not being placed in his or her first choice for field of practice or geographic location.

4. I work from Monday through Friday from 9 a.m. to 5 p.m. Can I do my internship only on weekends or in the evenings?

You **MUST** be available for at least one-week day for your internship. If you are finding that you cannot rearrange your schedule to do this, you might want to consider postponing your internship for another year until your schedule becomes more flexible. Please note that there are not many agencies that can accommodate weekend hours. The Social Work Program cannot guarantee an internship that includes evening or weekend hours.

5. Can I find my own placement?

No. There are specific requirements that agencies must meet to host an intern. Please do not contact agencies or organizations to inquire about internship opportunities. If you are employed at an agency and would like to do your internship there, please indicate you would like to do an **EMPLOYMENT-BASED internship**.

6. How and when will I be notified of my placement?

During the spring months, you will be notified of your placement via your Mercy Mavericks email. You **MUST** check this email every day.

FIELDWORK FAQS

Page 1

1. After I receive my notification, what steps will I need to take?

Your internship assignment email will include the name and contact information of the field instructor or educational coordinator at your agency. You should call this person as soon as possible to arrange a meeting with him or her to discuss agency screening requirements, work schedules, and specific tasks you will be completing as an intern.

You should treat this meeting like a job interview: dress professionally, arrive on time, and bring a fresh copy of your resume. You should also make sure your voicemail greetings and phone ringtones and ring backs are appropriate.

2. What if my agency takes a while to respond to my attempts to arrange an interview?

Keep in mind that during the summer, many people go on vacation. Field instructors in schools especially might be difficult to contact. Be patient. If you continue to have trouble, please contact Professor Murphy.

3. What's the difference between an educational coordinator and field instructor? Why might they be at two different locations?

Some agencies, especially larger ones with many different programs, designate one person to communicate with the schools of social work to recruit student interns. This person is usually called the **educational coordinator**. He or she will interview you to see where you fit best within their agency.

Your **field instructor** is a licensed MSW who will supervise your learning experience, review your process recordings, and meet with you for weekly meetings (supervision). For example, you might interview with your educational coordinator in Manhattan but be placed in one of the agency's programs in the Bronx, closer to where you live.

4. When does fieldwork start? Can I start early and finish later?

Your internship will start in September. Your assignment letter will have the exact date for the week you should begin your internship. You cannot start early or finish late. This includes those students with Employment-Based Internship assignments. You must follow the field calendar and accrue your hours on a weekly basis. You cannot accumulate more hours at the beginning or the end of the semester to make up for absences. This disrupts the continuity of the educational experience.

5. What if my agency wants me to start later?

Some agencies hold a student orientation for all of their interns from various schools on one specific date, which may be later than Mercy's start date. Talk with your field instructor and discuss how you can make up these specific missing hours later in the semester.

FIELDWORK FAQs

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6. What kind of screening requirements might I need to start working in an agency?

This depends on the agency. If you want to work with children, be prepared to be fingerprinted and have a background check completed. You might also be drug tested or have a physical to be medically cleared. Unfortunately, sometimes the agency does not pay for this and asks the student to bear the cost. **Please be prepared financially for this possibility.**

7. What types of tasks will I be doing during my internship?

This depends on your agency, but tasks might include case management, direct practice, counseling, running groups, and attending staff meetings, medical rounds, or case conferences.

8. What's the difference between a task supervisor and a field instructor?

Your field instructor holds an MSW and is licensed. He or she will be conducting weekly, one-hour supervision with you as well as completing all your internship evaluations. In some cases, agencies assign a task supervisor to students, since the field instructor might be offsite sometimes. This person will supervise you on daily tasks but will report back to the field instructor.

9. What if I don't like where I'm placed?

Please know that most students are very anxious when they start fieldwork and often want to change placements before giving their agency a shot. You should treat your internship like a job. Act professional. Give it a chance. If there are serious ethical concerns or personal issues, then you should speak with your field advisor or Professor Murphy.

10. What/who is a field advisor/liaison?

A field liaison (also known as your field liaison) is an adjunct professor (yes, fieldwork is 6-credit per semester course) who is assigned to you throughout the year. He or she is the first person you should contact if you experience any concerns in the field. You will have mandatory meetings and submit assignments to your field advisor throughout the year. He or she will also help determine your grade for fieldwork at the end of each semester. More information about field liaisons will be provided at the fieldwork orientation in September.

11. What if I put off my fieldwork for another year?

Talk with your advisor about this. It's better to know now if fieldwork is not right for you, then to register for courses and drop them later when you might incur financial issues. Check your credits, too. You might have to finish other classes before applying to fieldwork.

While it's the agency's responsibility to provide an educationally rich experience, it is still your role to act professionally and do the best you can. Often, MSW graduate programs ask for your field evaluation from the field instructor you had while an undergraduate student, so it's important that you make a good impression. Internships can often lead to great job networking and employment, so please take this seriously! If you don't think you can do the internship next year due to financial or scheduling issues, then talk to your advisor now.

EMPLOYMENT-BASED INTERNSHIP PLACEMENT AGREEMENT

Date: _____

STUDENT'S NAME: _____

AGENCY NAME: _____

STUDENT'S CURRENT SUPERVISOR: _____

TELEPHONE: _____

STUDENT'S CURRENT JOB RESPONSIBILITIES: _____

PROPOSED FIELD INSTRUCTOR: _____

(Please attach completed Curriculum Vitae form or a copy of field instructor's resume)

FIELD INSTRUCTORS CONTACT INFORMATION:

ADDRESS: _____

E-MAIL: _____ PHONE NUMBER: _____

Has the Field Instructor completed a Seminar in Field Instruction in New York? _____

DESCRIBE THE PROPOSED FIELDWORK ASSIGNMENT (Please **be specific**; attach additional paper if needed):

SIGNATURES:

Student _____ Date _____ Field Instructor _____ Date _____

Mercy Fieldwork _____ Date _____ Educational Coordinator _____ Date _____

EMPLOYMENT-BASED INTERNSHIP INSTRUCTIONS

Employment-Based Arrangements: For Those Already Employed at an Agency

If you would like the agency where you are employed to be considered an Employment-Based placement, please indicate this request on your application. You must still fill out a regular field application and submit it by **April**. You cannot start your internship until the placement is approved by the social work department.

****Your employment-based arrangements must be set and complete prior to August****

Requirements:

- ♣ You must be an employee of your agency for *at least* 6 months prior to applying for an Employment-Based internship.
- ♣ Your proposed internship should preferably take place in a different department than your employment. You should also be assigned different tasks than what you are employed to do
- ♣ Your proposed field instructor must be someone different than your supervisor.
- ♣ Your field instructor must be a licensed MSW with at least a year or more post-grad experience. He or she will be expected to provide 1-2 hours of supervision per week and review your process recordings. Ideally, they will have also completed the SIFI (Seminar in Field Instruction).

Suggested Steps for Employment-Based Arrangement:

- ♣ Talk to your current supervisor about the possibility of conducting your internship at your agency. From this conversation, you will be able to gauge how willing he or she and the agency are to consider this.
- ♣ If it seems possible, ask your current supervisor who she or he might suggest as field instructor, keeping in mind the requirements (licensed MSW, etc.).
- ♣ Indicate on your Field Work application that you are interested in doing an Employment-Based internship.
- ♣ Talk with this field instructor in depth. This person and you should review the employment-based internship application and complete it together.
- ♣ Submit the application to Professor Murphy. She will then contact you to set up a meeting between the proposed field instructor, you, and her. Your current supervisor is welcome to attend as well.
- ♣ Following this meeting, Professor Murphy will either make suggestions for your internship or sign the agreement. **This must be done prior to August!**

THINGS TO REMEMBER ABOUT EMPLOYMENT-BASED INTERNSHIP ARRANGEMENTS

1. The tasks that you should be assigned at your agency should be the equivalent of those assigned to First Year MSW students: direct practice, case management, group work, etc. Field instructors will be responsible for providing at least one and a half hours of supervision per week as well completion of an educational plan, fall mid-semester evaluation, fall end-of-semester evaluation, and spring end-of-semester evaluation. They might also be encouraged to complete the SIFI (Seminar in Field Instruction), which is offered at Mercy and runs from September through May. If the field instructor has taken the SIFI at another social work school in the greater NYC area, he or she does not need to retake the course.
2. While preferable, Mercy College CANNOT dictate or suggest to agencies that they provide students comp time or time off to complete their internship. This is entirely up to your agreement with your place of employment. Keep in mind: this might result in students working their regular 35-hour work week along with 20 additional hours for their internship.
3. If you work at an agency that has not had Mercy interns before, the organization might require an Affiliation Agreement. This is a document that must be executed, negotiated, and signed by both Mercy College and your agency's legal departments. Please know that completing this document takes time, so the sooner you make your internship arrangements, the faster the fieldwork department will be able to handle this.



Fieldwork at a Glance...

STUDENTS....

- Must complete **550 hours per academic year**. This means from September through December; they must accrue 275 hours. From January to May, they must accrue 275 hours.
- Will be in the field 20 hours per week, or **3 days per week**. They cannot conduct their internships solely during evenings and weekends. Any special arrangements must first be approved by the Field Education Coordinator.
- ****Cannot carry over hours from the Fall to the Spring semester!****
- Can observe religious holidays but must make up this time before the end of the semester
- Should be provided 1 ½ hours of supervision per week
- Are required to submit two (2) process recordings to their field instructors per week.
- **MUST** go to their field liaison **FIRST** in case of an issue in field

Please remember, you are given a **letter grade (A, A-, etc.) for this 6-credit course** based upon your *responsiveness to your field liaison* and timely submissions of process recordings and other field documents to field instructors and field liaisons. The final grade is comprised of your field evaluations, feedback from your field liaison and field instructors, professional conduct, and other requirements specified in the Field Education Manual.

On the back of this sheet is the field calendar. Please be sure to highlight important due dates.

FIELDWORK EDUCATIONAL PLAN

Social Work Program

An educational plan serves to outline the student, agency, and school's expectations for fieldwork experience. Its purpose is to formulate the student's specific learning goals within the agency's mission, services, and functions and in conjunction with the Council on Social Work Education's 2015 designated core competencies and behaviors (Please refer to the attached list). It should be initially constructed in the first few supervision sessions, however, can and should be revisited and revised as needed throughout the length of the internship. Field liaisons will take the Educational Plan into consideration when assessing the student's grade for the field practicum. They will compare the content listed below with the final field evaluation and might make suggestions to the agency or field instructor on how to optimize the student's learning experience.

Name of Student:		
Field Agency:		
Agency Address:		
Field Instructor:		
Field Instructor Phone:		
Field Instructor Email:		
Field Advisor:		
Length of Plan	From:	To:

- I. **Assignments*:** Students are required to have direct practice assignments. This can include case management, supportive counseling, etc. to individuals, families, and groups. They should have the opportunity to learn engagement, assessment, intervention, and evaluation skills. *E.g. "Student will provide ongoing supportive counseling to three clients and will co-lead one social skills group."*

- II. **Professional and Interdisciplinary Relationships:** Please indicate any significant persons the student will be interacting with. *E.g. "Student's field instructor is Ms. H, but on Mondays, she will report to Mr. J if the field instructor is out of the office."*

III. Meetings: *E.g. "Student will attend staff meetings on Mondays at 2 p.m. and case conferences on Fridays at 10 a.m."*

IV. Supervision: Students are required to receive 2 hours of supervision per week. This can include 1 ½ hours of formal individual supervision and ½ hour of group supervision or informal supervision. *E.g. "Student will have formal individual supervision every Tuesday morning from 10 a.m. to 11:30 a.m. and group supervision every Monday after staff meetings."*

V. Process Recordings: Students are required to submit 2 process recordings per week to their field instructors to review, comment on, and hand back to the student. Please indicate which day these process recordings should be submitted for discussion in supervision.

☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday

VI. Work Schedule: Students must complete 550 hours per academic year (275 hours per semester). If students must miss fieldwork for illness or personal issues, it is expected that s/he makes up these hours during the semester.

Student is in field for: ☐ 17 hours (2 days per week) **OR**
☐ 20 hours (3 days per week)

☐ Monday _____ ☐ Tuesday _____ ☐ Wednesday _____ ☐ Thursday _____ ☐ Friday _____

VII. Special Considerations or Accommodations (e.g. Equipment, bilingual services, etc.).

Field Instructor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Field Advisor's Signature: _____ **Date:** _____

* The mission of the Social Work Program at Mercy College is to prepare students for generalist social work practice and to serve diverse and at-risk populations. The Program seeks to provide students with an education that will prepare them with the knowledge and skills to deal with the professional, societal and ethical issues they will face in contemporary social work practice. The Program is also dedicated to the enhancement of the quality of life for people, to effecting change by addressing adverse conditions that impede the achievement of social justice, and to educating students to act humanely and with integrity. The Program is committed to providing a high level of education and attentiveness to our students and to creating and enhancing their opportunities to contribute to their communities and the profession.

Rev. 7/2011.

FIELD PLACEMENT TIME SHEET

Students are responsible for keeping track of their internship hours as well as making sure they are in compliance with weekly hour requirements. Students **MUST** complete it each week that they are scheduled to be in the field by indicating the days and hours worked. Please note that “credited hours” do NOT include lunch, sick, or holiday time. For example, if a student is in the field from 9 a.m. to 5 p.m., the credited hours would be 7, since 1 hour is excluded for lunch. In addition, if a student is absent from field for any reason, this time must be made up within a reasonable time period to assure that **275 hours of internship is accrued during the semester** (255 for 17-hour/week students).

Placement Type (Check one):

☐ 17-hour/week

☐ 20-hour/week

Semester (Check on):

☐ Fall

☐ Spring

Year 20__

Name of Student:

Field Agency:

Field Instructor:

Field Advisor:

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sat/Sun	Weekly Total	TOTAL	# of Process Recordings Submitted	Field Instructor Initials
Ex: #1	9/19-23	8-4	---	9-5	---	8-3	---	20			

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sat/Sun	Weekly Total	TOTAL	# of Process Recordings Submitted	Field Instructor Initials

Grand Total for the Semester: _____

Field Instructor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Field Advisor's Signature: _____

Date: _____

PROCESS RECORDING OUTLINE

Student's Name: _____

Date of Interview: _____

Client: _____
(To protect confidentiality, disguise client's name and any other identifying information)

Location of Interview (e.g. Office, home, hospital room, etc.): _____

Persons Present: _____
(List all who participate in the session)

Interview or Session #: _____

Purpose of the Contact/Goal of the Session:

Background Information/Client Information:

Pre-engagement Comments & Preparation (eg. Did you read the client's chart? What have you done to prepare yourself for this session?):

Narrative (Please give a detailed summary of your entire contact with the client):

Verbatim Section. To the best of your ability, please use the following grid to record *word-for-word* a meaningful moment, exchange, or event that took place in the session. You should include both verbal and nonverbal communication. Think carefully about the thoughts and feelings you experienced during this conversation. Your field instructor will write his or her comments in the last box.

Verbatim Dialogue	Feelings/Reactions	Observations/Analysis	Skill Used	Field Instructor's Comments

PROCESS RECORDING OUTLINE

Impression/Interview Assessment:

Additional Assessments:

- a. **Diversity Issues Identified (Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation):**

- b. **Social or Economic Justice or Policy Issues Identified:**

Plans/Future Action:

Link to Classroom Readings or Concepts:

Questions/Issues for your Field Instructor:

PROCESS RECORDING OUTLINE---SAMPLE

Student's Name: John Smith

Date of Interview: October 15, 2011

Client: Theodore H.

(To protect confidentiality, disguise client's name and any other identifying information)

Location of Interview (e.g. Office, home, hospital room, etc.): Office

Persons Present: Theodore and his mother, Julie

(List all who participate in the session)

Interview or Session #: 2

Purpose of the Contact/Goal of the Session:

This is the second session with Theodore and his mother. During the last session, Theodore's mother expressed concern about finding appropriate services for Theodore's learning disability. I am hoping to provide some clarification regarding programs that might be suitable for him.

Background Information/Client Information:

Theodore is a 9-year-old boy of Irish and German descent who was referred to the school social work intern for his angry outbursts in class and oppositional behavior.

Pre-engagement Comments & Preparation (e.g. Did you read the client's chart? What have you done to prepare yourself for this session?):

I read through Theodore's chart and spoke to several teachers regarding their concerns about Theodore. I also inquired if his behavior had changed since my first session with him, one week ago. Since his mother asked me to look up resources to help him with his learning disability, I also researched some options.

Narrative (Please give a detailed summary of your entire contact with the client):

Theodore and his mother arrived at my office on time. Theodore presented as alert and active and proceeded to pick up toys in my office without saying hello to me. His mother, Julie, presented as tired and reported she had just left her work, even though her boss had cautioned her about taking too much time off to handle school issues for her child... *Please continue writing an entire summary of the session with as much detail as you can recall.*

PROCESS RECORDING OUTLINE---SAMPLE

Verbatim Section. To the best of your ability, please use the following grid to record *word-for-word* a meaningful moment, exchange, or event that took place in the session. You should include both verbal and nonverbal communication. Think carefully about the thoughts and feelings you experienced during this conversation. Your field instructor will write his or her comments in the last box.

Verbatim Dialogue	Feelings/Reactions	Observations/Analysis	Skill Used	Field Instructor's Comments
Theodore: This is boring I want to go home.	Surprised.	I thought Theodore liked coming to my office	Reflective listening	
Julie: That's rude, Theodore. Apologize to the social worker.	Fear	Uh oh. Is Theodore going to lose his temper in my office?		
SWI: Theodore, did you see my new toy I got last week? I think you might like to play with it.	Cautious.	I am hoping to de-escalate this moment and keep both mother and son in the room with me.		

Impression/Interview Assessment:

Overall, I thought this session went well. I was able to calm both Theodore and his mother down during a tense moment. I feel that Theodore might be very frustrated, since he expressed several times he'd rather be playing with his friend at recess than spending time in my office with his mother.

Additional Assessments:

- c. **Diversity Issues Identified (Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation):**

Because Theodore is a smart student, I believe his teachers are having a hard time accepting that he has a learning disability. I believe they think that he is misbehaving or going through a phase.

- d. **Social or Economic Justice or Policy Issues Identified:**

Currently the school has a policy that dictates that students who act out during class must be immediately removed. I feel like this makes Theodore feel more ostracized and frustrated. Perhaps I could speak with the teachers about helping Theodore manage his frustration in a less disruptive way.

PROCESS RECORDING OUTLINE----SAMPLE

Plans/Future Action:

I provided Julie with some referrals to special learning centers to help Theodore with his disability. I also reminded her of the option of having Theodore tested again by the school psychologist. I will follow up with her via phone on Friday and speak to the school psychologist after that conversation.

Link to Classroom Readings or Concepts:

In Practice I class, we talked about the different roles that social workers assume. I believe I would like to be more of an advocate for Theodore.

Questions/Issues for your Field Instructor:

1. Are there other ways to engage a child who is showing outward frustration and discomfort during a session?
2. When clients get upset in my office, how would you suggest I handle the situation?
3. What other referrals could I provide to Theodore and his mother?

SAMPLE GROUP WORK PROCESS RECORDING

Group for cardiac patients in a Veteran's Administration Hospital - First meeting

Pre-engagement comments: During my initial interview with each prospective group member, I left them my card and the date and time of the first group meeting. All the members are on the same hospital floor, so the morning prior to the meeting I went to each member's room to remind them about the meeting and to check if they had any questions or problems in getting to the meeting room. Mario and Frank needed someone to help with their wheelchairs, so I alerted the floor nurse, Louise, who offered to assist both of them. Tom was having second thoughts about attending, but Bill overheard us talking, and he good-humoredly persuaded Tom to try the group at least one time.

I bought cookies and soda set up the conference room in advance for our meeting.

Attendance: 9 members were present: Mario, Hector, John, Bill, Frank, Lenny, Andy, Peter, Tom. One member, Luis, was too ill to leave his bed today.

Seating Chart:

Narrative: I greeted each member as they came in the room and they seated themselves around the large table. Most knew one another and they talked informally in advance. Within a few minutes everyone had arrived and took some refreshments. After brief introductions, I said--as I had explained to each of them individually - that they were invited to participate in a four-session group for patients who had experienced recent heart attacks. I said I thought they could be helpful to each other since many had similar concerns about their illness, about their hospitalization, about the reactions of their families, and what the future had in store.

Bill indicated that it was the specific problem of work which worries him the most. Mario, Hector, and John agreed. In an agitated way, Bill continued, "if the doctor won't let me go back to longshoreman's work, what can I do? It's been twenty-seven years of my life and I always put in an honest day. Now the doctor says give it up. What kind of bullshit is that? Doesn't he realize that I have family and financial obligations?" Lenny agreed, stating angrily that the doctors didn't care that a medical recommendation could destroy a man's life.

I asked if they were mostly annoyed about what their doctors said, or how they said it, or both?

Hector explained that he thought it was a doctor's responsibility to make recommendations in order to protect health, no matter what the economic consequences were. He, for example, has ended up on relief, and that's been hard to swallow. Bill responded with intensity that no doctor was ever going to do that to him, and he let out a barrage of angry words. Mario suggested that Bill was doing what he has stopped doing---taking out the anger at the doctor's recommendation on his own heart. Hector said he understood Bill's being fighting mad because he, also, is having a hell of a time living with his "bum ticker." He is just beginning to calm and realize that it will never be the same. Bill shook his head in disbelief, "How can I be calm, I have a family to take care of?" Lenny explained that he also has a family, but getting excited and upset will only lead

to another heart attack Andy supported Bill, adding that this was certainly hard for a family man. Peter exclaimed, "Bullshit, common sense will tell a man that health is the only important thing and everything else has to become second. Most members agreed that if they let themselves get excited or experience too much pressure, they would only hurt themselves.

Bill became angry again, telling group members that they had to be as dumb as the doctor to be forgetting their problems. Bill's eyes teared as he shouted, "if the doctor says give up longshoreman work and truck driving where I feel like a real man, what am I going to do? Who is going to hire me? What good am I?" Lenny suggested Bill calm down. Mario suggested Bill talk to his boss and ask about a light job.

Bill felt insulted by the suggestion and shouted that he has pride and isn't going to degrade himself and tell the boss to pity him...to give him crumbs...to kiss his ass. What kind of man did Mario think he was, anyway? Mario answered, "I think you are a good man and I respect you. I know a wounded animal has to fight for his brood. But Bill, you have brains, you have to listen to your body and accept its limit. It takes a man to talk to your boss about lighter work."

I suggested that it seemed some of them have made peace with their hearts, while others were still fighting it. Either way, I realized how much pain they were under. Peter implored Bill to take it easy, to accept his heart condition. Bill insisted that his boss wouldn't give him light work because it would raise insurance rates. He described his boss as being "between sweat, shit, and the floor," that he wasn't a man. At this point, Bill began to sob. The air was heavy with painful silence.

Several of the members tried to change the subject, but I encouraged the others to share their struggles. Walter referred to the mortgage and his family's food needs. Hector talked about his pension and how it helps. In a disgusted tone, Bill wanted to know what he was going to do with an \$80-a-month pension. Mario spoke quietly, but firmly. "Bill, I can see you are a big man, strong, and you can beat anybody here in a fight, but I'm gonna tell you something, you gotta stop crying and be a real man, that means accept what is, do what has to be done, face the facts. You want to help your family, you ain't gonna help them by killing yourself. You have to cut down on your expectations, do what the doctors say, and start to build a new life. "Everyone waited for Bill's reaction. He stared at Mario as if trying to decide what to do. After a while, he said, "I guess I could sell my home and buy a smaller one. My oldest son can go to work." Peter put his hand on Bill's back, saying that it was much better to be a live father than a dead one. Hector agreed, suggesting that they were all afraid of the same thing, but handle it differently. Each group members' common objective: "Life!" Bill said how helpful the guys have been. He continued, "I'm a man, and I'll do what has to be done. I'll even talk to my wife about working, and you know how hard that is for Italians." Peter responded that as a black man, he learned a long time ago about wives going to work, and it didn't make it any easier.

At the end, I asked what they thought of our first meeting, and many said it was helpful to see that others struggle with the same kinds of problems. Mario's comment caught the essence: "It's like we are in the same boat trying to keep from drowning. Talking can help us to stay afloat. "We agreed on the place and time of our next meeting.

Impressions: I feel good about this meeting. I thought that my ability to immediately describe the

focus of the group helped members to recognize they all share common concerns and helped them to get started right away on issues that were important to them. The group may have also moved quickly into the work because of its short term focus and the fact that many knew each other. The men were especially concerned about their changing role from one of independence to dependence as well as the potential economic losses. I am not sure how well I conveyed that I understood issues of anger and pride and perhaps of feeling helpless and demeaned. Members moved in very quickly to offer suggestions and those still struggling may have felt their concerns were minimized.

Plans: I will follow up and remind each member about the next meeting. I think I will have to assume the initiative in reaching for feedback from the last meeting and help them to get started again. I will be listening more closely next time and point out possible efforts to gloss over struggles by their admonitions to each other to be more rational etc. I also need to find ways to let them know I do understand as I may have seemed too bland, too neutral, too much like I was directing "traffic" and not really weaving with them through the traffic.

Questions/Issues:

1) The hardest part of this meeting for me was listening to the strong feelings expressed by Bill, although perhaps he was the most real. I worried about losing control of the group yet how much expression to encourage in a first meeting. I would like to review that piece of the meeting closely, especially by trying to imagine how members might have experienced the interchanges.

2) I would also like to help them discuss their reactions to the doctors and other staff and how they might take on more empowering roles as patients. Let's discuss strategies as well as the risks (theirs and mine).

3) I'd also like to talk with you about my introducing some of the themes I hear about in the group during team meetings.

Note: Parts of this record excerpt were drawn from The Life Model of Social Work Practice by C. Germain and A. Gitterman. Columbia Press.

STUDENT INTERVIEW WITH A COLLATERAL CONTACT

(Interview with a teacher in an Urban Elementary School)

Pre-engagement Comments: All the girls from the agency's elementary school group told me they had failed Mr. R's course. Millie told me that her mother had received a letter concerning Millie's behavior in the class. I called Mr. R to set up an appointment to meet with him at the school.

Interview with Mr. R on 11-30

Mr. R met me in the general office as planned. I asked him if he was Mr. R and I introduced myself and said I was a social work intern at the X Family Center. I didn't get much out except my name when he asked me why I wanted to see him. I said that I worked with a group of girls who are having difficulty in elementary school and he seemed to have several of them in his classes. I mentioned a couple of names and he jumped in saying that the only reasons he failed anyone was if they got below 50 on the exam, and he really didn't believe in charity grades. His tests were so amazingly simple that anybody should be able to pass them. And he started, pulling out exam papers, etc., for me to see. I said, "Mr. R, you don't have to justify your grades to me, really. He said, "Yes, I know", and went on to do so and show me how easy his homework assignments are, and how there is no excuses for the kids not to do them, and no excuse for their failing to pass his tests.

It became noisy in the office so Mr. R and I went upstairs and he got this list. Then we went into the teachers' room to talk. I took this opportunity to start all over again. I told him where I was from and the purpose of the group. He said he had take na course in the summer about teaching in "this kind of a school, in this kind of a neighborhood" and he knew there were such things as "ego building" grades and tests, to make a kid feel good, but he didn't think it was right to give a kid a good mark when he didn't work for it. I said I could see it was a dilemma for him. Then I mentioned that Milly's mother had received a letter from him about her behavior. He said, "Oh yes, she is continually creating a disturbance.always talking and turning around. I finally got fed up and when I get fed up I send a letter home-not that it does any good." I said I thought Milly took the letter to heart. She was pretty upset about it and just burst into tears when her mother told me about it. He seemed surprised and said that Milly was a nice girl and he liked her. Then he said that she just talked all the time. I said that she had just mentioned something about there being some conflict I the class between the Black and the Hispanic girls, and I asked him if he had noticed anything. He said there was none of that in his classes, no discrimination.he wouldn't stand for it. They knew that he treated them all alike.I said I was sure that he did but I was talking about among the kids themselves. He said he hadn't noticed anything.

There was an awkward silence.

He said that he still didn't understand why they didn't do their homework. It is so easy and wouldn't take any time at all. He said Milly never did hers. I said I knew that Milly is in the middle of a real family crisis at this point and that the apartment is really in confusion most of the time. He said, you mean that she couldn't find a quiet place to do her homework, for an

hour? I said that it would be hard. He then said you have to learn to concentrate sometime and that there was an afternoon study center. I added, “an afternoon play-center-I guess I’m saying that I think you’re asking for more self-discipline than a lot of kids have.”

Then I began to feel that I was pushing too much and I said, “I guess you’re probably tired of hearing what problems the kids have at home and that you should be more understanding-it doesn’t make your job any easier.” He said that he supposed kids had to be given a lot of credit for coming to school at all, with all they have to content with at home. It would be easier for them not to come at all. I said, sometimes, it seemed like it.

I felt sort of lost at this point, but it was a less tense moment between us. I decided to end our meeting asked if I could meet with him again next month when we both had a better sense of these girls and how we might work together to help them. He readily agreed, shook my hand and walked me to the door and we said good-bye.

Summary

This was a hard interview for me. Mr. R approached the meeting as if I was going to criticize him and I hadn’t anticipated that reaction. Then when he started to talk about “this kind of school”, I found myself getting angry. He is a talkative man in his late 30’s and teaching here for his second year. I wouldn’t be surprised if he was overwhelmed by the large class (35 kids). I never got to my agenda to try to figure out with him why the kids might be neglecting their homework and feeling so isolated in this class, and how we might address this.

My Agenda

1. I would like to discuss how I might have responded to his defensive position and whether I provoked it.
2. I didn’t get anywhere with trying to understand the racial tensions in the class and what his perception may be. I’d like to review that piece.
3. In “contracting”, I never ascertained what he might like to talk about in relation to the kids we both work with, and we need to think that through for our next meeting. I also didn’t focus or explain my agenda in seeing him. I’d like to plan next steps.
4. I think I ought to call Milly’s mother, but I don’t know what to say since we didn’t talk much about Milly or this note.

FALL MID-SEMESTER FIELDWORK EVALUATION
Social Work Program

Date of Evaluation: _____

Name of Student: _____

Field Instructor: _____

Field Instructor Email: _____

Field Agency: _____

Period Covered: **From:** _____ **To:** _____

Directions: Please check the appropriate box to indicate the student's performance. **Please remember you are evaluating the student on BEGINNING skills and whether or not they are emerging in their practice. Students should only be evaluated on those skills that they have had opportunities to practice.** Please be sure to refer to the student's Educational Plan for guidance.

- **Needs Improvement = Student does not utilize this skill**
- **Average = Student makes frequent attempts with some success at utilizing this skill**
- **Above Average: Student frequently utilizes this skill with a lot of success**
- **N/A = Student has not had the opportunity to utilize this skill**

It is recommended this evaluation is discussed and completed during a supervision session with your student. It is the student's responsibility to submit this evaluation to his or her field liaison.

Beginning Generalist Direct Practice Skills (CSWE Competency 2.1.10)	Needs Improvement	Average	Above Average	N/A
Engagement (Active listening, demonstration of empathy, etc.)				
Assessment (e.g. Biopsychosocial)				
Contracting with mutually agreed upon goals				
Interviewing techniques				

Beginning Generalist Indirect Practice Skills (CSWE Competency 2.1.9)	Needs Improvement	Average	Above Average	N/A
Understands agency's function and mission				
Complies with agency's policies				
Is aware of agency's community resources				

Use of Supervision (CSWE Competency 2.1.3)	Needs Improvement	Average	Above Average	N/A
Timely submission of process recordings				
Quality of process recordings				
Prepares for and effectively utilizes supervision				
Receives constructive feedback well and incorporates it into practice				

Professional Development (CSWE Competency 2.1.1)	Needs Improvement	Average	Above Average	N/A
Punctuality				
Dresses professionally				
Collaborates with colleagues in a collegial and respectful manner				
Completes needed agency documentation in a timely manner				

Overall Rating of Student's Performance:

() Needs Improvement () Average () Above Average

Additional Comments:

Field Instructor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

To the student: Your signature on this form indicates that you have read this evaluation. In the event that you do not agree with any aspect of this assessment of your performance, append a statement describing the area of disagreement and reasons for them.

END-OF-SEMESTER EVALUATION

MERCY COLLEGE SOCIAL WORK PROGRAM

End-of-the-Semester Field Work Evaluation

Student's Name: _____

Dear Field Instructors:

Thank you for your continued dedication and work with Mercy students. We hope this semester has been a good one for both you and the students.

Attached please find the new End-of-Semester field work evaluation. This evaluation has been revised in congruence with the Council on Social Work Education's (CSWE) 2015 Educational Policies and Accreditation Standards, which designates the field practicum as the "signature pedagogy" of social work education.

CSWE has identified 9 core competencies and 31 behaviors that students should master by the completion of their social work education. "Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components" (p.7).

According to CSWE "assessment of student learning outcomes is an essential component of competency based education," (p. 7). Assessment provides evidence that students have successfully demonstrated the integration and application of the core competencies and behaviors in their practice. Assessment also provides us with the opportunity to determine whether or not our students have demonstrated the level of competence necessary to enter professional practice, which in turn shows that our program has been successful in achieving our goals. We use this assessment information to improve our social work field education program and the tools used to evaluate learning outcomes.

We appreciate the time and effort you put into the End-of-Semester field work evaluation and we value all that you do to ensure our students have a successful field placement at your agency.

Please rate your student each practice behavior with the following evaluation rubric:

1 = Not Competent: Student does not utilize this practice behavior despite opportunities
2 = Emerging Competence: Student has basic understanding of importance of and makes attempts at utilizing this practice behavior with occasional success.

3 = Competent: Student makes frequent attempts with success at utilizing this practice behavior

4 = Advanced Competence: Student consistently utilizes this practice behavior with success

NR = Not Rated: Student has not been provided an opportunity to utilize this practice behavior

At the end of the **FIRST semester (December)**, it is expected that students do not receive scores higher than a “2” or a “3” unless the student is performing at an exceptional level. Please provide specific examples of students’ work in the spaces provided.

This evaluation should be reviewed in supervision with the student. It is expected that students should be aware of any serious performance issues prior to the end of the semester. Following review, both the field instructor and student will sign the evaluation; however, the student’s signature ONLY indicates review of the evaluation and not necessarily agreement. Students are welcome to write a rebuttal to be appended to the review.

All evaluations should be submitted directly to the student’s field liaison.

Again, the Social Work Program at Mercy College greatly appreciates and values the work that you do with our students.

Sincerely,



Emily Murphy, LMSW
Field Education Coordinator
Emurphy4@mercy.edu

**MERCY COLLEGE
SOCIAL WORK PROGRAM**

End-of-the-Semester Field Work Evaluation

Student Name: _____

Field Instructor: _____

Field Instructor Email: _____ Phone: _____

Agency: _____

Field Liaison: _____

Period Covered: Fall _____ Spring _____

Brief Agency/Program Description:

Description of Student Assignments:

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #1: Demonstrate Ethical and Professional Behavior

Competence Behavior 1: Student is able to make ethical decisions 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.					
	NC	EC	C	AC	NR
1. Brings up ethical concerns during supervision	1	2	3	4	NR
2. Demonstrates familiarity with the NASW Code of Ethics and other relevant ethical standards	1	2	3	4	NR
3. Complies with agency and NASW standards regarding confidentiality	1	2	3	4	NR
4. Is familiar with the concept of mandated reporting	1	2	3	4	NR
5. Is familiar with the concept of duty to warn/inform	1	2	3	4	NR
6. Consults field instructor when an ethical dilemma arises	1	2	3	4	NR
7. Consults appropriate ethical standards (eg. NASW Code of Ethics)	1	2	3	4	NR
8. Discusses ethical dilemmas with colleagues and field instructor	1	2	3	4	NR

Competence Behavior 2: Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.					
	NC	EC	C	AC	NR
1. Is able to identify areas where he or she could improve on without prompting from field instructor	1	2	3	4	NR
2. Is able to discuss personal values that may not be congruent with agency practice	1	2	3	4	NR
3. Recognizes when personal values might be in conflict with practice situations	1	2	3	4	NR
4. Is able to respectfully express his or her different point of view when resolving an ethical conflict	1	2	3	4	NR
5. Can accept and incorporate constructive criticisms from field instructor and colleagues	1	2	3	4	NR
6. Is receptive to discussions in supervision regarding self-awareness	1	2	3	4	NR

Competence Behavior 3: Student demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication.					
	NC	EC	C	AC	NR
1. Is respectful when interacting with clients, colleagues, and agency personnel	1	2	3	4	NR

2. Demonstrates a positive and open attitude	1	2	3	4	NR
3. Is punctual and attends internship consistently	1	2	3	4	NR
4. Dresses professionally	1	2	3	4	NR
5. Writes in a professional manner	1	2	3	4	NR

Competence Behavior 4: Student uses technology ethically and appropriately to facilitate practice outcomes.					
	NC	EC	C	A C	N R
1. Student understands emerging forms of technology and the ethical use of technology in their social work practice.	1	2	3	4	N R
2. Student understands the boundaries and limitations of technology use with their clients and constituencies.	1	2	3	4	N R

Competence Behavior 5: Student uses supervision and consultation to guide professional judgement and behavior.					
	NC	EC	C	AC	NR
1. Arrives on time for supervision	1	2	3	4	NR
2. Is prepared for supervision	1	2	3	4	NR
3. Follows educational/learning plan	1	2	3	4	NR
4. Demonstrates personal reflection in supervision to assure continual professional development.	1	2	3	4	NR
5. Recognizes and articulates professional strengths and limitations in supervision	1	2	3	4	NR
6. Recognizes and articulates stress management needs in supervision	1	2	3	4	NR
7. Explores and seeks learning activities to improve practice on a micro, mezzo and macro level	1	2	3	4	NR

**In the space below, please comment on student's overall professional behavior.
Be sure to include specific examples that support your ratings:**

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #2: Engage Diversity and Difference in Practice

Competence Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.					
	NC	EC	C	AC	NR
1. Student identifies and articulates aspects of relevant policies (micro and macro) that might promote oppression, marginalization, or create power or privilege.	1	2	3	4	NR
2. Student can effectively assess and communicate the ways in which oppression and discrimination affect client systems on a micro, mezzo and macro level.	1	2	3	4	NR

Competence Behavior 7: Present themselves as learners and engage clients and constituencies as experts on their own experiences					
	NC	EC	C	AC	NR
1. Student can respectfully approach and discuss differences with clients and constituencies.	1	2	3	4	NR
2. Student is able to listen to and integrate information that might be incongruent with their personal biases or cultural background.	1	2	3	4	NR
3. Student demonstrates an interest in eliminating any personal biases through education or additional training.	1	2	3	4	NR

Competence Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					
	N C	E C	C	AC	NR
1. Student talks about his or her own cultural backgrounds during supervision and how that might influence or affect practice	1	2	3	4	NR
2. Student is able to discuss issues of oppression, marginalization, power, and privilege in supervision relating to client challenges or practice situations.	1	2	3	4	NR
3. Student can set aside personal biases when working with diverse populations	1	2	3	4	NR
4. Student incorporates observations and questions related to clients' differences into their process recordings and supervisory conferences.	1	2	3	4	NR
5. Student considers the impact of differences and successfully draws inferences about their impact on their client's life. This is communicated through psychosocial assessments, process recordings, or any other assessment/planning document for the agency.	1	2	3	4	NR

**In the space below, please comment on student's overall ethical behavior.
Be sure to include specific examples that support your ratings:**

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #3: Advance human rights and social, economic and environmental justice

Competence Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.					
	NC	EC	C	AC	NR
1. Student demonstrates the understanding that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, an adequate standard of living, health care and education.	1	2	3	4	NR
2. Student understands the global interconnections of oppression and human rights violations, theories of human need and social justice and can communicate strategies designed to promote social and economic justice and human rights in direct practice with their clients and constituencies.	1	2	3	4	NR
3. Student understands and demonstrates strategies designed to eliminate oppressive structural barriers to ensure their clients fundamental rights as a human being are appropriately met.	1	2	3	4	NR

Competence Behavior 10: Engage in practices that advance social, economic, and environmental justice.					
	NC	EC	C	AC	NR
1. Student is able to identify oppressive policies and practices that affect individual clients.	1	2	3	4	NR
2. Student advocates for clients to change an oppressive practice or policy (e.g. Writing a letter to housing court)	1	2	3	4	NR
3. Student engages in practice that advances social/economic justice (participating in lobbying a local politician, assisting in an agency movement or cause)	1	2	3	4	NR

**In the space below, please comment on student's overall critical thinking skills.
Be sure to include specific examples that support your ratings:**

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #4: Engage in practice informed research and research informed practice

Competence Behavior 11: Use practice experience and theory to inform scientific inquiry and research.					
	NC	EC	C	AC	NR
1. Student asks about and discusses practice and program evaluation and accompanying research during supervision.	1	2	3	4	NR
2. Student utilizes available academic resources (e.g. Mercy College library or classroom discussions) to research practice techniques	1	2	3	4	NR
3. Student integrates knowledge from the classroom and supervision into practice.	1	2	3	4	NR

Competence Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings					
	NC	EC	C	AC	NR
1. Student understands quantitative and qualitative research methods and their role in social work practice and can apply this knowledge when evaluating their practice.	1	2	3	4	NR
2. Student uses the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.	1	2	3	4	NR
3. Student understands that evidence that informs practice comes from multi-disciplinary sources and multiple ways of knowing.	1	2	3	4	NR

Competence Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.					
	NC	EC	C	AC	NR
1. Student understands the processes for translating research findings into effective practices.	1	2	3	4	NR
2. Student is able to use their research findings to effectively assess and evaluate their practice with clients and determine appropriate interventions in their social service delivery.	1	2	3	4	NR
3. Student is able to use their research findings and field experience to inform and improve on agency and social justice policies.	1	2	3	4	NR

In the space below, please comment on student's overall ability to engage in diversity and difference in practice.

Be sure to include specific examples that support your ratings:

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #5: Engage in policy practice

Competence Behavior 14: Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.					
	NC	EC	C	AC	NR
1. Student identifies and discusses macro policies from a historical and current point of view and how they affect clients at the agency level.	1	2	3	4	NR
2. Student understands and communicates how local, state and national laws and regulations affect agency programs and clients.	1	2	3	4	NR
3. Student acknowledges and understands the historical, social, cultural, economic, organizational, environmental and global influences that affect social policy.	1	2	3	4	NR

Competence Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.					
	NC	EC	C	AC	NR
4. Student assesses social welfare and economic policies and how they impact social service delivery and affect clients at the agency level.	1	2	3	4	NR

5. Student actively discusses with colleagues and field instructor concerns regarding current policies to gain more insight into how they impact social service delivery and how they might be changed.	1	2	3	4	NR
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Competence Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

	NC	EC	C	AC	NR
6. Students are knowledgeable about policy formulation, analysis, implementation, and evaluation.	1	2	3	4	NR
7. Student discusses current events in supervision and how they might affect client lives and suggests new way to engage and help clients (eg. Pet therapy, advertising events via social networking).	1	2	3	4	NR
8. Develops a plan for engaging colleagues and clients in policy action activities (e.g., Voter's registration drive) based on their assessment of social welfare and economic policies and their direct impact on social service delivery.	1	2	3	4	NR

In the space below, please comment on student's overall ability to advance human rights and social/economic justice.

Be sure to include specific examples that support your ratings:

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #6: Engage with individuals, families, groups, organizations, and communities

Competence Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies					
	NC	EC	C	AC	NR
1. Student demonstrates an understanding of human behavior concepts in process recordings, psychosocial assessments, and discussions in supervision.	1	2	3	4	NR
2. Student is able to engage and meet the client where they are at.	1	2	3	4	NR
3. Student suggests interventions appropriate to the client's developmental stage.	1	2	3	4	NR

Competence Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies					
	NC	EC	C	AC	NR
4. Student effectively prepares for action with individuals, families, groups, organizations, and communities by reviewing client charts and notes and asking relevant questions to properly "tune in" to the client and their situation.	1	2	3	4	NR
5. Student uses empathy and other interpersonal skills to engage and meet the client where he or she is.	1	2	3	4	NR
6. Student demonstrates sensitive and professional interviewing skills.	1	2	3	4	NR

**In the space below, please comment on student's overall ability to engage in research-informed practice and practice-informed research.
Be sure to include specific examples that support your ratings:**

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

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

Competence Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies					
	NC	EC	C	AC	NR
1. Student effectively and thoroughly collects relevant data pertaining to the client.	1	2	3	4	NR
2. Student organizes data in a clear and articulate manner via progress notes, psychosocial assessments, case presentations, ecomaps, genograms, etc.	1	2	3	4	NR
3. Student demonstrates clinical insights through accurate interpretation of gathered information.	1	2	3	4	NR

Competence Behavior 20: 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.					
	NC	EC	C	AC	NR
4. Student explores theoretical frameworks learned in the classroom to assist in achieving the health and well- being of the client/system	1	2	3	4	NR
5. Student demonstrates knowledge of human behavior and the social environment learned in the classroom to assist in achieving the health and well- being of the client/system	1	2	3	4	NR

Competence Behavior 21: Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges within clients and constituencies					
	NC	EC	C	AC	NR
6. Student is able to develop mutually agreed on focus of work and desired outcomes that are realistic, client-centered and measurable.	1	2	3	4	NR
7. Student identifies and effectively communicates client strengths and limitations.	1	2	3	4	NR
8. Student develops mutually-agreed-upon intervention goals and objectives and can clearly articulate these in supervision and with his/her clients.	1	2	3	4	NR

Competence Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					
	NC	EC	C	AC	NR
9. Selects appropriate intervention strategies after careful discussion in supervision about evidence-informed practice, agency preferences, and client needs.	1	2	3	4	NR
10. Routinely assesses interventions for client satisfaction and effectiveness.	1	2	3	4	NR
11. Implements prevention strategies (e.g. Referring a young mother to parenting classes) and enhances client capacities by encouraging clients to recognize and draw upon areas in which he or she demonstrates strengths.	1	2	3	4	NR
12. Helps client resolve problems in a mutual process of problem identification and resolutions.	1	2	3	4	NR
13. Negotiates, mediates, and advocates for clients.	1	2	3	4	NR
14. Facilitates transitions and endings by properly preparing client, summarizing client achievements, and exploring future needs of the client.	1	2	3	4	NR
15. Discusses and explores thoughts and feelings surrounding transitions and ending in supervision.	1	2	3	4	NR
16. Maintains proper boundaries through ending process.	1	2	3	4	NR
17. Critically analyzes, monitors, and evaluates interventions as demonstrated by their process recordings, progress notes, and willingness to discuss the effectiveness of their work in supervision.	1	2	3	4	NR
18. Evaluates client progress by comparing expected and actual outcomes.	1	2	3	4	NR
19. Encourages feedback from clients.	1	2	3	4	NR

**In the space below, please comment on student's overall application of human behavior knowledge and the social environment.
Be sure to include specific examples that support your ratings:**

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #8: Intervene with individuals, families, groups, organizations and communities.

Competence Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.					
	NC	EC	C	AC	NR
1. Initiates actions to achieve client and organizational goals by offering resources and referrals.	1	2	3	4	NR
2. Meets with clients regularly as per treatment plan and modality determined in assessment phase	1	2	3	4	NR
3. Implements successful interventions that build on the strengths of the client and system	1	2	3	4	NR
4. Resolves Identified client/system problem	1	2	3	4	NR
5. Focuses on achieving agency/organizational goals	1	2	3	4	NR
6. Focuses on achieving best client/system outcomes	1	2	3	4	NR
Competence Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies					
	NC	EC	C	AC	NR
1. Explores theoretical frameworks learned in the classroom to ensure effective and appropriate interventions with clients and their constituencies that meet their mutually agreed upon goals.	1	2	3	4	NR

2. Student demonstrates knowledge of human behavior and the social environment learned in the classroom to assist in developing appropriate and effective interventions to help the client and the agency achieve their mutually agreed upon goals.	1	2	3	4	NR
Competence Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.					
	NC	EC	C	AC	NR
1. Appropriately and effectively engages in interdisciplinary collaboration	1	2	3	4	NR
3. Student understands and conveys the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes require interdisciplinary, inter-professional and inter-organizational collaboration.	1	2	3	4	NR
Competence Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies					
	NC	EC	C	AC	NR
1. Student actively discusses and asks questions regarding negotiation, mediation and advocacy on behalf of diverse clients and their constituencies.	1	2	3	4	NR
Competence Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.					
	NC	EC	C	AC	NR
1. Student facilitates transitions and endings with client by properly preparing client, summarizing client achievements, and exploring future needs of the client.	1	2	3	4	NR
2. Student focuses on achieving mutually agreed-on goals.	1	2	3	4	NR
3. Student encourages feedback from clients.	1	2	3	4	NR
4. Student discusses and explores thoughts and feelings surrounding transitions and ending in supervision.	1	2	3	4	NR
5. Student maintains proper boundaries through the ending process.	1	2	3	4	NR

In the space below, please comment on student's overall ability to engage in policy practice.

Be sure to include specific examples that support your ratings:

KEY: 1 = Not Competent; 2 = Emerging Competence; 3 = Competent; 4 = Advanced Competence; NR = Not Rated

Competency #9: Evaluate Practice with individuals, families, groups, organizations and communities

Competence Behavior 28: Select and use appropriate methods for evaluation of outcomes.					
	NC	EC	C	AC	NR
1. Student evaluates the effectiveness of the intervention used with their client.	1	2	3	4	NR
2. Student integrates supervisory feedback.	1	2	3	4	NR
3. Student examines the outcome once an intervention is completed.	1	2	3	4	NR

Competence Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.					
	NC	EC	C	AC	NR
1. Student explores theoretical frameworks learned in the classroom to evaluate the outcomes in their work with their clients and constituencies.	1	2	3	4	NR

2. Student demonstrates knowledge of human behavior and the social environment learned in the classroom to evaluate the interventions used to help the client and the agency achieve their mutually agreed upon goals.	1	2	3	4	NR
Competence Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.					
	NC	EC	C	AC	NR
1. Critically analyzes, monitors, and evaluates interventions as demonstrated by their process recordings, progress notes, and willingness to discuss the effectiveness of their work in supervision.	1	2	3	4	NR
2. Evaluates client progress by comparing expected and actual outcomes.	1	2	3	4	NR
3. Encourages feedback from clients.	1	2	3	4	NR
Competence Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.					
	NC	EC	C	AC	NR
1. Student evaluates the effectiveness of the intervention.	1	2	3	4	NR
2. Student demonstrates their evaluation findings to inform and improve their practice on a micro, mezzo and macro level.	1	2	3	4	NR

In the space below, please comment on student's overall ability to engage respond to contexts that shape practice.

Be sure to include specific examples that support your ratings:

SUMMARY OF STUDENT PERFORMANCE

1. Student's strengths:

2. Student's Challenges or Areas for Additional Improvement

3. Student Comments:

Field Instructor

Date

Student*

Date

Field Liaison

Date

*To the student: Your signature on this form indicates that you have read this evaluation. In the event that you do not agree with any aspect of this assessment of your performance, append a statement describing the area of disagreement and reasons for them.

SUPERVISORY AGENDA

Each student must attend supervision for one and half hours per week given by his or her field instructor. The purpose of a supervisory agenda is to assist the student in organizing their supervision time.

Please prepare an agenda and submit a copy to both your field liaison and field instructor as per their requirements. Each agenda should include:

1. Time and date the supervision session will take place
2. Questions you would like to ask your supervisor
3. Areas to focus on:
 - Personal Goals
 - Professional Development Goals
 - Areas of Social Work Want to Focus on (i.e. engagement skills, policy, social justice issues, ethical dilemmas, cultural competencies).
 - Self-Care

Mercy College
Social Work Program
Student Evaluation of Field Placement

The purpose of this evaluation is for continued development of quality field placements to ensure our students learning needs and expectations are met. This evaluation will be used by Professor Murphy, the Field Education Coordinator and Professor Carolyn Hanesworth, Interim Director, Social Work Program to assess and enhance the social work field education program at Mercy College. Each student is asked to complete this evaluation and return it directly to Professor Murphy. We value and appreciate your time and honesty in filling out these evaluations. We hope you had a great senior year field placement and learning experience and look forward to receiving your feedback. Thank you.

Agency: _____ Dept. /Program: _____

Street Address: _____ City: _____ State: _____ Zip: _____

Please assess your field instructor according to the following key:

4= Excellent 3= Good 2= Fair 1= Poor

1. Provided a thorough explanation of the agency, their mission, and my role as a social work intern.	4	3	2	1
2. Helped me adjust to the work environment and made me feel comfortable and welcome in the agency and the community.	4	3	2	1
3. Created a safe and confidential space to explore, develop and enhance my experiences as a social work intern with their agency.	4	3	2	1
4. Identified, communicated and maintained the expectations of this placement and supervision.	4	3	2	1
5. Encouraged and demonstrated behavior consistent with the NASW Code of Ethics and other relevant ethical standards to guide social service delivery and practice.	4	3	2	1
6. Encouraged and engaged in mutual assessment of my learning needs and progress on an ongoing basis.	4	3	2	1
7. Was able to effectively bridge the social service delivery at the agency with what I was learning in the classroom.	4	3	2	1
8. Encouraged self- reflection	4	3	2	1
9. Provided constructive feedback on my performance	4	3	2	1
10. Met with me regularly for supervision	4	3	2	1

11. Met with me on the spot as needed	4	3	2	1
12. Encouraged me to critically assess and evaluate my practice performance	4	3	2	1

II. Please indicate the teaching methods used by your field instructor throughout your field placement (Check all that apply):

- ☐ Demonstrated interviewing by having me observe her/him during client interactions
- ☐ Required process recordings and discussed them in supervisory conferences
- ☐ Was consistent in meeting of supervision
- ☐ Asked me to participate in staff meetings and/or other agency meetings
- ☐ Facilitated my networking within the agency and community
- ☐ During supervision he/she asked questions that enabled me to explore my awareness of self as a social worker and my feelings related to assignments and client systems
- ☐ Arranged for me to observe other staff member's interactions with client systems
- ☐ Observed my client interactions and provided feedback and guidance
- ☐ Used Role play with me to demonstrate skills and processes
- ☐ My field instructor was approachable and available to talk to about my assignments and client interactions.
- ☐ My field instructor created a safe space where I felt comfortable processing and learning from client interactions and experiences in the field.
- ☐ Other (please describe):

Comments:

III. Please rate your field placement agency and assignments using the following scale:

4- Excellent 3- Good F- Fair P- Poor

1. The agency's attitude toward students is positive and supportive.	4	3	2	1
2. The agency is knowledgeable about the Mercy Bachelors in Social Work Program and is supportive of our educational goals and objectives.	4	3	2	1
3. The learning environment at the agency was stimulating and challenging.	4	3	2	1
4. My field assignments were relevant to my learning needs and goals.	4	3	2	1
5. My field assignments exposed to working with diverse populations.	4	3	2	1
6. The agency is open to suggestions and contributions by students.	4	3	2	1

Comments:

IV. Please check any of the following statements about your field placement with which you AGREE.

- ☐ I felt prepared for my field experience.
- ☐ I did not feel prepared.
- ☐ I felt I could use my coursework to help me in the field.
- ☐ I frequently felt overwhelmed and overworked.
- ☐ I enjoyed going to my field placement.
- ☐ I dreaded going to my field placement.
- ☐ I had nothing to do.
- ☐ I had too much to do.
- ☐ I had just the right amount to do.
- ☐ My supervisor was always available when I needed her.
- ☐ My supervisor valued our supervision time and was consistent in meeting with me.
- ☐ My supervisor was often unavailable and frequently rescheduled our supervision times.
- ☐ I felt comfortable with my supervisor.
- ☐ My supervisor and I just didn't click.
- ☐ I enjoyed my client assignments.
- ☐ I felt challenged by my client assignments.
- ☐ Overall, I enjoyed my field experience.
- ☐ Overall, I did not enjoy my field experience.
- ☐ I recommend my placement for future students.
- ☐ I do not recommend my field placement.

Comments:

V. Overall assessment of field experience

1) What were the strengths of your placement?

2) If you could change anything about your field placement what would it be?

3) What can Mercy do to better prepare students for their field experience?

VIII. My recommendation for continuing use of this field placement agency and/or instructor:
(Please check all that apply)

- ☐ Definitely continue
- ☐ Do not use this placement
- ☐ Continue to use this placement only if the following conditions are met (PLEASE BE SPECIFIC)

Student: _____ Date: _____

**Mercy College
Social Work Program
Field Agency Assessment**

Agency: _____ Dept. /Program: _____

Street Address: _____ City: _____ State: _____ Zip: _____

Please assess the field instructor according to the following key:

4= Excellent 3= Good 2= Fair 1= Poor

- | | | | | |
|---|----------|----------|------------|-----------|
| 1. The agency provided a thorough orientation of the agency's purpose, goals, missions and policies for the student. | 4 | 3 | 2 | 1 |
| 2. The agency provided clear expectations about the student interns role | 4 | 3 | 2 | 1 |
| 3. The student's work environment is adequate and appropriate for their learning needs. | 4 | 3 | 2 | 1 |
| 4. Student participates in staff and/or clinical team meetings? | | | | |
| • If never, please explain: | | | | |
| 5. In- service trainings are offered to the student | | | Yes | No |
| • If yes, is the student able to take advantage of the trainings? | | | Yes | No |
| 6. Student has the opportunity to interact with other professionals? | | | Yes | No |
| 7. Assignments are appropriate for the student? | | | Yes | No |
| 8. Assignments are diverse and provide opportunities for the student to bridge what they are learning in the classroom with what they are doing in the field? | | | Yes | No |
| 9. Student has individual clients? | | | Yes | No |
| 10. Student has the opportunity to facilitate group work? | | | Yes | No |
| 11. Student has the opportunity to engage in a community engagement assignment? | | | Yes | No |
| 12. Student has exposure to organizational and program development? | | | Yes | No |
| 13. Level of commitment of the agency to field instruction | 4 | 3 | 2 | 1 |

14. Agency recognizes students as learners	Yes	No		
15. Agency provides special learning opportunities for students	Yes	No		
16. Agency provides time for supervision	Yes	No		
17. Agency allows time for SIFI attendance	Yes	No	NA	
18. Overall assessment of the agency for field instruction	4	3	2	1
19. Overall recommendation for continuation of field site	Yes	No	Conditional	

Conditional (explain any conditional recommendation):

Faculty Field Liaison: _____

Date of visit: _____

**Mercy College
Social Work Program
Field Instructor Evaluation by Faculty Field Liaison**

Field Instructor: _____

Agency: _____

Student: _____

Please assess the field instructor according to the following key				
4= Excellent	3= Good	2= Fair	1= Poor	
1. The field instructor helped the student understand the agency's purpose, mission and policies?	4	3	2	1
2. The field instructor gave clear expectations about the student's role at the agency?	4	3	2	1
3. The field instructor gave appropriate assignments to meet the students learning goals and objectives?	4	3	2	1
4. The field instructor provides adequate supervision?	4	3	2	1
5. The field instructor is available to on-the-spot supervision as needed?	4	3	2	1
6. The field instructor communicated any concerns about the student's skills and interactions with clients and/or the agency in a timely manner?	4	3	2	1
7. The field instructor was willing to work with the student to ensure their learning needs were appropriately addressed.	4	3	2	1
8. The student felt comfortable with their field instructor.	4	3	2	1
9. Please rate the teaching skill of the field instructor.	4	3	2	1
10. Please rate the field instructor's attitude towards Mercy College:	4	3	2	1
11. The field instructor requires regular process recordings	4	3	2	1
12. Please rate the field instructor's expectation of the student:	4	3	2	1
13. Overall rating of field instructor:	4	3	2	1

14. Special factors to be considered in matching students to this field instructor:

15. Recommendation to use this field instructor again:

Yes No
Conditional

Conditional (explain any conditional recommendation):

Faculty Field Liaison: _____

Date of visit: _____

Rubric: Field Practicum I (SOWK 431)

Criteria	Not Competent (1)	Emerging Competence (2)	Competent (3)	Advanced Competence (4)
End of Semester Evaluation 25%	Student was not competent in their field placement and did not demonstrate an understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.	Student exhibited an emerging competence and understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.	Student was competent in their field placement and demonstrated an understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.	Students exhibited advance competency and a clear understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.
Integrative Seminar Attendance and participation in the online discussion board 25%	Student did not participate in the online Field Practicum Seminar.	Student participate in two out of the four seminars and minimally posted on the discussion board.	Student attended all four seminars but only minimally participated in the online discussion board.	Student attended and actively participated in all of their Integrative Seminars. Student consistently contributed to the online discussion board.
Process Recordings 25%	Student did not turn in the required process recordings to their faculty field liaison.	Student handed in two out of the four required process recordings and demonstrated an emerging understanding of the core competencies and social work skills being utilized in their work with clients.	Student handed in three out of the four required process recordings and demonstrated a competent understanding of the core competencies and social work skills being utilized in their work with clients.	Students handed in all of the assigned process recordings and exhibited an advanced understanding of the core competencies and social work skills being used in their work with clients.
Course Assignments #1-4 25%	Student did not complete assignments #1-4.	Student completed two of required assignments.	Student completed three of the required assignments.	Students completed assignments #1-4.

Rubric: Field Practicum II (SOWK 432)

Criteria	Not Competent (1)	Emerging Competence (2)	Competent (3)	Advanced Competence (4)
End of Semester Evaluation 25%	Student was not competent in their field placement and did not demonstrate an understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.	Student exhibited an emerging competence and understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.	Student was competent in their field placement and demonstrated an understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.	Students exhibited advance competency and a clear understanding of the 10 core competencies outlined in their End-of-Semester Evaluations.
Integrative Seminar Attendance and participation 25% (includes posts on discussion board)	Student did not participate in the online Field Practicum Seminar.	Student participate in two out of the four seminars and minimally posted on the discussion board.	Student attended all four seminars but only minimally participated in the online discussion board.	Student attended and actively participated in all of their Integrative Seminars. Student consistently contributed to the online discussion board.
Process Recordings 25%	Student did not turn in the required process recordings to their faculty field liaison.	Student handed in two out of the four required process recordings and demonstrated an emerging understanding of the core competencies and social work skills being utilized in their work with clients.	Student handed in three out of the four required process recordings and demonstrated a competent understanding of the core competencies and social work skills being utilized in their work with clients.	Students handed in all of the assigned process recordings and exhibited an advanced understanding of the core competencies and social work skills being used in their work with clients.
Course Assignments #5-8 25%	Student did not complete assignments #5-8.	Student completed two of required assignments.	Student completed three of the required assignments.	Students completed assignments #5-8.