



CASE WESTERN RESERVE
UNIVERSITY

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES

2008 – 2009 Academic Year

FIELD EDUCATION MANUAL



Mandel School of Applied
Mandel School of Applied
Social Sciences

TABLE OF CONTENTS

Director’s Welcome.....	1
Introduction.....	2
MISSION STATEMENT	3
FIELD EDUCATION GOALS AND OBJECTIVES	4
EXPECTED EDUCATIONAL OUTCOMES	5
HISTORY OF FIELD INSTRUCTION IN SOCIAL WORK	6
THE FIELD EDUCATION DEPARTMENT	8
FIELD RELATED ROLES AND RESPONSIBILITIES	13
<i>THE STUDENT</i>	13
<i>THE FIELD INSTRUCTOR</i>	13
<i>THE FIELD FACULTY ADVISOR</i>	14
<i>THE TASK SUPERVISOR</i>	14
FIELD EDUCATION SEQUENCING.....	15
<i>FULL TIME</i>	15
<i>ADVANCED STANDING</i>	15
<i>REGULAR FULL TIME (NON-BSW)</i>	15
<i>INTENSIVE WEEKEND</i>	16
<i>EXTENDED DEGREE (EDP)</i>	16
AGENCY SELECTION AND MONITORING.....	16
FIELD INSTRUCTOR QUALIFICATIONS AND RESPONSIBILITIES	17
OBTAINING A FIELD PLACEMENT	18
OBTAINING AN ADVANCED FIELD PLACEMENT	18
OBTAINING A FIELD PLACEMENT FOR INTENSIVE WEEKEND STUDENTS	19
THE LEARNING CONTRACT AND EVALUATION	20
FIELD CHECKLIST	20
THE FIELD CONFERENCE.....	20
FIELD HOURS (FULL-TIME STUDENTS)	21
ABSENCES	21
OBTAINING PROFESSIONAL DEVELOPMENT HOURS.....	21
BANKING HOURS	22
TIME SHEETS (FULL-TIME STUDENTS).....	22
FIELD INSTRUCTION GRADING CRITERIA.....	23
CHANGING A FIELD PLACEMENT.....	24
CHANGING PLACEMENTS – IMPLICATIONS FOR GRADES AND FIELD HOURS.....	24

TABLE OF CONTENTS (CONTINUED)

PROFESSIONAL CODE OF CONDUCT	24
LIABILITY COVERAGE	27
SAFETY IN THE FIELD	27
INTENSIVE WEEKEND PROGRAM.....	28
IW FIELD EDUCATION SEQUENCING	29
THE LEARNING CONTRACT AND EVALUATION	30
NEW EMPLOYMENT/JOB REASSIGNMENT.....	30
INTENSIVE WEEKEND TIME LOG	31
INTENSIVE WEEKEND FIELD INSTRUCTION GRADING PROCEDURE	31
IW ADVANCED FIELD PRACTICUM OPTION PLAN	31
APPENDIX - FORMS.....	32
<i>FIELD EDUCATION PLANNING FORM</i>	33
<i>INTEGRATIVE ASSIGNMENT</i>	35
<i>CHECKLIST 601</i>	36
<i>CHECKLIST 602</i>	37
<i>CHECKLIST 603</i>	38
<i>CHECKLIST 604</i>	39
<i>CHECKLIST 602 (ADVANCED STANDING)</i>	40
<i>CHECKLIST 601 (INTENSIVE WEEKEND)</i>	41
<i>CHECKLIST 602 (INTENSIVE WEEKEND)</i>	42
<i>CHECKLIST 603 (INTENSIVE WEEKEND)</i>	43
<i>CHECKLIST 604 (INTENSIVE WEEKEND)</i>	44
<i>CHECKLIST 602 (INTENSIVE WEEKEND-ADVANCED STANDING)</i>	45
<i>FOUNDATION LEARNING CONTRACT AND EVALUATION (601/602)</i>	46
<i>ADVANCED LEARNING CONTRACT AND EVALUATION (603/604)</i>	69
<i>PROFESSIONAL DEVELOPMENT LOG</i>	90
<i>REQUEST FOR INCOMPLETE FORM</i>	91
<i>CHANGE OF PLACEMENT PETITION</i>	92
<i>SECOND YEAR FIELD EDUCATION PLACEMENT REQUEST</i>	93
<i>COOPERATING AGENCY AGREEMENT FORM</i>	94
<i>APPLICATION FOR FIELD INSTRUCTION</i>	96
<i>INTENSIVE WEEKEND STUDENT’S TIME LOG</i>	97
<i>ADVANCED FIELD PRACTICUM OPTION PLAN</i>	98
<i>EVALUATION OF FIELD EDUCATION</i>	99

DIRECTOR'S WELCOME

Hello and Welcome to Field Education at the Mandel School of Applied Social Sciences!

All of us in the Field Education Department are glad you have chosen MSASS for your graduate social work education, and we're committed to making the learning experience a powerful and transformative one. Field Education is where we apply and integrate theory; evidence based practice, our own unique talents, and the values and ethics of the profession to make social work come alive for us and for the clients and communities that we serve. Many social workers tell us that Field Education was one of the most powerful aspects of their education. It is an experience that lasts a lifetime!

The field curriculum has been thoughtfully designed to allow you to develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field Education constitutes a major investment by many players. Because we know just how important Field Education is to you, to our master's curriculum, to our community agencies, and to the individuals, families, groups and organizations they serve, the field faculty and I are here to do all we can to partner with you in achieving your learning goals. Please let us know how we can help you take advantage of all of the educational opportunities available to you.

We hope you will enjoy this exciting aspect of your professional education; that you'll work hard and be challenged by it; and that when you graduate, you'll have developed not only your knowledge and skills, but a professional social work identity. When that time comes, we'll be proud to count you as one of our own.

Sincerely,

Zoë Breen Wood

Zoë Breen Wood, MSW

Instructor and Director

Department of Field Education

INTRODUCTION

This manual was developed by the Field Education Department to describe and outline field related policies and procedures for use by students, field instructors, and faculty. It is designed to be used in conjunction with the MSASS Student Handbook. All policies contained in that Handbook also apply to Field Education.

Field Education is an integral component of the MSASS program that is actualized through a collaborative relationship between the university, community organizations and institutions, and graduate students. This experience is designed to offer students field practice opportunities to integrate the core knowledge, skills and values inherent to the social work profession. The ***Learning Contract*** that is developed by students and Field Instructors in each field period reflects the concurrent learning experiences available to students in the classroom, field, and community. The MSASS Ability-Based Learning Environment is the structure utilized for the development of the ***Learning Contract***.

The Eight Abilities that form the core of the curriculum are:

- Intentionally Use Yourself
- Apply Social Work Methods
- Integrate Social Work Values and Ethics
- Value a Diverse World
- Think Critically
- Communicate Effectively
- Advocate for Social Justice
- Succeed in the World of Work

MISSION STATEMENT

THE MISSION OF THE FIELD EDUCATION DEPARTMENT IS TO PARTNER WITH COMMUNITY PRACTITIONERS AND MSASS FACULTY TO PROVIDE STUDENTS WITH OPPORTUNITIES FOR ACADEMIC INTEGRATION IN A DYNAMICALLY ORIENTED PRACTICE ARENA.

Field Education affords students opportunities to apply theoretical concepts from the classroom to professional practice sites structured to enhance opportunities for skill demonstration and application. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners.

Field Education provides a forum for students to integrate the knowledge, skills and values that comprise the core of the professional social work practice with a self identity as competent beginning professionals. The practice setting affords students opportunities to apply didactic theory to practice, give and receive feedback regarding skill development, and experience the realities of the social work profession. There is the potential for a mutual exchange of practical and theoretical knowledge that may serve to enhance innovative change in both the clinical and academic venues. The Field Education Department endorses this expansive view of the opportunities that students and Field Instructors share to re-define both social work education and social work practice for the future.

The Eight Abilities form the structure of the Field *Learning Contract* which is developed each semester through a collaborative process involving students, Field Instructors and Field Faculty Advisors. This document captures the field learning opportunities essential to maximize the integration of the academic and practice experience central to graduate social work education. Students are encouraged and expected to articulate and incorporate the skills necessary for successful field performance in the *Learning Contract*. Opportunities for the development of critical thinking skills, self-assessment, offering and receiving professional feedback and flexibility of approach are valued elements inherent to the field site.

Case Western Reserve University defines education as a “transforming” opportunity. The Field Education Department provides students with the contextual format for this transformation to be realized.

FIELD EDUCATION GOALS AND OBJECTIVES

- To provide graduate level social work students with field related opportunities to develop competencies in the Eight Abilities.
 - To develop a social work identity.
 - To work effectively with diverse client populations and systems
 - To incorporate a community based perspective in all areas of practice
 - To understand the organizational context of practice, including the dynamics of social and organizational change
 - To apply and integrate coursework and field practice
 - To consider and apply the values and ethics of the profession in every aspect of practice
 - To develop a professional career as a life-long learner

EXPECTED EDUCATIONAL OUTCOMES

- Incorporate, analyze and apply the NASW Code of Ethics and MSASS Code of Conduct to practice.
- Develop and implement a *Learning Contract* for each semester of field placement reflective of the Eight Abilities.
- Complete the integrative learning assignment.
- Integrate classroom theory and knowledge to the field placement setting.
- Incorporate a strengths-based perspective with field assessment and planning activities.
- Value the contributions of evidence-based practice.
- Demonstrate a professional and purposeful use of self in all field interactions.
- Maintain and demonstrate sensitivity to issues of diversity, discrimination and oppression.
- Maximize the learning opportunities available through field instruction and consultation.
- Understand and utilize the resources available in the community to benefit the field organization and its consumers.

HISTORY OF FIELD INSTRUCTION IN SOCIAL WORK

Field instruction has always played a major role in the training of professional social workers. Beginning with the Charity Organization Societies in the last quarter of the 19th century, social workers learned the profession by apprenticing with experienced practitioners. Under this *apprenticeship model*, the emphasis was on learning by doing. The classroom component of instruction was minimized with the feeling being that students would be able to absorb the lessons of poverty and injustice by being involved in the day to day struggles of individuals, families and communities. The limitations of an educational model based almost solely on experience became apparent by the end of the 19th century, however it led to the development of more formal instructional strategies.

The first training school for social workers was a summer program that opened in 1898 at the New York City Charity Organization Society. In 1904, the society established the New York School of Philanthropy, which offered an eight-month program of instruction. Mary Richmond, an early social work practitioner, teacher and theoretician, argued that although many learned by doing, this type of learning must be supplemented by theory. She called for a permanent group of instructors to direct the work of students so that they could receive information about theory and practice at the same time (George 1982).

With its founding in 1916 as one of the first university affiliated schools of social work, the School of Applied Social Sciences (SASS) was one of the leaders in providing an integrated learning opportunity that combined classroom and field related experiences leading to the Master of Science in Social Administration (MSSA) degree which is a social work master's degree (MSW) for many other programs. For the first time schools were in the position of exercising authority over the selection of agencies for field training and therefore control over the quality of social work practice to which students were exposed.

Early in professional social work education students spent approximately half their time in field agencies selected by the schools with the schools overseeing the student's experiences. During the first part of the 20th century, field education followed the lead of the social work profession in general with a major emphasis on psychoanalytic theory. This tended to focus the student's attention on the individual's personality characteristics rather than on the social environment. SASS however was once again innovative with its curricular and field education emphasis on group work.

It was not until the depression of the 1930's and the enactment of the Social Security Act of 1935 that an emphasis was placed on issues of social and economic justice in addition to individual personality characteristics. It was also during this era that the need for social workers became more fully recognized.

HISTORY OF FIELD INSTRUCTION IN SOCIAL WORK (CONTINUED)

From 1940 to 1960, an *academic approach* dominated social work education with its emphasis on the student's cognitive development. The student was expected to learn about practice in the classroom and to translate theories into functional behaviors in the field. Educational standards for field instruction were refined in the 1940's and 1950's and field *work* became field *instruction*. Professional social work educators argued that field instruction was just as important as classroom instruction and demanded equally qualified teachers and definite criteria for selecting field sites.

The Council on Social Work Education was formed in 1952 and began creating standards for schools granting degrees in social work. These standards required a specific plan for the organization, implementation, and evaluation of both classroom and field related educational experiences.

The third phase in the history of field instruction (from 1960 to present) is characterized by an *articulated approach*. This method combines approaches from both the experiential and academic models. It is concerned with a planned relationship between classroom and experiential learning and requires that both classroom and field education be developed with learning objectives that foster integration. The Mandel School of Applied Social Sciences (MSASS) has designed a field education program based on this model. It conforms with all requirements of the Council on Social Work Education and values all methods of student learning.

Adapted from: Royse, D., Dhooper, S.S. & Rompf, E.L. (2003). Field Instruction: A Guide for Social Work Students, 4th Edition. New York: Allyn and Bacon.

THE FIELD EDUCATION DEPARTMENT

FIELD FACULTY

DIRECTOR

ZOË BREEN WOOD
MSW

216.368.2689
zbw@case.edu



Ms. Wood is a social worker who brings over twenty-five years of direct practice, management and professional development experience to her work. Currently the Director of the Office of Field Education and an Instructor at the Mandel School of Applied Social Sciences, Case Western Reserve University, Zoë also consults nationally with public and private sector human service agencies. Over the years she has specialized in developing competency based training systems, policy analysis, and organizational development and change management. Recent efforts have focused on practice in adoption, with neglectful families, strengthening community practice concepts and incorporating community based practice strategies into graduate social work education programs. Zoë's teaching focuses on social policy issues and advocacy, community based child welfare practice, and management and leadership development. She is pursuing her doctoral studies with a special interest in attachment development with children adopted at an older age.

FIELD FACULTY ADVISORS

KATHI GANT
MSSA, LISW-S

216.368.3024
kxo@case.edu



Ms. Gant is a part time Field Faculty Advisor who graduated from the Intensive Weekend Program at MSASS in 1990. She is an LISW-S with over 25 years of experience in the mental health field. She has held multiple positions in the social work and hospital healthcare field including: clinician working with adults and adolescents and their families, marketing and management, program and business development, and education. She has worked in both inpatient and outpatient psychiatric settings as well as oncology and pulmonary departments of the Cleveland Clinic Health System. Previously she taught mental health crisis intervention for EMS and paramedic students. Kathi has taught Human Development Across the Lifespan at MSASS for the last 14 years. She also teaches a section of the Field Education Seminar. She has served on the Committee on Students. In addition to her responsibilities at MSASS, Ms. Gant is a practicing clinician in private practice on the west side of Cleveland.

FIELD FACULTY ▪ FIELD FACULTY ADVISORS (CONTINUED)

M. ZANE JENNINGS
MSW, LISW-S

216-368-0680
mzj@case.edu



Mr. Jennings is a Licensed Independent Social Worker Supervisor in the State of Ohio. He is a graduate of the School of Social Work at the University of Iowa. He has fifteen years of post-MSW professional experience which includes working with the elderly and with individuals and families affected by serious mental illness and substance abuse. In addition, Mr. Jennings has worked within the managed health care system providing oversight and case management. He has taught crisis intervention and active listening skills. He will be teaching Social Policy in the summer. Mr. Jennings is currently a Ph.D. Candidate at MSASS. He is studying the impact of predatory lending and foreclosures on families and neighborhoods. He has a special interest in critical thinking among social work practitioners.

MARJORY KLEIN
MSSA, LISW-S

216.368.0709
mxk28@case.edu



Ms. Klein has been a Field Faculty Advisor at MSASS since 1996. Prior to that time she chaired the MSASS Field Forum Steering Committee and served on a task force to evaluate field education. She is an MSASS alumna and a graduate of the Gestalt Institute of Cleveland. She is an LISW-S with over 20 years of experience in mental health settings as a clinician and as an administrator. She has served as Clinical Consultant to the Cleveland Rape Crisis Center for 10 years and has provided clinical supervision to mental health professionals in the community. She currently teaches a section of the Field Education Seminar and serves on the Aging Concentration and the Field Education Sequence Committees. She assumes additional field responsibilities for the Dual Diagnosis Program and the Hartford Foundation grant.

FIELD FACULTY ▪ FIELD FACULTY ADVISORS (CONTINUED)

SOAD MANSOUR
ACSW, LISW-S

216.368.0711
sxm18@case.edu



Mrs. Mansour is a Field Faculty Advisor who, since 1996, has worked with Macro and International students. In 1999, she was appointed Director of the Office of International Affairs at MSASS. She received her BSW from Cairo School of Social Work, Egypt and is an MSASS alumna. She is a Licensed Independent Social Worker (LISW-S) in the State of Ohio and a member of the Academy of Certified Social Workers (ACSW). She has taught courses in Social Policy and in Management at MSASS and currently teaches the Field Seminar.

She has over forty years of active contribution to the Social Work profession in Cleveland and abroad. Her work experience includes 11 years as a Field Instructor, School of Social Work, in Cairo, Egypt. She was also the Assistant Director of Cleveland Impact Cities Program and Director of Cleveland Youth Employment Program. In 1976 she founded Towards Employment Inc, a non-profit social service organization dedicated to assist the economically disadvantaged to make the transition to employment and self-sufficiency. She served as the Executive Director from 1976-1996. Ms. Mansour also works as a management and International consultant. She serves on several Boards and task forces, including the Growth Association Workforce Initiative; Cleveland International Council; the Community Advisory Board of Bellefaire Jewish Children's Bureau and North East Advisory Board of International Partners in Mission (IPM).

She is a recipient of several awards including: the 1991 Social Worker of the Year from the NASW, Ohio Chapter; 1998 Certificate of Achievement of Outstanding Work with International Students, NASW; Excellence Award of Mentorship Program, Weatherhead School of Management, CASE. The "Soad Mansour Endowment Fund" was established by Towards Employment in recognition of her 20 years of leadership.

FIELD FACULTY ▪ FIELD FACULTY ADVISORS (CONTINUED)

NANCY NEUER
ACSW, LISW-S

216.368.3997
nxn14@case.edu



Ms. Neuer has an undergraduate degree in Sociology-Social Work from Elmira College in Elmira, NY and an MSSA from MSASS. She is a member of the Academy of Certified Social Workers and is a Licensed Independent Social Worker in the State of Ohio. She has been a Field Faculty Advisor at MSASS since June, 1997 and teaches a section of the Field Education Seminar each fall. In addition, she is a member of the Health Concentration and Field Education and Methods Sequences.

Prior professional experience includes employment at The Mental Development Center at Case Western Reserve University, MetroHealth Medical Center, University Hospitals of Cleveland Division of Child and Adolescent Psychiatry, and The Achievement Centers for Children. She has a private practice in the Cleveland area.

Areas of interest include developmental disabilities, attachment disorders and issues related to loss and complicated mourning.

LORI LONGS PAINTER
ACSW, LISW-S

216.368.2240
llp14@case.edu



Ms. Painter is a Field Faculty Advisor for the Intensive Weekend program and adjunct faculty. She is an MSASS alumna with over twenty years experience in private foster care and adoption agencies. She served in clinical and administrative capacities in management, supervision and direct service. She has worked on child welfare and child advocacy issues and developed staff trainings in Ohio and Kentucky. She has been a field instructor for University of Cincinnati and Northern Kentucky University Schools of Social Work. Her work in program and organizational community development emphasizes an interdisciplinary approach.

She is developing stompng ground™, restorative learning and leisure opportunities for adult development. It is designed to offer dynamic methods in maintaining a balance between interests, abilities and challenges as critical to the individual's civic participation in her greater community.

FIELD FACULTY ▪ FIELD FACULTY ADVISORS (CONTINUED)

SCOTT WILKES
ACSW, LISW-S

216.368.2240
saw31@case.edu



Mr. Wilkes joined the Field Education Department in the fall of 2007 as a part time Field Faculty Advisor. He has more than 15 years of experience working in the area of child welfare. Currently an LISW, he received his BSW from the City University of New York, Lehman College and his MSW from Columbia University. He is also a graduate of the CWRU, School of Law. Currently, he is a PhD candidate at MSASS. His area of expertise is child welfare, children's mental health, and program development. Prior to coming to MSASS he worked as Vice President of Corporate Development with a national foster care agency and was the Director of a managed care pilot and an Outpatient Mental Health Clinic with Beech Brook. Scott currently teaches the Field Seminar and has taught , Diversity Discrimination and Oppression, Social Work Research and Social Work Ethics.

FIELD STAFF

**ADMINISTRATIVE
ASSISTANT**

HENRIETTA JONES

216.368.2292
hpi@case.edu



Ms. Jones has been a staff member of MSASS since 1979 and with the Field Education Department since 1990. She is a 1987 graduate of Programming Systems Institute. She has attended Dyke College and Cuyahoga Community College. Ms. Jones assisted in school reaccreditations in 1985 and 1993. She completed two surveys in 1988 for Dr. Sharon Milligan; one was for the Northeast Ohio Arthritis Center, Lupus Study and the other was for Simba/Malaika Network. She was a member of the Staff Advisory Council Committee at CASE from 1997 to 1999, and has participated on the Work Environment Committee at MSASS since 1995. She received the 2001 Bea Lenora Benson Staff Award for "Recognizing Excellence and Professionalism in 2001."

FIELD RELATED ROLES AND RESPONSIBILITIES

Field Education distinguishes itself from employment in several specific ways. We endorse a concurrent learning model where field education and academic course work provide the forum for maximum professional integration. While exposure to various “world of work” experiences enrich the student’s overall field experience, guidelines relevant to issues of liability, accessibility and workload require consideration and reflection in the Learning Contract. We discourage students from assuming “on call” responsibilities when physically absent from the field site due to the inherent issues regarding liability and the potential interference with the student’s academic responsibilities. Field Education allows students opportunities to reflect, integrate, develop and implement programs and interventions that will form the foundation of practice upon graduation. Our collective focus is to support the student in defining and maximizing learning needs and goals within the context of their specific field setting, therefore, to avoid the potential conflict of roles and responsibilities, ***FULL TIME AND EDP STUDENTS CANNOT BE EMPLOYED BY THEIR FIELD EDUCATION ORGANIZATION*** during the course of their field placement.

■ The Student

- Provide the Field Instructor with copies of course syllabi to be utilized in the collaborative development of the ***Learning Contract***.
- Be an active participant in field supervision by creating an agenda for meetings and clearly defining learning goals and objectives.
- Arrange the Field Conference with the Field Instructor and Field Faculty Advisor each semester to review and endorse the ***Learning Contract***.
- Perform the identified tasks and activities documented in the ***Learning Contract*** by the deadlines agreed upon with the Field Instructor and Field Faculty Advisor.
- Complete the ***Field Evaluation*** in its entirety by the established due date indicated in the Field Education calendar and specified in the Learning Contract under the Succeed in the World of Work Ability.
- We discourage students from assuming “on call” responsibilities when physically absent from the field site.
- Retain a copy of all field related documentation.

■ The Field Instructor

- Provide an orientation to the agency.
- Have regularly scheduled supervision time available to the student (a minimum of 60-90 minutes weekly) and monitor and provide ongoing performance feedback as indicated.
- Actively participate in the development of the Learning Contract and the Field Conference each semester.
- Attend Field Instructor Trainings provided by MSASS.
- Maintain an open dialogue with the organization’s Field Faculty Advisor to discuss issues relevant to and impacting the Field Education experience.
- Complete the Field Evaluation collaboratively with the student to meet the specified deadline for submission.

FIELD RELATED ROLES AND RESPONSIBILITIES (CONTINUED)

■ The Field Faculty Advisor

- Develop working relationships with students and field organizations.
- Participate in the Field Conference with the student and Field Instructor during each field period.
- Explore and develop new field sites.
- Maintain accessibility to students and field organizations.
- Facilitate and offer consultation in all aspects of the field placement process.
- Teach the Field Seminar course.
- Review field evaluations and assign grades for field performance.
- Provide written feedback to students relative to field performance and the implementation and utilization of field documentation.

■ The Task Supervisor

Task Supervision utilizes staff with professional competence in the learning activities the student is to undertake. The Task Supervisors may be qualified field instructors, other social workers, or members of other disciplines. The Task Supervisor does not replace the field instructor but does need to be well informed of educational objectives and understand his/her role in the student's learning. If a Task Supervisor is used, the following guidelines apply:

- The Field Instructor is expected to retain overall responsibility and accountability for the administration of the student's field activities, quality of teaching, and knowledge, skills and tenets of the social work profession.
- The Field Instructor must continue to meet with the student in formal weekly individual conferences; Task Supervisor will meet with the student individually or in groups for a minimum of one-half to one hour per week.
- Task Supervisor and Field Instructor maintain communication to administer student's overall assignment and shared teaching issues.
- Task Supervisor participates in field conference(s) and provides oral/written input to evaluate the student's performance.
- If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the task supervisor's contribution into the overall educational experience.
- When the Field Instructor is off-site, and the Task Supervisor assumes the primary role of daily interaction and supervision of the student, weekly communication regarding assigned tasks, student concerns/problems, and progress on or changes to learning contract is critical.

FIELD EDUCATION SEQUENCING

FIELD PERIODS	REQUIRED HOURS	PROFESSIONAL DEVELOPMENT HOURS	TOTAL	WRITTEN ASSIGNMENTS DUE
601 <i>Field Education I</i>	164	12	176	Completed Learning Contract/Evaluation and Integrative Assignment
Advanced Standing 602	312	24	336	Completed Learning Contract/Evaluation and Integrative Assignment and Field Agency, Instructor, Advisor Evaluation
602 <i>Field Education II</i>	312	24	336	Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation
603 <i>Field Education III</i>	312	24	336	Completed Learning Contract/Evaluation
604 <i>Field Education IV</i>	312	24	336	Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation

I. *Full time.*

A. *Students who have been granted Advanced Standing status* hold a bachelor's degree in social work (BSW) from an accredited program. They are exempted from Field Education 601. These students begin their classroom and Field Education (602) in the fall semester and generally complete three semesters of field placement in the same setting related to their area of concentration. Advanced Standing students complete the program in either 12 or 18 months. Field placements for the 12-month students are in the fall, spring and summer. Field placements for the 18 month students are in the fall, spring and fall.

B. *Full-Time* students must enroll in foundation courses, including the Field Education Seminar and Field Education 601. All regular full-time students need to complete four semesters of field education. The first field period provides foundation content and the second field period provides advanced content. The third and fourth semesters serve as advanced placements in areas that correspond with their selected area of concentration.

- We discourage students from assuming “on call” responsibilities when physically absent from the field site.

- II. *Intensive Weekend* program allows students to obtain their MSSA while remaining employed full-time in a social work setting. The uniqueness of this program is that courses are offered in a weekend format and the field placement is in the same agency in which the student is employed.
- III. *Extended degree (EDP)* affords students flexibility for completing the requirements for the degree. The schedule for field placement varies and is coordinated by the student and the Field Faculty Advisor.

NOTE: For students in the fulltime program, a “field period” equals one semester. For students in the intensive weekend program the “field period” for 601 is one semester but the “field period” for 602, 603 and 604 is two consecutive semesters.

AGENCY SELECTION & MONITORING

Agencies are selected as field sites and monitored according to the following guidelines:

Selection

- Investment in social work education, including the importance of helping students integrate classroom and field learning
- Evidence of sufficient and appropriate learning opportunities
- Professionals qualified to provide field instruction
- Commitment to provide a minimum of one hour of field instruction per student each week
- Evidence of accreditation by appropriate certifying organizations if applicable

Monitoring

- The quality of the learning experience
- The quality of communication between agency and school
- Program or personnel changes that would affect student learning
- MSASS curriculum changes that would affect student learning
- Field Instructor attendance at training sessions/field office workshops

Monitoring the quality of field instruction is an ongoing process that is accomplished via personal e-mail and telephone contacts between Field Faculty Advisor and Field Instructor, Field Conferences and an agency evaluation at the conclusion of each academic year. In turn, Field Instructors monitor the program by their feedback to the Field Faculty Advisor and Office of Field Education.

FIELD INSTRUCTOR QUALIFICATIONS AND RESPONSIBILITIES

Field Instructors are expected to meet the following qualifications and expectations.

Qualifications

- A Master's degree in Social Work (MSSA/MSW) from an accredited school of social work
- Two years post-master's social work experience
- If required by the state licensure board, licensure at Licensed Independent Social Worker [LISW] level, license eligible at the LISW level or its equivalent for out-of-state Field Instructors.

Responsibilities

- Model and teach the values and ethics of the social work profession
- Select appropriate field learning assignments
- Remain current with curricular developments at MSASS
- Provide sufficient time with students, including at least 1 hour of supervision per week, per student
- Use the educational/supervisory relationship in a constructive manner
- Work collaboratively with the Field Faculty Advisor
- Attend Field Instructor training and workshops
- Complete *Learning Contracts* and *Evaluations* meeting all deadlines

MSASS encourages new Field Instructors to attend training sessions. Offered in the fall and spring, these training seminars are approved for continuing education credits for re-licensure. The training includes specific information about the school's philosophy, curriculum, and current issues relating to Field Education. Participants are also instructed in the use of the field education learning contract, field education guidelines, and the student evaluation. Approval as a Field Instructor carries with it an Adjunct Instructor appointment and MSASS library privileges.

OBTAINING A FIELD PLACEMENT

All incoming Foundation and Advanced Standing Students complete a *Field Education Placement Form* after confirming admission to MSASS. The form is reviewed and assigned to the Field Faculty Advisor whose professional expertise is most compatible with the student's articulated areas of interest. The Field Faculty Advisor contacts the student to schedule an in-person interview to discuss the content of the planning form, address areas for skill development and learning style. Through a collaborative process, field organizations are described and identified as potential placement sites. Students receive contact information and discuss, with their Field Faculty Advisors, ways to optimize their interviews. Students and their Field Faculty Advisors determine the number of potential agencies for field placement interviews. The Field Faculty Advisor serves as a liaison between the student and field organization. Determining a field placement is a mutual selection process involving the student and field organization. The Field Faculty Advisor serves as a facilitator and consultant to all parties involved in the selection process. Once the student has completed the necessary field placement interviews, the advisor is contacted and given the choice rankings for field placements. The advisor then contacts the field organization to determine if a match has occurred. The Field Faculty Advisor confirms field placements with students and field organizations and completes the necessary documentation through the Field Education Department.

Students in the full-time program cannot utilize their place of employment as their field site.

OBTAINING AN ADVANCED FIELD PLACEMENT

The process involved in obtaining an advanced field placement begins in the spring semester of the foundation year.

Students first attend a meeting with their current Field Faculty Advisor to discuss and define the necessary parameters for the student's advanced field placement. Careful attention is focused on specific educational opportunities related to the student's concentration as well as developing competencies in areas students define as requisite for their professional development.

Students must complete and submit the *Field Education Placement Request Form* to the Field Education Department. The Field Education faculty meets to review each form as a group to maximize the collective expertise available to each student. Any additional field recommendations are discussed with students at a subsequent meeting to finalize the placement options

Students attend a follow-up meeting with their current Field Faculty Advisor to finalize selections for the advanced field placement and obtain the written materials necessary to begin the interviewing process.

OBTAINING AN ADVANCED FIELD PLACEMENT (CONTINUED)

At the completion of all interviews, students submit the *Final Request Form* to the Field Education Department.

Field organizations also submit their rankings for students interviewed during this process to the Field Education Department.

The Field Education faculty again meets collectively to review students' and organizations' selections and confirm the advanced field placements. Students and field organizations receive written notification of field assignments.

The selection process is re-initiated if there is not a suitable field organization match for a student.

OBTAINING A FIELD PLACEMENTS FOR INTENSIVE WEEKEND STUDENTS

Students in the Intensive Weekend program are already employed in a social work setting. They may use their current agency for their field education placement but must perform different tasks and be supervised by a different individual, one who has met all MSASS requirements to provide Field Instruction. Approval of the intensive weekend student's field education experience is required as a condition of admission to the master's program. The proposal must be reviewed and approved by the Director of Field Education. Any deviations or changes from the approved plan for Field Instruction must be approved by the student's Field Faculty Advisor prior to their implementation.

THE LEARNING CONTRACT AND EVALUATION

- A *Learning Contract* and *Evaluation* must be completed for each field period.
- The tasks to be accomplished and the plan for implementation should be selected by the student & Field Instructor based on the student's learning needs. Tasks may be selected from those specified or others added as appropriate.
- Tasks are discussed and confirmed in a Field Conference with the Field Faculty Advisor.
- Throughout the field semester, tasks and accomplishments should be reviewed to assure that learning is progressing.
- At the end of the field semester, the student and Field Instructor evaluate the student's learning.
- The learning contract and evaluation may be completed electronically; however, signatures must be original (photocopies of signatures are not acceptable).

FIELD CHECKLIST

At the suggestion of MSASS students, a separate checklist has been created for each field period. It is designed to help students and their Field Instructors track all of the requirements for Field Education and when they must be completed.

Students should use the appropriate checklist for each field period and turn it in at the end of that field period along with other required paperwork.

THE FIELD CONFERENCE

Students participate in a Field Conference with their Field Instructor, Task Supervisor (when applicable) and Field Faculty Advisor each Field period. The purpose of the Field Conference is to collectively review and endorse the Learning Contract developed by the student, Field Instructor and Task Supervisor. The contract is structured to apply the Eight Abilities to the practice setting and integrate the educational opportunities available to the student at the field site. **The student is responsible for scheduling the Field Conference with the Field Instructor, Task Supervisor and Field Faculty Advisor.** This conference typically occurs at the field site.

FIELD HOURS (FULL-TIME STUDENTS)

Students registered for Field Education 601 spend 16 hours a week at their field placement site. Twelve additional hours during this field period are designated for attendance at colloquia, agency sponsored training, or other educational opportunities for a minimum of 176 hours for the field period.

Students registered for Field Education 602, 603 and 604 spend 24 hours a week in their Field placement site. Twenty-four additional hours during this field period are designated for attendance at colloquia, agency sponsored training, or other educational opportunities for a minimum of 336 hours for the field period.

The delineation of field time in hours instead of days intentionally allows students and Field Instructors to structure field experiences to conform to a schedule compatible with the students' classes and the agency's and consumer's needs.

ABSENCES

All absences from Field must be made up in order to reach the mandated hours necessary for the completion of each field period. Students who are absent from their field placements must incorporate a plan to address the deficient hours in their *Learning Contract*. The plan must be developed with and approved by the Field Instructor. In any situation where a student will be absent from the field site, the specified agency contact(s) must be notified by the student at the earliest possible time in order to arrange for coverage.

OBTAINING PROFESSIONAL DEVELOPMENT HOURS

All students are required to participate in the completion of Professional Development activities to satisfy the mandated number of Field Education Hours for each individual Field Period. Students enrolled in Field Education 601 spend 164 hours at the field site with 12 hours of additional Professional Development activities. Students enrolled in Field Education 602, 603 and 604 spend 312 hours at the field site with 24 hours of additional Professional Development activities. The rationale for establishing this requirement supports the development of the student as a “life-long learner” and recognizes the richness of opportunities available within field organizations, academic environments, and the community. Students are encouraged to pursue a diverse range of activities to satisfy this requirement – thus fostering exposure to practice areas beyond the scope of their particular field experience. Examples of potential Professional Development activities include attendance at professional conferences, meetings, trainings and colloquia at field organizations, MSASS, other university settings as well as the community. Students may also earn up to 24 professional development hours for participation in international travel and study experience for which they are **NOT** enrolled as a course. There must be an interactive component available to maximize the learning and integrative benefit of the activity and to satisfy the requirement for Professional Development hours.

OBTAINING PROFESSIONAL DEVELOPMENT HOURS (CONTINUED)

Students and their Field Instructors work collaboratively to incorporate and reflect Professional Development activities in the Learning Contract/Evaluation when relevant.

Students record Professional Development activities on the Professional Development Log. This document is completed and submitted along with the Learning Contract/Evaluation at the end of each field period.

BANKING HOURS

Students may work beyond the required field hours when registered for the subsequent contiguous field period with the approval of the agency, Field Instructor and Field Faculty Advisor. Full-time and Advanced Standing students' hours may only be carried over from the fall to spring semester. These hours may be applied to satisfy the mandated hours of the subsequent field period. Many students will choose to continue to maintain some field placement assignments during the protracted winter break to insure continuity of services for clients and to maximize their educational experience. Many agencies appreciate and value students' willingness to be attentive to the needs of the organization and its consumers. **While banking hours will afford students some flexibility in the subsequent field period, students may not complete their field placement any more than two weeks prior to the official last day of field education as delineated by the MSASS calendar (in spite of the actual number of hours accrued).** In addition, students, Field Instructors and Field Faculty

Advisors must agree on the most efficacious way to address learning and practice needs when considering the impact of banking hours. Field education is a vital component of the educational experience and is necessary to maximize the integration of academics to professional practice.

Professional Development Hours may not be banked.

TIME SHEETS (FULL-TIME STUDENTS)

Time sheets must accurately reflect the student's Field placement hours and be signed by the student and Field Instructor and returned to The Financial Aid Office monthly. Failure to do so may impact the student's receipt of work study funds.

FIELD INSTRUCTION GRADING CRITERIA

- Grades are assigned by the Field Faculty Advisor.
- A grade of “Pass” or “Not Pass” is earned by the student based on a synthesis of:
 - Successful completion of the learning contract and evaluation, and required Field Education and PD hours
 - Student’s self assessment
 - Field Instructor assessment and recommendation
 - Field Faculty Advisor assessment

PASS -	Meets or exceeds expectations in all areas of field education
NOT PASS -	Does not meet the expectations for field education

- An “Incomplete” grade may be appropriate when:
 - A student has been unable to meet the requirements of the field period due to compelling extenuating circumstances and there is agreement between the Field Instructor and Field Faculty Advisor that submission of a Request for Incomplete form is appropriate. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade of “Pass”. Students will need to repeat the field period if the requirements are not fulfilled by the agreed upon date.
 - Field performance is of sufficient concern to warrant a remediation plan to provide additional evidence of at least satisfactory performance in the field placement before a grade can be assigned.
 - The Field Instructor and/or Field Faculty Advisor may require that a student submit a ***Request for Incomplete*** form
 - The form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements.
 - The Field Instructor and Field Faculty Advisor must agree to the plan.
 - Final approval of all remediation plans must be made by the Director of Field Education.
 - All students must receive a grade of “Pass” in order to accrue hours in subsequent field periods ie. only a passing grade in Field 601 will allow a student to enter Field 602.
 - Evidence of completion of field work and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of “Incomplete” to be converted to a grade of “Pass” required for students to proceed to the next field period.
 - The Field Education Department follows the MSASS policy regarding the conversion of grades from “Incomplete” to “Pass” or “Not Pass”.

CHANGING A FIELD PLACEMENT

Students seeking a change of field placement must provide an educational rationale. The following steps must be completed before a decision is reached by the Director of Field Education.

- Discuss and document the concerns directly with the Field Instructor and Field Faculty Advisor.
- Determine, through collaboration with the Field Instructor and Advisor, potential remediation plans.
- Provide a proposed termination plan. .
- Complete the *Change of Placement* Petition in its entirety and submit to the Director of Field Education.

Approval of the *Change of Placement Petition* must be secured prior to interviewing at alternative field site.

CHANGING PLACEMENTS - IMPLICATIONS FOR GRADES AND FIELD HOURS

A student changing placements prior to the mid- point of the field experience must have the Field Instructor evaluate their field performance as part of the *Change of Placement Petition*. If the performance was satisfactory, the field hours earned in the placement will carry over to the new Field site. If the Field performance was marginal or unsatisfactory, the field hours will need to be repeated.

A student changing placements after the mid-term point of the field experience must have the former Field Instructor complete the evaluation based on the learning contract developed for that field period. An additional and supplementary learning contract and evaluation will be completed by the Field Instructor at the new Field site and both documents will be submitted and utilized by the Field Faculty Advisor to determine the grade for that field period. If the field performance was satisfactory, the field hours earned will carry over to the new Field site. If the field performance was marginal or unsatisfactory, the field hours will need to be repeated.

PROFESSIONAL CODE OF CONDUCT

Any student whose performance in the field placement constitutes a breach of the NASW Code of Ethics, and/or the MSASS Professional Code of Conduct (*see below*) will be referred to the Committee on Students by the Director of the Field Education Program.

PROFESSIONAL CODE OF CONDUCT (CONTINUED)

The following framework guides the policy on professional conduct. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies (CSWE, Commission on Accreditation, Supplement to the Handbook of Accreditation Standards and Procedures).

ETHICAL OBLIGATIONS

Students are ethically and professionally bound to:

- adhere to the NASW (National Association of Social Workers) Code of Ethics and Code of Practice and Professional Conduct for Social Work Licensure in Ohio;
- appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and to work with others who are different than oneself; and
- adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.

Students are required to meet all of the following requirements to maintain good standing at MSASS.

Professional Commitment

- Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics, as well as the Ohio Licensing Code, may result in a consultative review and/or administrative action by the Committee on Students.
- Demonstrates commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

Professional Behavior

- Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Appearance and personal demeanor reflect a professional manner.
- Uses sound judgment in decision making.
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
- Works and communicates effectively with others, regardless of level of authority.
- Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution.

PROFESSIONAL CODE OF CONDUCT (CONTINUED)

- Shows a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.
- Exhibits appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

PERSONAL BEHAVIOR

Stress Management

- Demonstrates ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance.
- Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts scholastic and professional performance.

Emotional Problems

- Seeks and effectively uses help for problems that interfere with scholastic and professional performance.
- Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:
 - compromising scholastic and other performance;
 - interfering with professional judgment and behavior;
 - jeopardizing the best interests of those to whom the social work student has a professional responsibility (as outlined in the Code of Ethics by the National Association of Social Workers and the Ohio State Board of Social Workers Examiners for Social Work Licensure).

HARASSMENT

There will be zero tolerance for any form of harassment, which includes the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.

LIABILITY COVERAGE

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the field site while the field site is responsible for client care.

Some field sites require students to have their own individual malpractice insurance. The National Association of Social Workers (NASW) offers student members professional liability protection, which the student obtains for him/herself for field placements. Individual coverage protects the student directly as the policyholder. To learn more about this malpractice insurance, contact NASW Insurance Trust at www.naswinsurance.com.

SAFETY IN THE FIELD

Because of the populations served during certain field placements and/or the location of certain field placements, students may encounter risks to their personal safety or property during their field placements. These dangers may include the risk of personal injury or property damage from accidents, incidents involving clients, or crime committed by third persons. While MSASS will attempt to assist students in averting and handling dangerous situations, MSASS cannot control the actions of third persons. Students are advised to take advantage of specialized training and to take all necessary precautions to protect their safety and property during Field placements. Students should discuss with their Field Faculty Advisors any concerns they may have about their field placements. **Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor and Field Faculty Advisor.**

INTENSIVE WEEKEND PROGRAM

This section is designed to augment the Field Education policies contained in other portions of this manual. Unless otherwise noted, all other portions of this manual also apply to Intensive Weekend students.

The Intensive Weekend program at MSASS is designed to provide professional graduate level education to employed social workers. Students can complete their practicum at their places of employment with learning tasks that are differentiated from their usual work activities and specifically designed to provide new learning opportunities.

When applying for admission, students must:

- Identify an individual to serve as Field Instructor who meets the criteria outlined on page 15 of this manual. The person must be an individual other than the student's direct supervisor;
- Submit a *Field Education Proposal* that includes duties other than the student's regular workload; and
- Include a signed *Agency Agreement*.

Final approval is granted by the Director of Field Education.

The first field semester for intensive weekend students without advanced standing begins on **December 12, 2008**.

Students are required to take the Field Education Seminar prior to participating in the first of four field experiences.

BSW students with advanced standing are exempted from foundation courses, including the Field Education Seminar and Field 601, and begin their first field experience [Field Education 602] in the fall of their first year.

Most intensive weekend students devote an average of 12 to 14 hours per week to fulfill the required Field Education assignments and hours.

IW FIELD EDUCATION SEQUENCING

For students in the Intensive Weekend Program, The field period for 601 is one semester but the field period for 602, 603 & 604 is two semesters.

NON ADVANCED STANDING IW FIELD PROGRAM					
FIELD PERIOD	HOURS REQUIRED	PROFESSIONAL DEVELOPMENT HOURS	TOTAL	WRITTEN ASSIGNMENTS	SCHEDULE
601	164	12	176	Completed Learning Contract/Evaluation and Integrative Assignment	Dec – April
602	312	24	336	Completed Learning Contract/Evaluation	May – Dec
603	312	24	336	Completed Learning Contract/Evaluation and Advanced Field Practicum Option Plan* (See pg. 29)	Dec – Aug
604	312	24	336	Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation	Aug – Apr

ADVANCED STANDING IW FIELD PROGRAM					
FIELD PERIOD	HOURS REQUIRED	PROFESSIONAL DEVELOPMENT HOURS	TOTAL	WRITTEN ASSIGNMENTS	SCHEDULE
602	312	24	336	Completed Learning Contract/Evaluation and Integrative Assignment	Aug – Apr
603	312	24	336	Completed Learning Contract/Evaluation and Advanced Field Practicum Option Plan* (See pg. 29)	May – Dec
604	312	24	336	Completed Learning Contract/Evaluation and Field Agency, Instructor, Advisor Evaluation	Jan – Aug

At the completion of each field period, students submit signed original learning contracts, evaluations, and any written assignment required for that period.

THE LEARNING CONTRACT AND EVALUATION

- A learning contract must be completed at the beginning of each field period.
- The tasks to be accomplished and the plan for implementation should be selected by the student and Field Instructor based on the student's learning needs and field objectives.
- Field assignments include experiential learning activities, directed readings, and professional development. The readings are specifically related to the field activities and approved by the Field Instructor and Field Faculty Advisor.
- As an evidence based school of social work, it is expected that students include research as a part of field education.
- Tasks may be selected from those specified by the Field Education Department or developed by the student and Field Instructor.
- Tasks are discussed and confirmed in a Field Conference with the student, Field Instructor and Field Faculty Advisor.
- Only those tasks documented in the learning contract can be included in the time log and can be counted as field education hours.

NEW EMPLOYMENT/JOB REASSIGNMENT

The Office of Field Education retains the right to grant employment based exceptions for students who change employment prior to the beginning of the Intensive Weekend program. The new employment may not meet criteria for social work learning for the student. Students should not assume that the placement will be automatically approved.

The employment date with an entirely new employer or the date of reassignment to new work responsibilities within the agency must be no more than 60 days from the first day of the semester in which student is required to start placement.

The student may request the new job at the new agency be approved as a field site. The following criteria must be met:

- Agency must be an approved or approved eligible field site according to criteria outlined on page 14 of the *Field Education Manual*.
- A new *Field Education Proposal*, job description, field instructor resume and copy of license (if applicable), a *Change of Placement Petition* and the *Agency Agreement* must be submitted to the Director of Field Education for final approval.
- If approved, the student must complete a *tentative* learning contract to be reviewed by the Field Instructor and Field Faculty Advisor.
- Clock hours in field education cannot be accrued until the plan is approved.

A new Field Education Proposal, job description, *Change of Placement Petition*, field instructor information and complete agency information confirming the student's employment and agency approval of the plan must be submitted prior to approval of this change.

Upon receipt and review of the change, the Director of Field Education will notify the student to proceed with the development of a plan, or outline a rationale why such a plan would be inappropriate.

INTENSIVE WEEKEND TIME LOG

- Students use *Intensive Weekend Time Logs* to document their field learning activities so as to differentiate their field tasks from their employment tasks.
- On the log, students must:
 - record daily field hours,
 - summarize weekly activities,
 - have logs reviewed and signed by Field Instructors and submitted to Field Faculty Advisor monthly.
- All learning activities documented on the time log must be related to content in the learning contract

INTENSIVE WEEKEND FIELD INSTRUCTION GRADING PROCEDURE

In addition to the grading policies discussed on page 22 of this manual, Intensive Weekend students receive a “Z” for the first semester of a field period and P, NP, or I for the second semester of the field period.

IW ADVANCED FIELD PRACTICUM OPTION PLAN

IW students have the option of alternative field experiences during their final practicum [604] to provide opportunities for additional learning in field education. This option allows students to complete a minimum of 200 hours toward a total commitment of 336 hours at another field site. The process is as follows:

- The *Advanced Field Practicum Option Plan* should be discussed during the initial orientation to field education for Intensive Weekend students, and during the 602 Field Conference.
- Students and Field Instructors will assess advanced learning needs, and the availability of advanced and/or specialized learning opportunities in the students' field setting.
- All students complete the *Advanced Field Practicum Option Plan*.
- The plan is reviewed, approved, and signed by the student, Field Instructor and Field Faculty Advisor.
- If the plan includes field experiences at another learning site:
 - The employment site agency executive, host site Field Instructor and host site agency executives indicate their approval by signing the *Advanced Field Practicum Option Plan*.
 - Separate learning contracts, evaluations, and time logs are developed for both learning sites. Field Conferences are held to structure these placements and to finalize the logistics.

The Advanced Field Practicum Option Plan is submitted with the 603 Evaluation.

APPENDIX – FORMS

All of these forms are available to download from the Field Education Department web site at:
<http://msass.cwru.edu/fieldedu/>

- Field Education Planning Form
- Integrative Assignment
- Field Checklists
- Foundation Learning Contract and Evaluation
- Advanced Learning Contract and Evaluation
- Professional Development Log
- Request for Incomplete Form
- Change of Placement Petition
- Field Education Placement Request
- Cooperating Agency Agreement Form
- Application for Field Instruction
- Intensive Weekend Student's Time Logs
- Advanced Field Practicum Option Plan
- Evaluation of Field Education

INCOMING STUDENT FIELD PLACEMENT FORM

Date: _____

Please complete and return this form and all requested materials to the Field Education Office at the address below.

Field Education Office, Mandel School of Applied Social Sciences, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7164

Name:			
Current Address:	Street:		
	City:	State:	Zip Code:
Phone:		Cell Phone:	
Work Phone:		Email:	
Summer Address:	Street:		
	City:	State:	Zip Code:
Phone:		Email:	
Academic Year :			
Note: Please notify the Field Education Office of any changes in the above information at 216.368.2292/866.299.9819 or by fax: 216.368.0474, Email – hpj@case.edu			

List undergraduate and graduate schools and degrees

School	Major	Degree	Graduation Date

ENTERING PROGRAM	
Regular Full-Time	<input type="checkbox"/> → Dual Degree Click Here
Advanced Standing	<input type="checkbox"/> → Click Here
Extended Degree	<input type="checkbox"/> → Click Here
Transfer Student	<input type="checkbox"/>

Will you have a car available for your field placement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Students without a car may have limited placement options.		

- [1] Describe any special circumstances which you would like us to consider in the selection process might influence your ability to participate in and successfully completing your field education experience.
- [2] Please attach your *resume and a typewritten, two page personal statement* that addresses the following:
- a. The development of your interest in social work, including experiences which have influenced your decision to pursue an advanced degree.
 - b. Your personal strengths and limitations and how they might affect your development as a social worker.
 - c. Preferred social work area for field placement.
 - d. Areas of interest to you (*aging ▪ alcohol & other drug abuse ▪ children, youth & families ▪ school social work ▪ community development ▪ management ▪ health ▪ mental health*)
- [3] Please check here if you are interested in being considered for COLLAGE (see attached flyer).

ALL INTERVIEWS FOR POTENTIAL FIELD PLACEMENTS MUST BE APPROVED BY THE FIELD EDUCATION OFFICE.

ALTHOUGH WE CANNOT GUARANTEE THAT YOU WILL BE PLACED IN ONE OF YOUR PREFERRED SETTINGS, THIS INFORMATION WILL BE USED TO DETERMINE AN APPROPRIATE SITE.

I give my permission for the field education office to share this form and a copy of my personal statement and resume with potential field placement sites.

Signature _____ Date _____

INTEGRATIVE ASSIGNMENT

The Integrative Assignment is required of all Foundation Students upon completion of Field 601 and by all Advanced Standing Students upon completion of Field 602. The assignment is to be submitted with your completed 601/602 Learning Contract/Evaluation on set date. The paper should be typed double spaced and six to eight pages in length. You may include any artifacts or media that best support and/or communicate your ideas.

Consider and reflect on what you learned and experienced this semester – in your coursework, at your field site and in the community. Think about both the organization and the social, economic, political and cultural context in which you have practiced. Reflect also on the themes and issues described in your journal entries this semester.

Describe and discuss how these experiences have contributed to the beginning of the development of your identity as a social work professional. How is your understanding of what it means to be a social worker evolving?

Identify the areas of growth that continue to present challenges for you and develop specific strategies for addressing those challenges.

CHECKLIST FOR FIELD 601 (FULL-TIME STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
BY 601 FIELD CONFERENCE	Implementation Plan for Selected Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Turn in Time Sheets to Student Services and Field Office	<input type="checkbox"/>
AT END OF 601 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Describe What You've Learned	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Integrative Assignment from Field Seminar	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>

CHECKLIST FOR FIELD 602 (FULL-TIME STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 602 Field Conference	Implementation of Advanced Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Turn in Time Sheets to Student Services and Field Office	
At End of 602 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Evidence of Integration into Practice and Implications for Future Learning for each ability	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>
	Agency, Field Instructor & Field Advisor Evaluation	<input type="checkbox"/>

CHECKLIST FOR FIELD 603 (FULL-TIME STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 603 Field Conference	Implementation Plan for Selected Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Turn in Time Sheets to Student Services and Field Office	<input type="checkbox"/>
At End of 603 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Describe What You've Learned	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>

CHECKLIST FOR FIELD 604 (FULL-TIME STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 604 Field Conference	Implementation of Advanced Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Turn in Time Sheets to Student Services and Field Office	<input type="checkbox"/>
At End of 604 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Evidence of Integration into Practice and Implications for Future Learning for each ability	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>
	Agency, Field Instructor & Field Advisor Evaluation	<input type="checkbox"/>

CHECKLIST FOR FIELD 602 (ADVANCED STANDING STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 602 Field Conference	Implementation of Advanced Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Turn in Time Sheets to Student Services and Field Office	<input type="checkbox"/>
At End of 602 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Evidence of Integration into Practice and Implications for Future Learning for each ability	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>
	Integrative Assignment	<input type="checkbox"/>

CHECKLIST FOR FIELD 601 (INTENSIVE WEEKEND STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
BY 601 FIELD CONFERENCE	Implementation Plan for Selected Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Submit Time Log to Field Faculty Advisor Submit Monthly Journal Logs (minimum of 4) to Field Faculty Advisor	<input type="checkbox"/>
AT END OF 601 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Describe What You've Learned	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Integrative Assignment from Field Seminar	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Submit All Time Logs (original signatures)	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>

CHECKLIST FOR FIELD 602 (INTENSIVE WEEKEND STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 602 Field Conference	Implementation of Advanced Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Submit Time Log to Field Faculty Advisor Submit Monthly Journal Logs (minimum of 4) to Field Faculty Advisor	<input type="checkbox"/>
At End of 602 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Evidence of Integration into Practice and Implications for Future Learning for each ability	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Submit All Time Logs (original signatures)	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>

CHECKLIST FOR FIELD 603 (INTENSIVE WEEKEND STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 603 Field Conference	Implementation Plan for Selected Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Submit Time Log to Field Faculty Advisor Submit Monthly Journal Logs (minimum of 4) to Field Faculty Advisor	<input type="checkbox"/>
At End of 603 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Describe What You've Learned	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Submit All Time Logs (original signatures)	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>

CHECKLIST FOR FIELD 604 (INTENSIVE WEEKEND STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 604 Field Conference	Implementation of Advanced Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Submit Time Log to Field Faculty Advisor Submit Monthly Journal Logs (minimum of 4) to Field Faculty Advisor	<input type="checkbox"/>
At End of 604 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Evidence of Integration into Practice and Implications for Future Learning for each ability	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Submit All Time Logs (original signatures)	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>
Agency, Field Instructor & Field Advisor Evaluation	<input type="checkbox"/>	

CHECKLIST FOR FIELD 602 (INTENSIVE WEEKEND ADVANCED STANDING STUDENTS)

Student Name: _____

(Please turn in checklist at the end of each field period with evaluation)

COMPLETE BY:	TASK	CHECK
Date:		
By 602 Field Conference	Implementation of Advanced Tasks	<input type="checkbox"/>
	Student, Field Instructor, and Field Faculty Advisor Endorse Learning Contract at Field Conference with Original Signatures	<input type="checkbox"/>
MONTHLY	Submit Time Log to Field Faculty Advisor Submit Monthly Journal Logs (minimum of 4) to Field Faculty Advisor	<input type="checkbox"/>
At End of 602 TURN IN ALL REQUIRED PAPERWORK WITH ORIGINAL SIGNATURES TO YOUR FIELD ADVISOR BY THE DUE DATE	Evidence of Integration into Practice and Implications for Future Learning for each ability	<input type="checkbox"/>
	Student Rating of Tasks	<input type="checkbox"/>
	Field Instructor Rating of Tasks	<input type="checkbox"/>
	Student Statement and Original Signatures	<input type="checkbox"/>
	Field Instructor Statement and Original Signatures	<input type="checkbox"/>
	Record Field Hours on Learning Contract	<input type="checkbox"/>
	Professional Development Log	<input type="checkbox"/>
	Submit All Time Logs (original signatures)	<input type="checkbox"/>
	Integrative Assignment	<input type="checkbox"/>



FIELD EDUCATION
STUDENT LEARNING CONTRACT AND EVALUATION
FOUNDATION
(601/602)

LEARNING ABILITIES

Table listing learning abilities and page numbers: INTENTIONALLY USE YOURSELF (4), APPLY SOCIAL WORK METHODS (7), INTEGRATE SOCIAL WORK VALUES AND ETHICS (10), VALUE A DIVERSE WORLD (13), THINK CRITICALLY (16), COMMUNICATE EFFECTIVELY (19), ADVOCATE FOR SOCIAL JUSTICE (22), SUCCEED IN THE WORLD OF WORK (25)

SIGNATURES:

Signature sections for 601 and 602, each containing fields for Date, Student, Field Instructor, Task Supervisor, and Field Faculty Advisor.



FIELD EDUCATION STUDENT LEARNING CONTRACT AND EVALUATION

FOUNDATION (601/602)

Student Name: _____

MSASS Field Faculty Advisor: _____

CONTACT INFORMATION

Address: _____

City: _____

State: _____

Zip Code: _____

Telephone: () _____

Cell Telephone: () _____

E-mail: _____

FIELD PLACEMENT INFORMATION

Agency: _____

Telephone: () _____

Fax: () _____

Address: _____

City: _____

State: _____

Zip Code: _____

Field Instructor: _____

Telephone: () _____

E-mail: _____

Task Supervisor: _____

Telephone: () _____

E-mail: _____

(if applicable)

PROGRAM INFORMATION

Concentration: [click here](#)

Student Status →	FULL-TIME <input type="checkbox"/>	DUAL DEGREE <input type="checkbox"/> click here	EXTENDED DEGREE <input type="checkbox"/>	ADVANCED STANDING <input type="checkbox"/> click here	INTENSIVE WEEKEND <input type="checkbox"/> click here
FIELD PERIOD →	601/602				
TERM →	click here	200			
START DATE:			END DATE:		

ALL SECTIONS OF THE LEARNING CONTRACT/EVALUATION MUST BE TYPED, WRITTEN IN A PROFESSIONAL FORMAT AND PROOFREAD BEFORE SUBMISSION.

**(601/602) - TO BE COMPLETED BY THE STUDENT IN COLLABORATION
WITH FIELD INSTRUCTOR/TASK SUPERVISOR**

I. Orientation to the Agency: Please describe the orientation provided by the agency:

II. Educational Plan: General focus of students assignments:

601

602

III. Supervisory Structure and Process:

A. Plan for weekly field instruction:

B. Plan for Task Supervision (if applicable):

C. Learning Strategies for Supervision Sessions: Please list or describe learning strategies (e.g., process recordings, observation, role play, review of tapes of own work).

601

602

RATING SCALE DEFINITIONS

EE	Exceeds Expectations – <u>excellent</u> performance. Significantly exceeds expectations of acceptable levels of performance for students in virtually all components of key responsibilities and assignments. Activities are handled in a highly competent manner, and the student exhibits high levels of relevant knowledge, skills and abilities.
ME	Meets Expectations – <u>good</u> performance. Meets expectations of acceptable levels of performance for advanced students in virtually all components of key responsibilities and assignments. Activities are handled in a competent manner, and the student exhibits appropriate levels of relevant knowledge, skills and abilities.
MP	Marginal Performance. Falls short of meeting expectations of performance for students in some components of key responsibilities and assignments. Activities are handled with some difficulty, and the student has not demonstrated appropriate levels of relevant knowledge, skills and abilities. Corrective actions and additional training may be necessary.
NM	Does Not Meet Expectations – <u>unsatisfactory</u> performance. Performance does not meet expectations.
N/O	No opportunity to undertake this assignment this field period

FIELD HOURS

MONTH	FIELD HRS	PD HRS	TOTAL HOURS
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
TOTAL HOURS BANKED FROM LAST SEMESTER			
TOTAL HOURS FOR SEMESTER			

FIELD HOURS	601: 164 HOURS IN AGENCY PLUS ➡	12 HOURS ADDITIONAL PROFESSIONAL DEVELOPMENT ➤ E.G. MSASS COLLOQUIA, COMMUNITY OR AGENCY BASED TRAINING	602: 312 HOURS IN AGENCY PLUS ➡	24 HOURS ADDITIONAL PROFESSIONAL DEVELOPMENT ➤ E.G. MSASS COLLOQUIA, COMMUNITY OR AGENCY BASED TRAINING
--------------------	-------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	-------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

INTENTIONALLY USE YOURSELF - 601/602

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Identify personal strengths and areas for development within the context of the field setting.							
2. Recognize and demonstrate the importance of the client, community and/or organization within the professional relationship.							
3. Establish your role as a social work student within the field site.							
4. Recognize and define professional boundaries in the field setting.							
5. Understand the concepts of power, empowerment and participation within a multicultural context.							
6.							
7.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

APPLY SOCIAL WORK METHODS - 601/602

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Identify the theoretical framework of your field site's approach to service delivery.							
2. Value and incorporate the strengths based perspective in practice.							
3. Demonstrate a knowledge of what determines eligibility and priorities for service at the field site.							
4. Demonstrate the ability to collaborate with individuals, groups, stakeholders & organizations.							
5. Perform relevant assessments of individuals, families, groups, programs, organizations, or communities.							
6. Develop & implement intervention strategies consistent with assessments.							
7. Consider evidence based practices in choosing interventions.							
8. Examine the effectiveness of practice.							
9. Recognize the importance of termination and demonstrate the ability to terminate effectively.							
10. Process record a situation in your field site.							
11.							
12.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

RATING SCALE

EE Exceeds Expectations	ME Meets Expectations	N/O No opportunity to undertake this assignment
MP Marginal Performance	NM Does Not Meet Expectations	

INTEGRATE SOCIAL WORK VALUES AND ETHICS - 601/602

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Become familiar with the NASW Code of Ethics and practice within its framework.							
2. Recognize how your own values influence your practice							
3. Identify and describe competing values & ethics that result in dilemmas in your practice and in the organization and community context.							
4. Demonstrate an understanding of the difference between confidentiality and privileged communication and the strengths and limitations of both in practice.							
5. Recognize and address how informed consent impacts consumers at your field site.							
6. Demonstrate the ability provide accurate information to service recipients about their rights & responsibilities.							
7. Demonstrate an understanding of the ambiguities contained within the concept of self-determination.							
8.							
9.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

Empty text box for student input.

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

VALUE A DIVERSE WORLD - 601/602

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Identify the types and causes of oppression experienced by the populations served by your organization.							
2. Develop an awareness of the impact of one's cultural values and biases on professional relationships.							
3. Understand and identify how dominant cultural values affect diverse groups and communities.							
4. Understand the world view of those of a different culture.							
5. Develop and implement skills to engage persons of diverse cultures.							
6. Begin the process of exploring the concept of privilege and its impact on your professional growth.							
7.							
8.							

Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

Empty text box for student input.

RATING SCALE

EE Exceeds Expectations	ME Meets Expectations	N/O No opportunity to undertake this assignment
MP Marginal Performance	NM Does Not Meet Expectations	

THINK CRITICALLY - 601/602

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Identify and review literature pertaining to evidence based practice relevant to the field site.							
2. Utilize and integrate professional development training resources in your practice.							
3. Recognize and implement theoretical frameworks/ interventions from course content as applicable to the field site.							
4. Demonstrate an appreciation of diverse perspectives in practice.							
5. Demonstrate the ability to raise vital questions formulating them clearly, precisely and professionally.							
6. Demonstrate the ability to think open-mindedly, recognizing and assessing any assumptions, implications, and practical consequences.							
7.							
8.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

RATING SCALE

EE Exceeds Expectations	ME Meets Expectations	N/O No opportunity to undertake this assignment
MP Marginal Performance	NM Does Not Meet Expectations	

COMMUNICATE EFFECTIVELY - 601/602

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Demonstrate competence in professional verbal and written communication.							
2. Demonstrate professional written communication skills.							
3. Integrate the elements of effective interviewing in practice with individuals, families, groups, organizations & communities.							
4. Develop appreciation of the importance of non verbal communication in professional practice.							
5. Respect the contributions of others in collaborative activities.							
6. Develop skills necessary to meet the organization's mandates for documentation in a timely, accurate, and professional manner.							
7. Demonstrate basic computer skills, including use of word processing, spreadsheet, email and Internet resources such as search engines.							
8. Demonstrate elements of effective public speaking and professional presentations.							
9. NEO CANDO ???							
10.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

RATING SCALE

EE Exceeds Expectations	ME Meets Expectations	N/O No opportunity to undertake this assignment
MP Marginal Performance	NM Does Not Meet Expectations	

ADVOCATE FOR SOCIAL JUSTICE - 601/602 (CONTINUED)

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Read and review the mission statement of the field site. Be able to articulate how the mission contributes to challenges with social and economic justice.							
2. Identify the relevant local, state and federal legislation affecting the field site.							
3. Demonstrate an understanding of how policies that apply to the field site are made and how they can be changed.							
4. Analyze a selected social policy to determine its intended and unintended impact on consumers.							
5. Identify a relevant advocacy project that would benefit recipients of service at the field site.							
6. Collaborate with others to empower individuals, groups, organizations and communities and identify social policy concerns.							
7. Describe the organization" funding sources and governing structure.							
8. Provide accurate information to individuals, families, groups, organizations and communities about their rights and responsibilities.							
9.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

RATING SCALE

EE Exceeds Expectations	ME Meets Expectations	N/O No opportunity to undertake this assignment
MP Marginal Performance	NM Does Not Meet Expectations	

SUCCEED IN THE WORLD OF WORK - 601/602

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 601 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 601	RATING			IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 602 FIELD CONFERENCE	RATING		
			Student	Field	Instructor		Student	Field	Instructor
1. Prepare an agenda for each supervisory session to maximize the learning potential.									
2. Demonstrate the ability to prioritize field responsibilities and to utilize effective time management strategies.									
3. Demonstrate dependability and follow through on all field related activities.									
4. Become familiar with community resources utilized by your field site.									
5. Utilize process recording to promote professional growth.									
6. Attend colloquia and/or other professional development opportunities at MSASS, the University, or other locations.									
7. Demonstrate the ability to work as a successful member of a team.									
8. The Learning Contract/Evaluation will be completed accurately and in its entirety and submitted to the Field Education Department for assessment and review by the non-negotiable date of _____. Failure to do so will result in a grade of "No Pass."									
9.									

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 602

SIGNATURES INDICATE AGREEMENT WITH THE LEARNING CONTRACT AND ACKNOWLEDGEMENT OF THE EVALUATION

STUDENT STATEMENT

COMPLETE AT THE TIME OF EVALUATION FOR 601 AND FOR 602

- Describe a pivotal learning experience from field this semester.
- Explain how it has impacted your practice.
- What are the implications for future learning?

(Please type text in the box below)

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Field Faculty Advisor

Date

Signature of Task Supervisor (if applicable)

Date

SIGNATURES INDICATE AGREEMENT WITH THE LEARNING CONTRACT AND ACKNOWLEDGEMENT OF THE EVALUATION

FIELD INSTRUCTOR STATEMENT

COMPLETE AT THE TIME OF EVALUATION FOR 601 AND FOR 602

- FOR 601 ➤
 - Describe areas that were most notable in terms of the student's progress in field this semester.
 - Describe areas that were most challenging in terms of the student's professional development
 - What are the implications for future learning?
- FOR 602 ➤
 - Assess students' evidence of integration of theory and practice.
 - Discuss the implications for learning and practice at an advanced level.

(Please type text in the box below)

Signature of Field Instructor Date Signature of Student Date

Signature of Field Faculty Advisor Date

Signature of Task Supervisor (if applicable) Date



FIELD EDUCATION STUDENT LEARNING CONTRACT AND EVALUATION

ADVANCED (603/604)

LEARNING ABILITIES

Table listing learning abilities and their corresponding page numbers: INTENTIONALLY USE YOURSELF (4), APPLY SOCIAL WORK METHODS (7), INTEGRATE SOCIAL WORK VALUES AND ETHICS (10), VALUE A DIVERSE WORLD (13), THINK CRITICALLY (16), COMMUNICATE EFFECTIVELY (19), ADVOCATE FOR SOCIAL JUSTICE (22), SUCCEED IN THE WORLD OF WORK (25).

SIGNATURES:

Signature section for 603 and 604 courses, including fields for Date, Student, Field Instructor, Task Supervisor, and Field Faculty Advisor.



FIELD EDUCATION STUDENT LEARNING CONTRACT AND EVALUATION

ADVANCED (603/604)

Student Name: _____

MSASS Field Faculty Advisor: _____

CONTACT INFORMATION

Address: _____

City: _____

State: _____

Zip Code: _____

Telephone: () _____

Cell Telephone: () _____

E-mail: _____

FIELD PLACEMENT INFORMATION

Agency: _____

Telephone: () _____

Fax: () _____

Address: _____

City: _____

State: _____

Zip Code: _____

Field Instructor: _____

Telephone: () _____

E-mail: _____

Task Supervisor: _____

Telephone: () _____

E-mail: _____

(if applicable)

PROGRAM INFORMATION

Concentration: [click here](#)

Student Status →	FULL-TIME <input type="checkbox"/>	DUAL DEGREE <input type="checkbox"/> click here	EXTENDED DEGREE <input type="checkbox"/>	ADVANCED STANDING <input type="checkbox"/> click here	INTENSIVE WEEKEND <input type="checkbox"/> click here
FIELD PERIOD →	click here				
TERM →	click here	200			
START DATE:			END DATE:		

ALL SECTIONS OF THE LEARNING CONTRACT/EVALUATION MUST BE TYPED, WRITTEN IN A PROFESSIONAL FORMAT AND PROOFREAD BEFORE SUBMISSION.

**(603/604) - TO BE COMPLETED BY THE STUDENT IN COLLABORATION
WITH FIELD INSTRUCTOR/TASK SUPERVISOR**

IV. Orientation to the Agency: Please describe the orientation provided by the agency:

V. Educational Plan: General focus of students assignments:

603

604

VI. Supervisory Structure and Process:

A. Plan for weekly field instruction:

B. Plan for Task Supervision (if applicable):

C. Learning Strategies for Supervision Sessions: Please list or describe learning strategies (e.g., process recordings, observation, role play, review of tapes of own work).

603

604

RATING SCALE DEFINITIONS

EE	Exceeds Expectations – <u>excellent</u> performance. Significantly exceeds expectations of acceptable levels of performance for students in virtually all components of key responsibilities and assignments. Activities are handled in a highly competent manner, and the student exhibits high levels of relevant knowledge, skills and abilities.
ME	Meets Expectations – <u>good</u> performance. Meets expectations of acceptable levels of performance for advanced students in virtually all components of key responsibilities and assignments. Activities are handled in a competent manner, and the student exhibits appropriate levels of relevant knowledge, skills and abilities.
MP	Marginal Performance. Falls short of meeting expectations of performance for students in some components of key responsibilities and assignments. Activities are handled with some difficulty, and the student has not demonstrated appropriate levels of relevant knowledge, skills and abilities. Corrective actions and additional training may be necessary.
NM	Does Not Meet Expectations – <u>unsatisfactory</u> performance. Performance does not meet expectations.
N/O	No opportunity to undertake this assignment this field period

FIELD HOURS

MONTH	FIELD HRS	PD HRS	TOTAL HOURS
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
click here for month			
TOTAL HOURS BANKED FROM LAST SEMESTER			
TOTAL HOURS FOR SEMESTER			

FIELD HOURS	603: 312 HOURS IN AGENCY PLUS ➡	24 HOURS ADDITIONAL PROFESSIONAL DEVELOPMENT ➤ E.G. MSASS COLLOQUIA, COMMUNITY OR AGENCY BASED TRAINING	604: 312 HOURS IN AGENCY PLUS ➡	24 HOURS ADDITIONAL PROFESSIONAL DEVELOPMENT ➤ E.G. MSASS COLLOQUIA, COMMUNITY OR AGENCY BASED TRAINING

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

INTENTIONALLY USE YOURSELF - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Identify your role and demonstrate your ability to practice within the organizational structure.							
2. Work collaboratively with other disciplines to build professional relationships.							
3. Practice within the confines of professional boundaries.							
4. Utilize feedback from others to enhance social work skills.							
5. Identify and address areas of challenge to professional development.							
6. Negotiate authority relationships in a professional manner.							
7. Apply the concepts of power, empowerment & participation within multicultural practice.							
8.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

A large, empty rectangular box with a black border, intended for the user to type their response to the prompt above.

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

APPLY SOCIAL WORK METHODS - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Examine core developmental issues of the organization and its service delivery system.							
2. Utilize the planning, research, and evaluation methods of the organization.							
3. Demonstrate the ability to conduct an assessment of an individual, family, group, organization or community in an area of specialization at the advanced level.							
4. Demonstrate the ability to develop a plan for intervention in an area of specialization at the advanced level.							
5. Apply appropriate evidenced based interventions specific to the field site.							
6. Demonstrate the ability to evaluate the effectiveness of interventions in an area of specialization at the advanced level.							
7. Recognize the importance of termination and its implications for further work and demonstrate the ability to terminate effectively.							
8.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

Empty text box for student input.

RATING SCALE

EE Exceeds Expectations
MP Marginal Performance

ME Meets Expectations
NM Does Not Meet Expectations

N/O No opportunity to undertake this assignment

INTEGRATE SOCIAL WORK VALUES AND ETHICS - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Recognize how your values and the values of your colleagues and your organization impact your practice.							
2. Anticipate and clarify competing values and ethical dilemmas.							
3. Promote compliance with the NASW Code of Ethics and the ethical practice of social work with organizations and colleagues, and examine the ramifications of unethical social work practice.							
4. Apply a framework for ethical decision making.							
5. Review and discuss current judicial decisions and liability issues that affect professional behavior							
6.							
7.							
8.							
9.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

RATING SCALE

EE Exceeds Expectations	ME Meets Expectations	N/O No opportunity to undertake this assignment
MP Marginal Performance	NM Does Not Meet Expectations	

VALUE A DIVERSE WORLD - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Demonstrate an understanding and appreciation of cultural competency as reflected in the Code of Ethics.							
2. Assess how use of self, including values and cultural influence, impacts practice with individuals, groups, organizations and communities.							
3. Demonstrate the ability to examine and confront your own biases.							
4. Demonstrate skills in working with diverse populations and communities.							
5. Engage a client or community system in a social work intervention in a way that is culturally sensitive and builds on the client system and his/her strengths.							
6. Apply your knowledge of the types and causes of oppression to all aspects of your social work practice.							
7. Demonstrate the ability to recognize the impact of your client system's experience with internalized oppression.							
8. Recognize the value of continual self-assessment and professional development in the area of diversity.							
9. Be able to articulate your own personal & professional identity as it relates to diversity.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

Empty text box for student input.

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

THINK CRITICALLY - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Prioritize and summarize critical issues relevant to your practice.							
2. Demonstrate an ability to synthesize conflicting viewpoints.							
3. Identify the elements of best practice as related to the organization's mission.							
4. Utilize existing research to analyze social problems and issues.							
5. Analyze different models of practice and select an intervention, articulating the process and defending the selection of that intervention.							
6. Process record a situation in your field site.							
7.							
8.							
9.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

COMMUNICATE EFFECTIVELY - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Demonstrate competence in professional verbal and written communication.							
2. Demonstrate competence in the documentation skills necessary for successful functioning at the field site.							
3. Demonstrate the ability to express professional opinions appropriately.							
4. Apply the principles and skills inherent in professional collaboration.							
5. Demonstrate the ability to negotiate and mediate conflict with professional objectivity.							
6. Demonstrate the ability to advocate for individuals, families, groups, organizations, & communities.							
7. Demonstrate the ability to use advanced technology applications.							
8.							
9.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

Empty box for student input.

RATING SCALE

EE	Exceeds Expectations	ME	Meets Expectations	N/O	No opportunity to undertake this assignment
MP	Marginal Performance	NM	Does Not Meet Expectations		

ADVOCATE FOR SOCIAL JUSTICE - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Analyze the policies and legislation impacting the field site.							
2. Identify community resources and gaps in services relevant to the population served.							
3. Engage in activities to advocate for legislative and social change and to combat social and economic injustice.							
4. Use research data and comparative practice to advocate for change.							
5. Demonstrate the ability to empower individuals, groups, organizations or communities to advocate for social change.							
6.							
7.							
8.							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

Empty text box for student input.

RATING SCALE

EE Exceeds Expectations	ME Meets Expectations	N/O No opportunity to undertake this assignment
MP Marginal Performance	NM Does Not Meet Expectations	

SUCCEED IN THE WORLD OF WORK - 603/604

TASKS:	IMPLEMENTATION PLAN COMPLETE BEFORE 603 FIELD CONFERENCE	DESCRIBE WHAT YOU'VE LEARNED COMPLETE AT END OF 603	RATING		IMPLEMENTATION OF ADVANCED TASKS COMPLETE BEFORE 604 FIELD CONFERENCE	RATING	
			Student	Field Instructor		Student	Field Instructor
1. Request specific assignments to challenge learning in diverse areas of practice.							
2. Demonstrate an understanding of applicable state licensure requirements							
3. Develop a professional resume that reflects areas of experience and strengths.							
4. Demonstrate the ability to access and utilize community resources.							
5. Demonstrate professional organizational skills.							
6. Pursue continued professional growth and development.							
7. Contribute to the educational/learning environment at the field site.							
8. Prepare to assume professional responsibilities as a master's level social worker. Identify the difference between student and professional status.							
9. The Learning Contract/Evaluation will be completed accurately and in its entirety and submitted to the Field Education Department for assessment and review by the non-negotiable date of _____. Failure to do so will result in a grade of "No Pass."							

(Please type text in the box below)

EVIDENCE OF INTEGRATION INTO PRACTICE AND IMPLICATIONS FOR FUTURE LEARNING
COMPLETE AT END OF 604

Empty box for student input.

SIGNATURES INDICATE AGREEMENT WITH THE LEARNING CONTRACT AND ACKNOWLEDGEMENT OF THE EVALUATION

FIELD INSTRUCTOR STATEMENT

COMPLETE AT THE TIME OF EVALUATION FOR 603 AND FOR 604

- FOR 603 ➤
- Describe areas that were most notable in terms of the student's progress in field this semester.
 - Describe areas that were most challenging in terms of the student's professional development
 - What are the implications for future learning?
- FOR 604 ➤
- Assess students' evidence of integration of theory and practice.
 - Discuss the implications for learning and practice at a professional level.

(Please type text in the box below)

Signature of Field Instructor	Date	Signature of Student	Date
-------------------------------	------	----------------------	------

Signature of Field Faculty Advisor	Date
------------------------------------	------

Signature of Task Supervisor (if applicable)	Date
----------------------------------------------	------



PROFESSIONAL DEVELOPMENT LOG

ATTACH THIS FORM TO YOUR COMPLETED FIELD LEARNING CONTRACT AND EVALUATION.

STUDENT _____ FIELD FACULTY ADVISOR _____

FIELD PERIOD (Please Circle) 601 602 603 604

DATE	PROGRAM	LOCATION	HOURS
TOTAL HOURS:			

REQUEST FOR AN “INCOMPLETE” GRADE

Any student requesting a grade of Incomplete (IN) for a course must complete and return this form to the MSASS Registrar in Suite 121.

All incomplete grades not completed by the end of the subsequent semester will revert to an “F” by the instructor.

Student’s Name: _____

I.D.#: _____

Today’s Date: _____

Student is requesting an incomplete for: _____
Course Number and Course Name

Reason for incomplete: _____

Student will complete the course by: _____
Date

Student’s Signature (*indicating agreement*): _____

Instructor’s Signature (*indicating approval*): _____

For Office Use Only

<i>Received By</i> _____	<i>Date</i> _____
--------------------------	-------------------

<i>Grade to be submitted by the end of the Fall / Spring / Summer (circle one) _____ Semester</i>

CHANGE OF PLACEMENT PETITION

Student:
Agency:
Address:
Phone:
Field Semester:
Field Instructor:
Field Faculty Advisor:

Educational rationale for request:
Summary of discussions with Field Instructor and Field Faculty Advisor:
Termination Plan:
Field Instructor Evaluation: <i>(The Field Instructor's evaluation will be considered in determining if field hours can be transferred to a new placement.)</i>
Field Faculty Advisor Comments:

Student signature: _____ Date: _____

Field Instructor signature: _____ Date: _____

Field Faculty Advisor signature: _____ Date: _____

Disposition:

Field hours transferred:

Director of Field Education signature _____ Date: _____



SECOND YEAR FIELD EDUCATION PLACEMENT REQUEST

FIELD EDUCATION PLACEMENT
REQUEST FOR 2008-2009

PART I

RETURN TO THE FIELD EDUCATION OFFICE (VIA YOUR FIELD ADVISOR)

NAME:

PREFERRED PHONE #:

E-MAIL:

B. CURRENT FIELD PLACEMENT

CURRENT PLACEMENT/AGENCY:

CURRENT FIELD INSTRUCTOR:

CURRENT FIELD FACULTY ADVISOR:

C. PLACEMENT REQUEST FOR 2008-09

CONCENTRATION:

D. PLEASE ANSWER THE FOLLOWING QUESTIONS

List learning opportunities that would optimize your advanced field placement.

Additional information important to consider in planning your advanced field placement.



COOPERATING AGENCY AGREEMENT FORM

Agency: _____

Address: _____

Street

City State Zip Code

Telephone Fax:

(Area Code/Number)

(Area Code/Number)

Agency Email: _____ Web Page

Agency Executive/Department of Social Work Director _____

Liaison to MSASS (if different from above) _____

Federal (IRS) ID# _____

Source of authority (legal mandate, non-profit, for-profit. Does agency have a board?) _____

Professional accreditation (e.g., CARF, CWLA, FSAA, AHA, JCAHO) _____

Field Instructor(s): (attach additional names) _____

	(OH)	(PA)	(NY)
_____	_____ LISW	_____ LSW	_____ CSW
_____	_____ LISW	_____ LSW	_____ CSW
_____	_____ LISW	_____ LSW	_____ CSW
_____	_____ LISW	_____ LSW	_____ CSW

- Check all that apply: Direct Practice
 Foundation
 Advanced

- Community and Social Development
 Foundation
 Advanced

CASE extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. CWRU is responsible for the educational component of the field site, while the field site is responsible for client care.

COOPERATING AGENCY AGREEMENT FORM (continued)

Describe areas of practice in your organization available for student learning.

Signature: _____

Title: _____

Date: _____

Please submit this form and agency information, such as mission statement and brochures, that describe your program(s) to the Field Education Office. Thank you.

Date: _____



APPLICATION FOR FIELD INSTRUCTION

Name:

Agency:

Address:

Street

City

State

Zip Code

Telephone

(Area Code/Number)

Fax:

(Area Code/Number)

Email: Web Page

Position at Agency:

Graduate Degrees Received: School

Post-Master's Training/Education

Licensure: State:

Number: Date Conferred: Date of Expiration:

PROFESSIONAL EXPERIENCE

Agency Job Title Dates

EXPERIENCE AS FIELD INSTRUCTOR

School Agency Dates

Have you ever been subject to reprimand, censure or disciplinary action by a professional organization, investigated by an ethics board, or convicted of or under current indictment for a felony?

Yes No

If yes, please explain:

I hereby attest that all of the above is true to the best of my knowledge and that I will abide by the expectations, policies and procedures outlined in the current field education manual.

Signature: Date:

Please attach a copy of graduate diploma(s), license, disclosure statement and resume, descriptive agency information and mail to the Field Education Office.

INTENSIVE WEEKEND STUDENT'S TIME LOG MONTHLY REPORT

Student	Field Faculty Advisor	Field Instructor
Agency	Month	Year

FIELD PERIOD [click here](#)

HOURS	WEEK OF:	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL

Summary of Activities:

HOURS	WEEK OF:	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL

Summary of Activities:

HOURS	WEEK OF:	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL

Summary of Activities:

HOURS	WEEK OF:	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL

Summary of Activities:

Signature of Student	Signature of Field Instructor
Reviewed By	Date
Field Faculty Advisor	



ADVANCED FIELD PRACTICUM OPTION PLAN

Student

Concentration	Direct Practice <input type="checkbox"/>	Macro Practice <input type="checkbox"/>
---------------	------------------------------------------	-----------------------------------------

Agency Field Setting

Telephone	Fax
-----------	-----

Advanced learning needs

Can you meet your advanced learning needs in your current setting? Yes No
Identify advanced learning opportunities at your site to meet your learning needs.

Describe your advanced learning plan. Indicate the number of hours devoted to specialized learning experiences. If an alternative field placement site will be used, a minimum of 200 hours is required at that site.

I HAVE READ AND AGREE WITH THE ABOVE ADVANCED EDUCATIONAL PLAN

Signatures:

Student

Employment site field instructor

Employment site agency executive

Host site field instructor

Host site agency executive

Approved by:

Field Faculty Advisor

Mandel School of Applied Social Sciences Evaluation of Field Education

This evaluation is designed to give us feedback on the effectiveness of Field Education in helping us to meet our curricular goals. The results of this evaluation will be shared with the field placement site *only after* you have already left the site and all necessary paperwork to process a grade has been completed. You will be asked to provide feedback in three areas: your field site, your field instructor, and your field faculty liaison (Field Faculty Advisor). If you also worked with a task supervisor (a non social worker who provided day to day oversight and supervision), we ask you to rate that person as well.

Thank you for taking the opportunity to complete this instrument. Your input is invaluable in helping us strengthen Field Education at the Mandel School.

Your Name (optional) _____

Name of Agency _____

Name of Field Instructor _____

Name of Task Supervisor (if applicable) _____

Name of Field Faculty Advisor (Field Faculty member) _____

Was this a

_____ Foundation placement (601/602)

_____ Advanced placement (603/604)

Please check below the program that best describes how you are completing your MSSA:

___ Full time 24 month student

___ Full time advanced standing student (12 or 18 months)

___ Intensive weekend foundation student (3 year program)

___ Intensive weekend advanced standing student (2 year program)

___ EDP / Joint degree

Did you request and receive permission to change your placement during this field period?

___ Yes, if so, please complete this form for your most recent placement.

___ No

Your Agency Placement Site

Please rate each area on a scale of 1 (not at all) to 5 (to a very great extent).

To what degree did your field placement:

1 2 3 4 5 Provide a diversity of experiences and learning opportunities for you.

1 2 3 4 5 Demonstrate a high quality of practice.

1 2 3 4 5 Provide a broad range of assignments to support your learning needs as articulated in the learning contract.

1 2 3 4 5 Provide opportunities for collaboration and participation in inter/trans disciplinary activities.

1 2 3 4 5 Provide accessibility to a representative sampling of the consumer base served by the agency/organization.

1 2 3 4 5 Demonstrate a commitment to providing field instruction utilizing an evidence based practice approach.

To what degree did the site afford you the opportunity to do the following with your client / client system

1 2 3 4 5 Effectively engage / develop relationship with your client / client systems.

1 2 3 4 5 Conduct through assessments of individuals and/or families including:

1 2 3 4 5 Suicide assessment

1 2 3 4 5 Possibility of abuse / neglect

1 2 3 4 5 Mental status exam

1 2 3 4 5 Developmental status

1 2 3 4 5 Family system

1 2 3 4 5 Other. Please specify _____

1 2 3 4 5 Use specific tools to, scales, instruments in the assessment process. If so, please specify: _____

- 1 2 3 4 5 For group work: Assess stages of group development
- 1 2 3 4 5 Assess community / neighborhood
- 1 2 3 4 5 Assess community assets
- 1 2 3 4 5 Assess organizational environment
- 1 2 3 4 5 Assess the need for new programs / resources
- 1 2 3 4 5 Learn and practice basic interviewing / interpersonal communication skills
- 1 2 3 4 5 Learn and practice advanced interviewing / interpersonal communication skills
- 1 2 3 4 5 Learn and practice specific intervention strategies at the micro level. Please specify:
- 1 2 3 4 5 Learn and practice specific intervention strategies at the group level. Please specify:
- 1 2 3 4 5 Learn and practice specific intervention strategies at the macro level. Please specify:
- 1 2 3 4 5 Evaluate the effectiveness of your practice / program
- 1 2 3 4 5 Effectively terminate / close with a client /client system.
- 1 2 3 4 5 Explore value and ethical conflicts related to practice in this field site.
- 1 2 3 4 5 Develop an understanding of the federal, state, local and agency based policies that guide / govern practice in this setting.
- 1 2 3 4 5 Develop and implement plans for advocating for policy change.
- 1 2 3 4 5 Identify specific theories guiding practice / service delivery at this agency.
- 1 2 3 4 5 Integrate theoretical perspectives from class.
- 1 2 3 4 5 Use current research to guide your practice in this setting.
- 1 2 3 4 5 Learn about specific cultural issues that impact service delivery in this agency/community.
- 1 2 3 4 5 Learn about specific community resources available.
- 1 2 3 4 5 To what extent did your agency provide you with the logistical support you needed to learn? (e.g. desk space, phone)

Did you have the opportunity to facilitate / co-facilitate / chair groups of any kind during this placement?

Yes. How many? _____

No

If so, what types, check all that apply.

Task; Psycho-educational Therapy / Treatment

For direct practice students:

How many “cases” (individuals, families, couples) did you have the opportunity to work with during this placement?

Please describe a typical case assigned to you: _____

Did you have an opportunity to have any macro assignments?

No

Yes If so, please describe:

For community development / management students:

How many projects / programs did you have the opportunity to work with during this placement?

Please describe a typical project assigned to you: _____

Did you have an opportunity to have any micro assignments?

No

Yes If so, please describe:

Your Field Instructor . Please use this section to rate the social work Field Instructor who worked with you. If you also had a task supervisor, please rate that individual separately in the section that follows.

Please rate each area on a scale of 1 (not at all) to 5 (to a very great extent). To what extent did your Field Instructor

- 1 2 3 4 5 Provide you with at least one hour of individual supervision per week.
- 1 2 3 4 5 Support you in completing your professional development responsibilities
- 1 2 3 4 5 Provide you with an orientation to the agency and the community
- 1 2 3 4 5 Provide you with a range of assignments
- 1 2 3 4 5 Accommodate your learning style
- 1 2 3 4 5 Support you in completing your field learning contract and evaluation on time.
- 1 2 3 4 5 Provide you with learning opportunities that were challenging
- 1 2 3 4 5 Help you integrate what you were doing in Field with what you were learning in the classroom.
- 1 2 3 4 5 Provide you with opportunities to complete and receive feedback on process recordings?
- 1 2 3 4 5 Provide you with opportunities to complete and receive feedback on journals/logs?
- 1 2 3 4 5 Provide you with opportunities to complete and receive feedback on audio or video tapes of your performance?
- 1 2 3 4 5 Provide you with opportunities to complete and receive feedback on your written work?
- 1 2 3 4 5 Provide you with feedback that was useable / useful?
- 1 2 3 4 5 Serve as a role model for professional social work?
- 1 2 3 4 5 Support you in your role as a student learner?

Your Task Supervisor: *Complete only if applicable.* This is the individual at your field agency who is NOT a social worker but who was responsible for providing you with day to day guidance and direction on completing specific tasks.

Please rate each area on a scale of 1 (not at all) to 5 (to a very great extent).

To what extent did your Task Supervisor:

- 1 2 3 4 5 Provide you with at least one hour of individual supervision per week.
- 1 2 3 4 5 Support you in completing your professional development responsibilities
- 1 2 3 4 5 Provide you with an orientation to the agency and the community
- 1 2 3 4 5 Provide you with a range of assignments
- 1 2 3 4 5 Accommodate your learning style
- 1 2 3 4 5 Support you in completing your field learning contract and evaluation on time.
- 1 2 3 4 5 Provide you with learning opportunities that were challenging
- 1 2 3 4 5 Help you integrate what you were doing in Field with what you were learning in the classroom.
- 1 2 3 4 5 Provide you with direction and feedback that was useable / useful?
- 1 2 3 4 5 Serve as a role model for professional social work?
- 1 2 3 4 5 Support you in your role as a student learner?

Your Field Faculty Advisor. This is the faculty liaison who worked with you and your Field Instructor. Please rate each area on a scale of 1 (not at all) to 5 (to a very great extent).

To what extent did your Field Faculty Advisor:

- 1 2 3 4 5 Provide you with information that was helpful in selecting your placement?
- 1 2 3 4 5 Challenge you to learn in new areas / ways?
- 1 2 3 4 5 Make herself / himself available to you and your agency when needed?
- 1 2 3 4 5 Clearly explain Field Education policies and procedures?
- 1 2 3 4 5 Support you in your role as a student learner?
- 1 2 3 4 5 Provide a professional model for conflict resolution, advocacy and ethical conduct?
- 1 2 3 4 5 Promote flexibility and creativity in addressing field related challenges.

Please share any other information with us that you feel would be helpful in strengthening field education.

Thank you for your time and assistance. Please complete this instrument and turn it in to the Field Education Office, room 110 MSASS Building *along with your completed learning contract and evaluation*. If you have any questions, please contact Zoë Breen Wood, Director of Field Education at 368-2689 or via email at zoe.wood@case.edu.