Welcome to Field Education at Georgia State University!

This manual is designed to facilitate the field education experience for all those involved—students, field supervisors, task supervisors, and faculty liaisons. It also provides useful information for prospective students, field supervisors, and field agencies/organizations. It is intended to provide general information about the various roles and expectations in the school and agency partnerships.

Field education at Georgia State is organized and implemented as a partnership between the educational community and the practice community in training future social work practitioners. Within this partnership, there are three key people to the success of the field education experience: the student, field supervisor, and faculty liaison. First is the student, who possesses the willingness and desire to observe, learn, take action, and reflect. The student’s professional development is guided and nurtured by the field supervisor whose role as teacher is pivotal in the student’s evaluation of self as an emerging professional social worker. The faculty liaison’s role is to provide ongoing support and information to the student and the field supervisor. Communication among all parties is critical in meeting the objectives of field education and maintaining a healthy partnership. Ongoing feedback is welcomed from all parties.

A field education advisory board of community practitioners offers continued input as well. This advisory board of experienced practitioners provides guidance and expert knowledge in field education and enhancing the partnership between the School’s field education office and community agencies/organizations.

We are grateful to all who participate in the field education experience of the social work curriculum, enabling and enhancing the integration of theory, social work practice and professional development of future social workers.

Dr. Renanda Wood Dear, LMSW

Dr. Renanda W, Dear, LMSW

Director of Field Education

(404) 413 – 1057

rwood@gsu.edu

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Overview of Field Education

According to the 2015 CSWE Educational Policies and Accreditation Standards (EPAS):

Educational Policy 2.2—Field Education is the Signature Pedagogy of Social Work Education. Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity.

The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Field education is an integral part of the BSW & MSW curriculum at Georgia State University. The field education component of the curriculum at GSU is consistent with the mission, goals and objectives of the School of Social Work. It provides students the opportunity to apply theories and skills they have learned in the classroom with real-life clients under the supervision of a seasoned social worker in an approved setting.

Community agencies and other social work environments act as learning laboratories, giving students valuable exposure to the full range of functions, responsibilities, challenges and opportunities today’s social workers experience at the micro, mezzo and macro level.
1. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

**Educational Policy & Accreditation Standards**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.

Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession.

Social Workers also understand the role of other professions when engaged in inter-professional teams.

Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Social Work Behaviors**

Social Workers:
2. ENGAGE DIFFERENCE & DIVERSITY IN PRACTICE

Educational Policy & Accreditation Standards

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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

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

**Assignments/Activities**

- In Service Day + Reflection

3. **ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE**

**Educational Policy & Accreditation Standards**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Social Work Behaviors**

Social Workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
• engage in practices that advance social, economic, and environmental justice.

**Assignments/Activities**

• Ethical Dilemma Presentation

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4. **ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**

**Educational Policy & Accreditation Standards**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.

Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Social Work Behaviors**

Social Workers:

• use practice experience and theory to inform scientific inquiry and research

• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

• use and translate research evidence to inform and improve practice, policy, and service delivery.

**Assignments/Activities**

• Professional Development Activity
• Agency Analysis
• Case Presentation-Planned Change Process
5. ENGAGE IN POLICY PRACTICE

*Educational Policy & Accreditation Standards*

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.

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

*Social Work Behaviors*

Social workers:
- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- assess how social welfare and economic policies impact the delivery of and access to social services
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

6. ENGAGE WITH INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES

*Educational Policy & Accreditation Standards*
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Social Work Behaviors**

Social workers:

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

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Assignments/Activities**

- Case presentation: Planned Change Process
- Student participation

7. **ASSESS INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES**
Educational Policy & Accreditation Standards

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

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.

Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.

Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social Work Behaviors

Social Workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Assignments/Activities

- Case Presentation-Planned Change Process
- Student participation
- In Service-Day & Reflection
8. INTERVENE WITH INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES

**Educational Policy & Accreditation Standards**

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

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.

Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.

Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

**Social Work Behaviors**

Social Workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

• facilitate effective transitions and endings that advance mutually agreed-on goals

**Assignments/Activities**

• Intervene with clients in the context of placement in collaboration with field instructor
• Learning Plan
• Case Presentation-Planned Change Process
• Student participation

9. **EVALUATE PRACTICE WITH INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES**

**Educational Policy & Accreditation Standards**

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

Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.

Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Social Work Behaviors**

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

Assignments/Activities

• Evaluate assessments and interventions in collaboration with field instructor
• Attend supervision at least one hour per week with field supervisor

Council on Social Work Education
Community Partnerships
Specialization Competencies

1. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR
Educational Policy & Accreditation Standards

Social workers apply the profession’s values and ethical standards to inform community partnerships practice.

Working with groups, organizations, and communities requires the social worker to be intentional in having to address ethical issues and conflicts in relationship to a group, organization or community’s wants and needs.

To ensure ethical and professional practice, social workers use self-reflection, supervision, and consultation to address how their personal values, biases, etc. may impact their work with groups, organizations, and communities.

Social Work Behaviors

Social workers:
• integrate personal reflection, self-correction, and feedback in your professional leadership role in working with groups, organizations, and communities

• identify professional strengths, limitations, and challenges as a community partnerships practitioner

• engage in ethical decision-making that reflects social work values in working with groups, organizations, and communities

• manage conflicting priorities that may emerge from the complexities and dilemmas in working with multiple and diverse constituencies/communities

2. ENGAGE DIFFERENCE & DIVERSITY IN PRACTICE

Educational Policy & Accreditation Standards

Social workers embrace diversity and difference as pillars in working with groups, organizations, and communities.

The success of community partnerships practice rests with diverse perspectives and stakeholders at the table at all times working within a framework of cultural humility and respect for differences.
Social workers work to ensure a climate of inclusion with full engagement of constituencies/communities.

**Social Work Behaviors**

Social workers:
- Engage in community partnerships practices that reflect diverse perspectives
- Leverage diversity and difference to build and/or strengthen community partnerships

### 3. ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

**Educational Policy & Accreditation Standards**

Social workers operate from the perspective that fundamental human rights and justice issues shape the practice of community partnerships.

Such work requires participatory processes that are inclusive of all voices and engages those individuals, groups, and communities who have been marginalized to be empowered to build healthy organizations and communities.

Social workers in community partnerships analyze and assess ways in which differential power and privilege shape communities and apply such knowledge to their work.

**Social Work Behaviors**

Social workers:
- engage stakeholders in identifying resources, services, benefits, and/or opportunities in order to promote human rights and social, economic, and environmental equity
- advocate for/engage in participatory processes that are inclusive and increase empowerment for those organizations/community groups who have been marginalized or excluded

### 4. ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH
**Educational Policy & Accreditation Standards**

Social workers advance community partnerships practice by engaging in community-based participatory research that includes and respects diverse perspectives.

Social workers in community partnerships practice are expected to share and apply research findings in their work with groups, organizations, and communities.

With the constituents/community, social workers critically analyze and review how policies, programs, services, and/or interventions impact those being served.

**Social Work Behaviors**

Social workers:
- Advance research that is participatory and inclusive of the community
- Use evidence-informed research to inform community partnerships practice

5. **ENGAGE IN POLICY PRACTICE**

**Educational Policy & Accreditation Standards**

Social workers acknowledge the impact of both organizational and social policies on viable solutions and outcomes that are the results of community partnerships practice.

Social workers also recognize the importance of advocating for organizational or social policy change to shape a more effective design and delivery of community programs and services.

**Social Work Behaviors**
• Engage in community partnerships practice that reflects an understanding of organizational policies and how such policies impact the design and delivery of community programs and services

• Engage in community partnerships practice that reflects an understanding of social policies and how such policies impact service delivery

**COMPETENCIES 6-9²**

As stated in the 2015 Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE), engagement, assessment, intervention, and evaluation are each presented as an “ongoing component of the dynamic and interactive process of social work practice” (pgs. 8-9). In community partnerships practice, these four components are not linear, and intervention activities may be conducted as part of engagement, assessment, and evaluation. In addition, Competencies 1-5 are integrated in operationalizing Competencies 6-9.

6. **ENGAGE WITH INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES**

*Educational Policy & Accreditation Standards*

Social workers embrace ongoing engagement as a foundation in effective community partnerships practice.

Reciprocal, respectful, and fluid communications is key in working with groups, organizations, and communities to build trust and to identify common purpose, interests, and focus.

Social workers involved in building or strengthening partnerships do not take engagement for granted and recognize that genuine engagement requires attention at all steps of a task or project.
Social workers think critically about their role and responsibilities in engaging others with the understanding that each engagement is unique to the dynamics and needs of constituencies/communities.

**Social Work Behaviors**

Social workers:

- apply a range of professional written, oral, and electronic modes of communication to actively engage in establishing and building relationships; interacting with groups, organizations, and communities; and supporting community partnerships intervention strategies

- identify and define a group, organization, and/or community as a client system

- identify common interests, key stakeholders, and mutual areas of focus

- initiate and sustain connections with constituencies, stakeholders and other community entities

- create, sustain, and/or strengthen defined collaborative relationships that foster healthy communities

7. **ASSESS INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES**

**Educational Policy & Accreditation Standards**

Social workers engage with stakeholders in assessing needs and assets of groups, organizations, and communities that lead to the setting of shared goals and outcomes in defining what success will look like.

Human rights, diversity, justice issues, and marginalization are critically applied in assessing needs and assets at the point of intersectionality between individuals/groups and their environments.

Intervention strategies focus on how best to use and access current and new resources and partnerships to accomplish outcomes.

**Social Work Behaviors**
Social workers:
• identify and assess group, organizational and/or community needs and assets
• prepare a community analysis report/presentation
• use mapping software (e.g., Social Explorer) to prepare a community map
• contribute to the development of shared goals/outcomes for practice with groups, organizations, and/or communities and help frame options for intervention

8. INTERVENE WITH INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES

*Educational Policy & Accreditation Standards*

Social workers in community partnerships practice employ an interactive process in implementing strategies for change. This non-linear process encourages social workers to apply critical and creative thinking in creating, facilitating, monitoring, and evaluating effective and innovative interventions to accomplish shared goals and outcomes.

In creating intervention strategies, social workers focus on how best to identify, use, and access current and new resources, including partnerships, to accomplish outcomes.

Interventions focus on capacity building of groups, organizations, and communities through collaborative efforts.

*Social Work Behaviors*

Social workers:
• Assess the interconnection between individuals/groups and their environment in developing community partnerships intervention strategies
• Contribute to the creation of a resource development strategy and identify diverse funding sources and other resources in the context of an identified purpose and proposed outcomes
• Create, sustain, and/or strengthen programs/services that advance the needs and capacities of the community and maximize human potential

• Monitor and evaluate how policy impacts groups, organizations, and/or communities

• Create, facilitate, and/or evaluate training and educational opportunities for strengthening individual, group, organizational, and/or community leadership capacity

• Create, monitor, and/or evaluate communications strategy as an intervention or as a component of an intervention

• Engage in project management from initiation to evaluation

9. EVALUATE PRACTICE WITH INDIVIDUALS, GROUPS, FAMILIES, ORGANIZATIONS, & COMMUNITIES

Educational Policy & Accreditation Standards

Social workers in community partnerships practice use evaluation as a means to strengthen engagement, assessment, and intervention with groups, organizations, and communities. Evaluation is an ongoing, inclusive, and participatory task for community partnerships practitioners and stakeholders.

Through focus groups, surveys, interviews, and other participatory research methods, social workers and their partners evaluate outcomes and develop action plans to identify next steps.

The application of logic models provides a framework in the planning, implementation, and evaluation of programs and initiatives.

Social workers critically analyze and assess data and action plans/recommendations for moving forward.

Social Work Behaviors
Social workers:
- Apply research methods in evaluating work with organizations, collaborations, and/or communities
- Develop and communicate an action plan based on evaluation findings

Field Integrative Seminars

Course Catalog Information

SW 4500/4900
An educationally directed practicum in a social service agency. A generalist approach is applied to guide beginning social work practice with diverse individuals, families, small groups, organizations, and communities. Demonstration of knowledge of professional values, agency structures, and policies. Emphasis on the integration of content from all areas of the curriculum. A fee to cover liability insurance is required. This course may include a Signature Experience component. SW 4900 is a continuation of these principles, with greater emphasis on demonstration of assessment, planning, implementation, evaluation, and research skills.

SW 7500/7900
This course provides a field experience that enables the social work student to integrate generalist practice knowledge, values, and skills with agency based social work practice. This experience incorporates an agency based field practicum and field integrative seminar. A fee to cover liability insurance is required. SW 7900 is a continuation of these principles.

SW 8500/8900
This course provides a field education experiences that enables the social work student to apply the knowledge, values, and skills of creating community partnerships. This experience incorporates a community-based field education practicum and field integrative seminars. A fee to cover liability insurance is required. SW 8900 is a continuation of these principles.

The purpose of the field integrative seminar is to provide the student a forum for the integration of academic learning with agency-based field placement. Focus is on the common experiences and concerns of field students in their evolution from student to social work practitioner. The seminar class focuses on selected topics (both instructor- and student-initiated) and agency and case presentations by students. Seminar students have an opportunity to discuss issues related to their learning experiences in the agency. Through facilitated discussion, students learn about social work generalist practice in various settings and assist each other in the application of direct practice social work knowledge, values, and skills from one setting to another.

Learning Plan

The Learning Plan is a learning contract that provides a framework for the student’s time and professional contributions at the field placement site as well as for the student/field supervisor relationship. The student’s field placement tasks are outlined in this document. The Learning Plan is completed during the initial weeks of field placement and is subject to approval by the faculty liaison to ensure compliance with educational objectives. The learning outcomes are broad enough to encompass learning opportunities in diverse settings. The Learning Plan has multiple purposes. It creates:

- a linkage between social work practice and learning outcomes
- opportunities for observation and retrieval of practice behavior
- a linkage between social work practice and professional knowledge/skills
- a linkage between social work practice and current research
- opportunities for evaluation of practice behavior
- opportunities to identify learning tasks/activities specific to a field site’s needs/interests
- opportunities to identify future planning needs for the student and the field site structure for the student’s time in field placement.

Instructions for Completing the Learning Plan

1. The Learning Plan should be developed jointly by the field supervisor and the student. It is the student’s responsibility to submit the completed the Learning Plan
to the faculty liaison by the due date. Once the faculty liaison has approved the Learning Plan, the student should maintain a copy of this document and provide a signed copy to the field supervisor.

2. In developing tasks to meet educational objectives/learning outcomes choose “active” not passive verbs (e.g., create, develop, facilitate, conduct, prepare, assess, plan). The learning objectives address application and demonstration of knowledge, values, and skills. “Reading” or “reviewing” material may be required by the student in preparation for a task, not as end results.

3. One task may involve multiple steps and, therefore, address more than one learning objective.

4. When considering student tasks, think about the possibilities – not just the realities of a daily routine. For a field supervisor, think about what tasks or projects are on your “wish list” if you just had more time. For example, following-up with clients, facilitating a group, developing a new partnership, expanding a program, recruiting and training volunteers.

Use the Learning Plan as a working document as part of supervision to ensure tasks are being met. Both the student and the field supervisor should use the Learning Plan to address issues and challenges in the process of completing a task.
Field Education Personnel

Field Education Office

The Director of Field Education is responsible for the overall administration of the field education component for the School of Social Work. This involves working with field supervisors, faculty members, and students. Our goal is to create educational partnerships with community agencies/organizations that afford outstanding experiential opportunities for all involved parties. In collaboration with field office staff, field liaisons, field instructors, students, agencies and member of the social work faculty, the director of field education is responsible for:

1. Developing and coordinating an orientation for all field liaisons.
2. Providing supervision for field office staff.
3. Coordinating and finalizing assignment of students to field courses.
4. Overseeing content and implementation of field orientation for students.
5. Working closely with field liaisons and field instructors to address any student issues that arise during the field experience.
6. Providing supervision for field liaisons to help ensure the field courses are implemented.

7. Developing and implementing orientation for trainings for field instructors.

8. Providing final approval of agency sites.

9. Providing development, implementation, and monitoring of the field education website.

10. Ensuring that field education policies and procedures are developed and correctly implemented and that the educational objectives of field education are not compromised.

11. Working collaboratively with field directors within the Field Education Consortium to strengthen field education programming regionally.

12. Continuously assessing the quality of the field education program.

**Field Education Coordinator**: is a member of the field education office who has responsibility for assisting with student placements and serving as a faculty liaison. In collaboration with the field director and field office personnel, the field coordinator is responsible for:

1. Developing new field placement sites.

2. Monitoring current field placement sites.

3. Conducting interviews with agencies to determine if they meet criteria appropriate for the field experience.

4. Collecting and reviewing agency field instructor documents to help ensure that the field instructor meets the criteria for field supervision.

5. Working with the director of field to facilitate orientation for students.

6. Educating students, directors of sites, and field instructors about field policies and expectations.

7. Collaborating with field education personnel to help ensure that agency affiliation agreements are completed.

**Field Education Academic Specialist**: is a member of the field education office
that is responsible for working closely with the director of field and field office personnel to provide overall administrative support for students, faculty liaisons, and others.

Under the supervision of the director of field, the field academic specialist is responsible for:

1. Reviewing and approving students’ field experience application documents.

2. Contacting students to provide information about deadline and important notices from the field office.

3. Monitors the field education office email account.

4. Provides administrative support to the director of field and field education coordinator.

5. Assisting in the development, implementation, and monitoring of the SSW field website.

6. Updating and maintaining field data in systems utilized by the field office.

7. Provides field education data reports and statistics.

8. Supervising graduate research and student assistants.

9. Performing other tasks as required or requested by the field director.

**Field Liaison:** is the faculty member who is responsible for following and monitoring assigned students through the field experience and for visiting the student and field instructor at least once per term. The field liaison holds the MSW credential and can provide required supervision, if in the unlikely case, an MSW is not on site. They serve as the liaisons between the social work program and the field agencies by:

1. Holding site visits with field agencies, at least once per semester, to (a) identify appropriate learning opportunities for the students; (b) consult with the students and field instructor on the progress of the experience.

2. Consulting with field instructors and students regarding existing field-related problems, including appropriate problem-solving activities.

3. Evaluating the student’s performance and assigning a grade for field seminar.

4. Assessing the students for the appropriateness in the social work profession, including adherence to the professional code of ethical conduct.
5. Teaching field education seminar to social work field students to help them understand the integration of social work theory and practice.

6. Providing evaluative information to the director of field on the quality of the agency’s field experience and recommending revisions to the field experience.

**Advisory Board:** The purpose of the advisory board, comprised of field supervisors, is to strengthen the link between social work education and community-based social work practice by providing an ongoing opportunity for field supervisors to have input into the field education component of the social work curriculum. The advisory board is responsible for:

1. Attending meetings once a semester during the academic year and communicating as necessary through email.

2. Providing recommendations or field concerns about the field experience to be addressed at advisory board meetings.

3. The Director of Field Education chairs the Field Education Advisory Board.

**Agency Associates**

**Agency Field Instructor** (sometimes referred to as agency supervisor) is the individual who meets the qualifications to supervise the student. This person must have an MSW degree and two years post-graduation experience, unless otherwise approved by the Director of Field Education.

**Agency Task Supervisor** is an individual in the agency who provides day-to-day supervision of a student when a qualified MSW-credentialed agency field instructor is not available.
Policies

ACADEMIC PERFORMANCE

The student’s letter grade for field education incorporates a grade for field placement given by the field instructor and a grade for the field integrative seminar given by the faculty liaison. 40% of the final grade is determined by the student’s performance in the field and 60% of the final grade is determined by the student’s performance in the seminar. Assigning the final grade is the responsibility of the faculty liaison. Although the final grade represents a 60/40 split between field and seminar, the faculty liaison has the discretion to lower a student’s final grade if the following occurs:

1. failure to turn in on time all time sheets, the learning contract (Learning Plan), assignments, or any additional course requirements
2. failure to complete any assignment or a course requirement
3. failure to attend and/or participate in field seminar;
4. inconsistencies in student performance between field placement and field seminar; and
5. failure to complete the minimum of 400 field placement hours for undergraduate/generalist practice and minimum of 500 for specialization year.

Undergraduate Students:

A grade of “C” or better in SW 4500 is required for continuation into SW 4900. A grade of “F” represents a failed field education course. Students who fall below the minimum standards set forth by the School of Social Work will be subject to academic review. Academic review may result in re---enrollment in the field education course, academic probation, or dismissal from the social work program (see Student Handbook).
Graduate Students:

MSW students must earn a “B” or better in field education in order to continue into the next semester’s field education course. A grade of “C” (while giving credit hours) will not apply toward the MSW degree. A grade of “F” represents a failed field education course. Students who fall below the minimum standards set forth by the School of Social Work will be subject to academic review. Academic review may result in re-enrollment in the field education course, academic probation, or dismissal from the social work program (see Student Handbook).

If a student earns less than a “B” in a six-semester hours field education course and is allowed to continue in the MSW program, that specific course must be retaken in the next semester in which it is offered. Before being allowed to retake the field education course, the student may be required to take an independent study course with a field component, supervised by the Director of Field Education or another faculty member. Please note that if a student is given the option to remediate a grade lower than a “B” or to remediate a grade point average that falls below a 3.0, this option is available only once during a student’s matriculation in the MSW program. Remediation of a grade or grade point average does not automatically allow a student to continue in the program (see Student Handbook).

Field Education Withdrawal Policy

Undergraduate Students:

If a student must withdraw from SW 4500 or SW 4900, the student must follow University procedures as outlined in the “Withdrawal from Classes (including Hardship Status)” section of the Undergraduate Catalog. If a student withdraws from field education, the student may not be assigned to the same agency upon re-entry. Re-entry may be limited to a space available basis.

Graduate Students:

If a student must withdraw from any field education course, the student must follow University procedures as outlined in the “Withdrawal from Classes (including Hardship Status)” section of the Graduate Catalog. If a student withdraws from field education, the student may not be assigned to the same agency upon re-entry. Re-entry may be limited to a space available basis.

Incomplete Grade in Field Education:

An “I” (incomplete) may be granted to a student with extenuating circumstances as approved by the field director. A student who is failing field education may not receive an “I” grade. According to the GSU Undergraduate Catalog:
The notation of “I” may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to qualify for an “I,” a student must:
(a) have completed most of the major assignments of the course (generally all but one) and
(b) be earning a passing grade in the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course, including examinations, and wishes to receive an incomplete for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. A grade of incomplete is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing a grade of incomplete are established by the instructor.

Field Placement Accommodations for Students with Disabilities

As required by federal and state law and Georgia State University policy, internship placements must be accessible to students with disabilities. This requirement means that students with disabilities should have the same kinds of educational opportunities - including field placements. However, given the wide range of disabilities, it is possible that not every placement will have the capability to accommodate every student. Every effort is made by the Office of Field Education to ensure equal access to internship opportunities. Students with special needs must contact the Student Disability Services and the Director of Field Education after being accepted into the MSW program to discuss accommodations that may be necessary in the internship site. Accommodations provided at Georgia State University do not automatically transfer to the internship placement. Students must also provide the agency with necessary documentation to be eligible for accommodation, as per ADA.

What are the responsibilities of Georgia State students with a disability?

- Request academic accommodations in a timely manner relative to the semester that they plan to attend.
- Advocate for themselves.
- Provide appropriate documentation of their disability.
- Meet privately with faculty to discern how their academic accommodations will be facilitated.

Please visit the Access and Accommodations Center at GSU
https://access.gsu.edu/about-us/
The Office of Field Education will consult with the Access and Accommodation Center as necessary to discuss appropriate accommodations for the internship placement.

**Field Education Grievance Procedure**

Occasionally there are situations in the field setting that cannot be resolved satisfactorily between the student and the field supervisor. In these instances, the faculty liaison should be contacted immediately. The faculty liaison is available to assist when problems arise as identified by either the field supervisor or the student. If needed, a meeting is arranged with the faculty liaison, student, and field supervisor. If the situation continues to persist, the director of field education may become involved. Sometimes miscommunications, misunderstandings, and nervousness can interfere with the student’s ability to conform to professional practice. Therefore, early recognition and ongoing, open communication between the field supervisor, the faculty liaison, and the student is critical.

**Termination of Field Placement**

Student’s progress will be continually and thoroughly assessed throughout their time in the social work field experience. Normal growing pains of getting acclimated to a new agency may occur as these are usually part of the learning process. However, there are circumstances when students may have their placement terminated if:

- Their performance in field experience demonstrates, after adequate corrective efforts, little likelihood of successful completion. This may be a matter of knowledge, skills and/or values.
- Their attitudes or values are incompatible with the practice of professional social work.
- Commit a serious violation of NASW Code of Ethics.
- Consistently unable to form productive working relationships with clients, field instructors, or other students.
- Their personal problems (e.g. relationship substance abuse, mental illness) are so serious or recent as to preclude effective work in the field setting.
- Engage in serious academic or other dishonestly or in a breach of confidentiality

Steps after termination:

- Students will be informed in writing by the field of education of the area(s) of concern and corrective action necessary for continuance in placement.
- Students who have been terminated from field may be assigned a new field site if the problems that led to that decision are resolved. The burden is on the student
to demonstrate that this is the case.

**Remediation Plan**

A student’s failure to meet first and second year competencies and behaviors, adhere to agency policies and/or follow standards of professional performance and ethical conduct, as defined by the NASW Code of Ethics, will be considered grounds for a remediation plan. If the remediation plan is not appropriately followed by the student, they may receive a failing grade, and be terminated from the program. The aforementioned trajectory of outcomes is determined by Office of Field Education, in consultation with the SSW Professional Review Committee, and GSU’s Office of Student Conduct and Academic Integrity.

Field supervisors are expected to contact Faculty liaisons whenever there are deficiencies in field learning, violations of agency policies and/or Professional Performance issues by a student, when the issues first surface so that every effort is made to resolve these deficiencies or issues early on in the placement when possible. When deficiencies in field learning, violation of agency policies and/or professional performance issues with a student first surface, the following process is followed:

1. Any deficiencies in field learning, violations of agency policies and/or professional performance issues should be addressed by the Field liaison when they first arise. If this does not result in positive results the next steps are delineated below.

2. The field supervisor in collaboration with the Faculty liaison and the student try to resolve any deficiencies in field learning, violations of agency policies and/or professional performance issues when they first arise. Similar effort is made by the faculty member and the Program Director to address professional performance issues in the classroom. If issues are still not resolved, the following step is implemented.

3. The development of a written remediation plan by the Office of Field Education, field liaison and student is created in order to address any previously addressed and unresolved deficiencies and/or violations (or the faculty member and the student in professional performance matters.
   a. The Field Supervisor or faculty member and the student must each provide a written statement to the Director of Field Education, detailing their perspective of the deficiencies, violations of agency policies, and/or professional performance issues.
      The remediation plan will delineate the agency violations, and professional performance issues requiring address and the timeline within which the issues must be addressed. The Faculty liaison and the student must sign The Field Performance Remediation Contract and a signed copy will be provided to the student, Field Supervisor, Faculty liaison, and Director of Field Education.

4. If the student does not complete the requirements of the remediation plan, the Faculty Liaison is notified and requests a meeting with the Director of Field Education to
discuss the student’s progress or lack thereof with the recommendation of placement termination. The Office of Field Education grievance process is designed to ensure that students receive due process.

4. If deficiencies in field learning, violation of agency policies and/or professional performance issues in the Field Performance Remediation Contract/Professional Performance Remediation Plan are met within the identified timeline, the student continues his/her internship at the agency and remains a student in the MSW Program.

PROFESSIONAL BEHAVIOR

The field placement is a critical component of the student’s development as a professional social worker, particularly as it reflects the student’s ability to internalize academic course content and to combine professional knowledge and skill with a professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one’s professional responsibilities to clients, the agency, and the community. Should a student’s personal problems, psychological well-being, lack of maturity or lack of learning readiness in the student intern role impair the student’s field performance and responsibilities to clients, the agency, and/or the community, the field supervisor and the faculty liaison have the responsibility to intervene.

The following criteria will be used to determine the basis of professional competence in field education:

Field placement experience:

The agency field supervisor, the faculty liaison, and/or the Director of Field Education’s evaluation of the student will be reviewed. Concerns around the student's professional competence may arise due to the student’s inability to:

1. establish and maintain positive and constructive interpersonal relationships with clients and field supervisors,

2. poor performance in the field (see mid-semester and final evaluation criteria), and/or

3. lack of professional demeanor. Any of these concerns will be assessed within the developmental framework of the student’s progress through his or her social work education and experiences.

Lack of professional demeanor may be evidenced by the student’s:
• Lack of commitment to professional growth and development
• Tardiness or absenteeism at the field placement
• Failure to adhere to agency policies, standards, and guidelines
• Lack of appropriate professional dress and appearance
• Failure to enact appropriate behaviors with clients
• Failure to meet project/task/assignment deadlines
• Inability to accept constructive feedback from the field supervisor
• Failure to exhibit maturity or learning readiness
• Failure to maintain professional boundaries
• Failure to exhibit ethical behavior

Lack of professional competence as exhibited in the student’s performance in field education may result in a lower grade or possible dismissal from the program.

Additional criteria that may be used to assess a student’s professional competence and lead to an academic review by the School’s Professional Review Committee include

**Academic performance:**

Failure to meet the minimum academic standards set by the University, the College, and the School.

**Unprofessional behavior or ethical misconduct:**

Failure to comply with the ethics, values, and principles of the social work profession as defined by the NASW Code of Ethics; exploitation of clients, engaging in sexual activities with clients; participation in dishonesty, fraud, deceit or misrepresentation; and/or involvement in illegal activities (conviction of a felony, breaking the law, specific criminal behavior such as trafficking in and/or possession of drugs).

**Inability to function within the role of a student:**

Inappropriate classroom behavior (disruptiveness, tardiness, inattentiveness, behaviors that undermine the work or morale of faculty and students). The student demonstrates an inability to accept feedback and effectively utilize the problem solving process.

**Negative attitude:**
Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student’s ability to actively participate in the learning experience.

**Personal problems:**

This may include either physical, emotional, or life-related problems that interfere with a student’s ability to meet both the academic and professional standards and requirements and/or raise questions about suitability for profession.

Failure to comply with the policies and procedures of Georgia State University and/or the Andrew Young School of Policy Studies and/or the School of Social Work and/or the field placement agency.

For a student who does not maintain professional standards or whose personal problems/issues present obstacles in maintaining professional standards, that student may be removed from placement and receive a failing grade for field education. In such situations, the student may be denied another field placement and dismissed from the social work program. Depending on the circumstances for dismissal, a student suspended from field education may be allowed to re-enroll only at such time when he/she demonstrates to the satisfaction of the faculty an appropriate commitment to the demands of and expectations for the field education experience. If the recommendation is to remove a student from field education, this recommendation must be presented to the Director of Field Education, BSW Program Director, School of Social Work Director, and to the School’s Professional Review Committee for a final decision.

**Student Guidelines for Conduct**

All students admitted to the Social Work program have three general responsibilities: (1) to attain knowledge and skills in the social work profession, (2) to participate fully in the learning process, and (3) to act in accordance with the ethics, values and norms of the social work profession. To meet these responsibilities, students adhere to the following requirements:

- Develop with the agency supervisor and faculty liaison measurable learning objectives, using the appropriate curriculum for the internship being completed.
- Complete the learning contract for the academic year at the start of the fall semester, review the learning contract in January, and make additions/changes as appropriate with advisement from the agency supervisor and faculty liaison; and
- Participate in activities assigned by the agency supervisor and offer services to client systems with increasing knowledge and autonomy and within the policies and practices of the agency setting.

**Ethical Conduct**
The School of Social Work supports the National Association of Social Workers’ Code of Ethics and expects students, faculty, and field instructors to abide by its provisions. Students are expected to have knowledge of and to adhere to the NASW Code of Ethics which outlines the behavior and responsibilities expected of professional social workers. Ignorance of these professional standards is not an excuse for non-compliance.


As noted in revised NASW Code of Ethics, field instructors should not serve as a supervisor of any student with whom they have a dual relationship. Dual relationships occur when the student and field instructor have or initiate an additional relationship, for example, a close social or intimate relationship, therapist-client relationship, or business involvement. Likewise, social work students should not work with clients with whom they have a dual relationship.

If any aspect of field education the potential of a dual relationship exists, the student or field instructor should notify the field liaison or the director of field education. All involved parties will participate in efforts to resolve the issue or make other arrangements.

**Sexual Misconduct and Harassment**

**Sexual Misconduct Policy**

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

In order to reduce incidents of sexual misconduct, USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community. Such programs will promote positive and healthy behaviors and educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention, and reporting.

When sexual misconduct does occur, all members of the USG community are strongly encouraged to report it promptly through the procedures outlined in this Policy. The purpose of this Policy is to ensure uniformity throughout the USG in reporting and addressing sexual misconduct.

**Sexual Harassment:**

Unwelcome verbal, nonverbal, or physical conduct, based on sex or on gender stereotypes, that: is implicitly or explicitly a term or condition of employment or status in a course, program, or activity; is a basis for employment/ or educational decisions; or is sufficiently severe, persistent, or pervasive to interfere with one’s work or
educational performance creating an intimidating, hostile, or offensive work or learning environment, or interfering with or limiting one’s ability to participate in or benefit from an institutional program or activity.

**Sexual Misconduct:**

Includes, but is not limited to, such unwanted behavior as dating violence, domestic violence, nonconsensual sexual contact, sexual exploitation, sexual harassment and stalking.

[https://deanofstudents.gsu.edu/title-ix/](https://deanofstudents.gsu.edu/title-ix/)

The Georgia State University Student Code of Conduct and Administrative Policies regarding to Sexual Misconduct applies to all Field Placement locations in which students are completing their Field Placements; as well as Field Supervisors and Staff at those aforementioned Field Placement locations.

*Georgia State University is a public institution in the University System of Georgia. The policy set forth has been reviewed and approved by the Board of Regents and applies to all Georgia State University students.*

[https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Sexual_Misconduct.pdf](https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Sexual_Misconduct.pdf)

**Social Media Guidelines**

Social media sites, including but not limited to, Facebook, Twitter, YouTube, Blogs, etc. are standard and accepted forums for personal and professional communication. The ease of accessibility and common use of these tools can present potentially serious challenges for social workers and social work students, both personally and professionally. Issues related to privacy, confidentiality, the establishment of professional boundaries and safety, can be compromised when the necessary precautions to protect the clients have not been taken. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media in the field setting include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. If the field site/agency already has a policy on social media use, this policy should be shared with social work students as part of their orientation to the fieldwork site. Even without its own formal social media policy, the field site should have clear guidelines and expectations for students regarding social media use at home and at the field site.
**Personal Conduct Use of Social Media**

As a social worker, we must we aware that our private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families. Section 4.03 of the Code of Ethics states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information. See Section 4.06(a) of the Code of Ethics: “Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.” Social media channels provide an excellent means to build community; however, as you utilize these tools, do no harm to yourself, your field site, your clients, the School of Social Work, your classmates or to the social work profession in the process.

*Michigan School of Social Work:*

**Sharing of Sensitive Student Information**

In meetings with the field director prior to field placement or during the field placement seminar with the faculty liaison, a student may choose to share personal information that is deemed “sensitive.” This may include such personal matters as a felony or misdemeanor, mental health diagnosis or treatment, substance abuse history, chronic illness, disease, physical disability, or learning disability. “Sensitive” information may also include problems in classroom performance or in a previous field placement.

In response to the sharing of student information, one must address maintaining the privacy rights of a student, while at the same time protecting the welfare of clients served in a field site, supporting the field site’s right to make an informed decision in accepting a student for placement, and allowing the school to make an educationally sound placement selection. A student’s permission to share sensitive information should always be solicited.

In the attempt to balance these competing demands, each student situation must be evaluated on a case-by-case basis. The following factors shall be considered in the decision to share sensitive student information between the school and the field site: *
• student’s permission to share information
• information is labeled confidential
• potential effect(s) on clients being served at the field site
• relevance of student’s personal matter to field of practice
• timeframe (current or past) of the student’s personal matter
• severity of the student’s personal matter
• field supervisor’s right to know
• field site’s human resources policies/requirements

“Reasonable accommodations” as required under the Americans with Disabilities Act (ADA)
Disclosure of student information as defined in the Family Educational Rights and Privacy Act of 1974 (FERPA)

It should be noted that field sites might require a prospective student to be processed like a new employee, which can include background checks, fingerprinting, and/or medical tests (e.g., TB test) as prerequisites for acceptance as a student intern.


Placement Information

AGENCY RESPONSIBILITES
Prior to a student being placed with any agency or organization for internship, the agency must subscribe to the following guidelines, which are derived from the NASW Code of Ethics and Georgia State University School of Social Work.

**Agency Selection and Approval**

- The agency does not discriminate in hiring or service delivery on the basis of race, creed, gender, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran, and the selection, assignment and education of students.
- The agency interviews and approves students’ proposals for placement consistent with agency and GSU policies with regard to nondiscrimination.
- The agency allows students to practice within the NASW Code of Ethics.
- The agency provides necessary office space, telephone, and other office support to allow students to function effectively in the internship and agrees to reimburse students for expenses incurred on agency business.
- The agency provides an orientation for students, addresses agency rules, regulations, procedures, facilities and equipment.
- The agency provides meaningful and challenging learning activities respective to the course objectives for generalist and specialization year internships.
- The agency agrees to provide 16 hours of placement week for the generalist practice students and 18 hours of placement for specialization year students.
- The agency is responsible for providing a minimum of one hour of face-to-face supervision per week.

**Agency Supervisor**

The person designated as the agency supervisor by the approved agency serves as a key partner in the field education program to prepare students to become competent social work practitioners. The essential role and responsibility of the agency supervisor is to collaborate with the faculty liaison to provide students with vital on-site learning experiences and opportunities for professional growth and development. Most importantly, the agency supervisor is to exemplify the values, ethics, knowledge and skills of the social work profession.

**Process for Becoming an Agency Supervisor for Social Work Student Interns:**

- The agency completes application for approval as internship site.
- Upon agency approval, interested staff, who meet the criteria to become an agency supervisor submit a Credentials Form or resume to the Office of Field Education and attend an orientation for agency supervisors prior to providing supervision to social work interns.
- Agency supervisors are strongly encouraged to attend field education supervisor trainings provided by the Georgia Field Education Consortium.
- The potential supervisor must exhibit a willingness to mentor challenging as well as exceptional interns.
• The potential supervisor understands the importance of social work education.
• The potential supervisor understands the role of agency supervisor as an opportunity to learn and grow professionally and personally.
• The potential supervisor shows a willingness to examine his/her own supervisory styles and approaches, handle day-to-day situations with the student, and his/her commitment to the standards of social work education and practice.
• The potential supervisor manages his/her current workload at a satisfactory level while providing a minimum of one hour of supervision per week to each intern as well as group supervision when appropriate.

Field Placement Supervision

Field internships are designed to help students develop and practice as professional social workers. Therefore, students are expected to prepare appropriately for weekly supervision. This means following the guidelines and standards set forth by the field supervisor as well as those set by the School. As the student progresses through the field placement, it is expected that he/she will take on increasing responsibility for the content of the supervisory sessions by creating a written agenda for each session. Created by the School’s Field Advisory Board, the following guidelines for writing an agenda offer a holistic approach to assist the student with integration of classroom knowledge and practice application and to focus on processing the field experience. The student and field supervisor should discuss ways to operationalize these guidelines. The student’s supervisory agenda should include these five sections:

1. Items related to past social work, or related, coursework and work experiences
2. Items related to current coursework and classroom learning (e.g., at the beginning of each semester, bring copies of course syllabi to the field supervisor)
3. Items related to mid-semester or final evaluation instruments
4. Items related to field placement (both task and process focused)
5. Additional Items (future career goals)

STUDENT RESPONSIBILITIES

Criteria for Admission to Field Placement

All students in both the BSW and MSW program must apply to begin the field placement process through the Office of Field Education. There are specific guidelines that determine students’ eligibility for field placement. Only students who have been officially admitted by the School of Social Work and have met certain criteria will be allowed to register for social work field seminar courses or be matched with a placement agency.
Additionally, Georgia State University School of Social Work**Does Not** provide any course credit based on life or previous work experience of the student.

**Field Placement Application Process**

Students must apply for enrollment in field education. Students are not expected to apply for field until after pre-orientation. The field education sequence begins in the fall semester only. There are no summer or block field placement opportunities currently. Students should become familiar with the order of their courses and know the term that they should be applying to field placement. **Students should:**

1. **Pre- Orientation**
   Field Pre-Orientation is held in Fall semester and will provide an overview of the purpose of the field experiences, application processes, policies, requirements, and upcoming deadlines.

2. **Field Application**
   Complete the online: [Field Application](#). As part of the application process, students are asked to select three possible areas of interest. *Please note, in the unlikely chance that a student is not placed in their area of interest all field placements meet the expectations of the Generalist and Specialization curriculum.*

3. **Background Check:** Students may be expected to complete a criminal background check initiated by field agency. Students should disclose with the Office of Field Education anything that would potentially impact placement.

4. **Interviewing**
   The Office of Field Education makes the initial contact with the potential placement site and the student sets up an agency interview when instructed via email.

5. **Finalizing Placement**
   It is imperative that students prepare in advance for their interview prior to arriving at the agency. Students should be dressed professionally, present as courteous, have resume and the social work competencies in hand. **A student who is rejected for placement by two agencies for reasons related to appropriateness (i.e. behavior, attitude, professionalism) or readiness for placement may be dismissed from the program.** If a student is denied a placement following the first two agency interviews, the internship candidate meets with the Director of Field Education regarding interview challenges and next steps.

   - If the denials are based on inappropriate attire, lack of professionalism, inability to articulate their stated goals, the student may be referred to Career Services for
additional assistance with preparing for an interview.

- If the denial is based on a criminal background record, the Director of Field Education will make every effort to identify appropriate agencies.
- After the above procedure, if a student is still unable to secure a field placement, they will be referred to the Professional Review Committee. At this stage, student will be unenrolled from all courses and must REAPPLY to the program.

6. **Professional Liability Insurance**  
   Students are expected to purchase university sponsored liability insurance three weeks prior to the start of fall semester placement.

Other Requirements:

- Students assigned to health facilities for internship placement may be required to have immunizations (e.g. Hepatitis B) and or testing (e.g., TB), and possibly AIDS and/or CPR training.
- All students must complete all required agency orientations prior to beginning field placements.
- All students are required to Review the Field Education Manual.

**Time Requirements and Vacations**

**Generalist Practice**

(BSW, MSW 1st, & MSW 2nd Part time students) are expected to complete a minimum of 400 hours over the course of the two academic semesters. It is expected that students will complete at least 200 hours during each academic semester (16 hours week). BSW and 1st--year MSW students usually complete the required 16 hours/week field placement in two full days (lunch not included in the hour count).

**Specialization Year**

(MSW 2nd second & 3rd year part time students) are expected to complete a minimum of 500 hours over the course of the two academic semesters. Students are expected to complete 250 hours each semester. 2nd-year MSW students complete the required 18 hours/week field placement scheduled over three workdays (not a two day/week schedule).

The student and field supervisor must discuss and agree to the student’s weekly schedule based on both the student’s and the supervisor’s needs/tasks. Classes and field seminar cannot be missed to attend field placement.

**December Hours**
All students should be off the week that GSU is closed for the December holidays – they are not expected to be in placement when the University is closed. Students should return to their respective field placement sites once the spring semester begins in January (check the academic calendar for start date). The School acknowledges there may be work that needs to be accomplished in the field agency requiring the student’s presence once fall semester is completed. However, there are limits to a student continuing his/her placement in between the semesters. Upon completion of the fall semester field placement hours, the student can work for a maximum of 10 hours total in December (to be agreed upon by both student, field instructor, and field liaison) and such hours can be counted towards spring semester hours. December hours should reflect the time needed to provide continuity in assigned tasks or responsibilities (e.g., case management, group facilitation, holiday project, and fundraising events). If the student or field supervisor is unclear about December field placement hours, the faculty liaison should be consulted.

**Inclement Weather / Breaks**

Students will be excused from practicum for fall and spring breaks. It should be noted that students in a school setting take their breaks on the school’s not the university’s schedule. However, the total number of clock hours for practicum must still be met. In the event of University closure due to weather: If the University cancels classes due to inclement weather, you are not required to go to your field placement. However, you must be in communication with your supervisor as soon as possible that you will not be in to ensure coverage at your agency. Do not assume that your supervisor/agency will know that you are not coming in. We understand that you all live in different areas and that weather can vary from region to region. Your safety always comes first. If driving conditions are not safe where you live, and the University remains open, please use your best judgment about travel on that day. As always, your supervisor should be contacted as soon as possible if you find yourself in this situation.

**Vacations**

Students should not schedule personal vacations during the semester unless they are during the scheduled University breaks. If such a situation is unavoidable, the student is required to submit in writing a request to be absent from their field practicum. The request must be submitted to the Director of Field Education as well as their agency supervisor and should be done **BEFORE** any plans are made. Plans for make-up hours should be included in their written request, and students must make up any time missed prior to the end of the semester. It is up to the discretion of the Director of Field as well as the agency supervisor if this time away will be granted.

**Field Placement Absences**
If an emergency arises necessitating absence from the field, the student is responsible for:

1. Immediately notifying the field instructor and taking responsibility for postponing appointments or scheduled meetings.

2. In case of prolonged absence, the student and field instructor should notify the field liaison so that a plan can be made to meet the needs of the agency, the student’s situation, and the schools’ educational requirements.

3. A minimum of 200 hours must be completed for students to receive a grade in field seminar at the conclusion of each semester. Students who fail to meet this requirement will have to retake the course or receive an Incomplete (I) if they were passing field seminar.

4. Absences due to observance of religious holidays, attendance at professional conferences may be permitted with the prior approval of the field instructor and field liaison. The field instructor will determine the number of field hours credited for attendance at professional conferences.

5. Students are not allowed to bank field hours in hopes of completing their field experience earlier. Students must remain at the field placement agency until the end of the academic term.

**Employment Based Placements**

Employment Based Placements are only allowed on a case by case basis and are at the sole discretion of the field director. In certain circumstances, it may be acceptable for students to complete their internship at their place of employment. Some agencies are large enough to provide unique and distinct experiences for students so that their role of employee does not conflict with their role as an intern. Employee based placements must be applied for two semesters prior to the semester in which the student plans to begin field placement (Spring).

**School Based Settings**

Placement schedules in schools often differ from the standard placement calendar. Students placed in a school setting should plan to modify their schedules to accommodate agency hours and vacations.

**Guidelines for Safety in the Field**
The social work profession has become increasingly concerned about the safety and security of social work practitioners in the workplace. Work-related violence against social workers may include physical and/or verbal assault, the threat of assault and harassment. Such concern about workplace violence also draws attention to the safety and security of social work students placed in field placement settings.

Field sites should have policies and procedures dealing with safety and security issues for all personnel. These safety and security policies and procedures need to be a part of the student’s site orientation. However, if this information is not formally presented, the student must initiate discussion of such policies and procedures with the field supervisor. Every effort must be made to reduce potential risk in field settings. Safety and security issues to be addressed with the student include:

- office and facility security (e.g., interviewing rooms, emergency exits, disaster plan);
- parking areas, before and after-hours work);
- in-house emergency procedures for summoning security, police, and backup assistance;
- policies and procedures for home and community visits (e.g., when, where, with another worker or escort, under what conditions a visit should or should not be made,
- emergency backup plans);
- transporting clients (e.g., personal car, agency vehicle, insurance and liability, when, where, with another worker, under what conditions would an intern be given this assignment);
- assessing and handling agitated and/or violent clients (e.g., de-escalation techniques,
- physical restraint of clients, treating clients with a history of violence); and
- potential risks and safety issues unique to a setting and/or client population.

The field supervisor should discuss with the student any activities that may require special planning with regard to safety. An understanding should be reached between the student and field supervisor, with input from the faculty liaison, about what constitutes “high risk” or “dangerous” assignments. If the student refuses to accept what may be described as a dangerous assignment, this should be discussed with the faculty liaison. The student has the right to refuse a dangerous assignment and his/her safety should not be compromised.

If a student is threatened or injured in placement or is involved in an incident where one’s safety may be compromised, the faculty liaison or field director should be notified immediately.

**Transporting Clients**

The University and the School of Social Work does not allow any social work intern to transport any client, family member, significant other, etc. Some field agencies request the social work student to transport clients because it is suggested that this task
provides an opportunity to have one---on---one time with the client(s). While this may be true, even when the agency is willing to add the student as an approved driver to its insurance policy and provide an agency vehicle, transporting clients is still prohibited. Both the student and the field supervisor (as representative of the agency) must abide by this policy.

Grades and Evaluations

Evaluation of Student Performance

Field Supervisor’s:

Evaluation of the student is an on-going process. A student continually receives feedback on his/her performance from the field supervisor, task supervisor (where appropriate), and assigned faculty liaison. Written evaluations completed by the field supervisor are required three times during the two semester field placement. A mid-term evaluation of the student is required during the first semester in placement and a final evaluation is due at the end of each semester. The field supervisor is responsible for completing each evaluation in a timely manner, discussing the completed instrument with the student and obtaining the student’s electronic signature on the final page. It is the student’s responsibility for reminding supervisors about the evaluations into the faculty liaison by the due date. The due dates for the evaluations are found on the Academic Calendar.
The field supervisor is asked to grade the student on field performance as part of the end of semester final evaluation. **The field supervisor's grade accounts for 40% of the overall grade each semester.** The following criteria shall be used in the determination of a student's final field placement grade:

A 90---100
Represents excellent work. The student demonstrates superior abilities in field. The student is almost always consistent in his/her field performance and in meeting the educational objectives.

B 80---89
Represents good work. The student demonstrates solid, above average progress in field. The student is consistent in his/her field performance and in meeting the educational objectives.

C 70---79
Represents average work. The student demonstrates satisfactory work. The student is somewhat consistent in his/her field performance and in meeting educational objectives.

F less than 69
Represents failing work. The student has demonstrated incompetence in his/her field performance. The student has not met field expectations and educational objectives.

**Faculty Liaison’s:**

As part of the faculty liaison role, the designated faculty member is responsible for assigning the student’s field seminar grade each semester. This includes evaluating the student’s course assignments and final paper, completion of the learning outcomes as set forth in the Learning Plan, and the successful completion of any additional field integrative seminar requirements. **The liaison's responsibility for the field seminar grade is in addition to his/her responsibility for assigning the final field education grade each semester.** 60% of the overall field education grade is determined by the student's performance in field seminar.

**Midterm Evaluation**

The mid-semester evaluation provides an overview of how the student is acclimating to the field placement. It allows the field supervisor an opportunity to give specific feedback to both the student and the faculty liaison focused on the student’s ability to professionally conduct him/herself in field placement.
Frequently Asked Questions

What is field education?

Field education offers the social work student an opportunity to apply classroom learning in an agency-based supervised field experience. The field education courses at both the undergraduate (BSW) and graduate (MSW) levels consist of two components: (1) the field placement experience and (2) the field integrative seminar. The field placement is the agency site where the student engages as an intern under professional supervision. The field integrative seminar, facilitated by the faculty liaison, provides an on-campus forum for the integration of academic learning with agency-based field placement.

How many hours is the student at the field placement site?

The BSW and 1st-year MSW students are required to complete a minimum of 400 hours of field education over two semesters. These students are at the field placement site for 16 hours per week (two full days, excluding lunch). The 2nd-year MSW students are required to complete a minimum of 500 hours over two semesters spending 18 hours per week (three days) at the field site.
What days will the student be at the field site?

BSW classes are scheduled on Mondays, Wednesdays, and Fridays, leaving Tuesdays and Thursdays for field placement. MSW classes are scheduled on Tuesdays and Thursdays, leaving Mondays, Wednesdays, and Fridays for field placement. The student’s agency schedule must be discussed and approved by the field supervisor. Also, there may be certain days/times when the field supervisor requests that the student be at the field site (e.g., agency meetings, special events). This can be arranged depending on the student’s class schedule. Please note that a student may not miss classes to be at the field site.

How does one apply for the field education?

BSW and MSW students apply to participate in the field education class. This application includes a student’s resume and requires payment for seminar materials and professional liability insurance. The field education application is online.

Field Education Application

https://aysps.wufoo.com/forms/school-of-social-work-field-application/

What do the field applications fees cover?

The fees cover the materials for the field education seminar class and professional liability insurance. These fees do not cover the field education textbook or other required materials. Students must purchase new materials each year. Fees are not refundable.

What happens if special circumstances should be considered in a field placement?

In the application, there is a question addressing special circumstances. Also, there is a confidentiality/personal/professional form to submit immediately after the application is submitted (https://aysps.wufoo.com/forms/social-work-personal/). Please include any information that should be considered for success in field.

Students who note special circumstances should make an appointment to meet with the Field Education Office personnel. Dr. Renanda Dear, Director of Field Education, rwood@gsu.edu.

What happens after I submit my field application?

After the field application is submitted it will be processed and the student will receive a field assignment email with your agency assignment. **Students should not solicit agencies or negotiate their own placement site. Agencies must be approved by the Field Education Office.**

How does the Field Office match students and
agencies/organizations?

The Field Education Office reviews the student application, including where they live and social work interests, as well as the agency/organizations location and services to make the best match. **Students are NOT guaranteed specific agencies of interest.** Agencies are constantly changing and are evaluated annually.

How does an agency/organization become an approved field placement site?

Potential field sites must identify a contact person to complete the Social Work Field Site Information Form and read over the responsibilities of both field agencies and field supervisors. The field director will review the completed application and approve a site visit. Most of these visits are scheduled in the late fall. Applications received during the year will be held and contact will be made prior to scheduling these late fall visits.

I am working in a social work agency. Can I use this site as my placement?

Employment Based Placements are only allowed on a case by case basis and are at the **sole** discretion of the field director. In certain circumstances, it may be acceptable for students to complete their internship at their place of employment. Some agencies are large enough to provide unique and distinct experiences for students so that their role of employee does not conflict with their role as an intern. Employee based placements must be applied for two semesters prior to the semester in which the student plans to begin field placement (Spring).

After an agency is assigned, is my placement confirmed?

Once a student is assigned to a field practicum site, the student will need to call the agency contact to schedule an interview. Different agencies have different processes to accept the student. Some agencies conduct formal, group interviews and some agencies are much more informal. Writing samples are routinely requested. Students should be prepared for all situations. At the interview, students should be dressed professionally, present as courteous, have resume and the social work competencies in hand.

Increasingly agencies are requiring additional background checks. Students should be prepared for both situations. Ideally, background checks should be completed prior to the placement starting date. Agencies will typically cover the cost of any additional background checks, however, students will be responsible for additional costs or fees in medical or state agencies. If this poses a problem, please notify the Office of Field Education as soon as possible.
What should I bring to the interview at the agency?
Please bring your resume and appropriate level of social work competencies.

Where can a student get help with their resume?
Please see the Georgia State University’s career planning office.
(http://aysps.gsu.edu/career/career-planning)

When can I start the field and tracking hours?
Field seminar classes start in August. Field education hours typically start in late August. Field hours cannot start over the summer.

How does a student communicate that there is a change in contact and personnel information?
Please send an email to fieldeducation@gsu.edu.

What if I am denied placement?
A student who is rejected for placement by two agencies in one semester for reasons related to inappropriateness (i.e. behavior, attitude) or lack of readiness for placement may be dismissed from the program.

Who is a field supervisor?
The field supervisor is the agency person who provides the student with on-site supervision. This person is responsible for providing weekly supervision and evaluating student performance. Some students may be assigned to work with task supervisors as well. However, the student is accountable, first and foremost, to the field supervisor, who directs the learning experience in field.

Who is a faculty liaison?
The faculty liaison is the assigned faculty person responsible for providing the communication link between the School of Social Work and the field placement site. The liaison monitors the overall placement experience through agency visits and facilitation of the field integrative seminars. The liaison is responsible for assigning the final field education grade.

Where can I find field education information, including objectives, assignments, policies and procedures, etc.?
We no longer use a written field education manual. Become familiar with the School of Social Work’s website. There is a dedicated area for “field education.”
APPENDIX

MID-SEMESTER EVALUATION OF STUDENT

The mid-semester evaluation provides an overview of how the student is acclimating to the field placement. It allows the field supervisor an opportunity to give specific feedback to both the student and the faculty liaison focused on the student’s ability to professionally conduct him/herself in field placement.

Student Name: ____________________________  University: ____________________________

Field Supervisor: ____________________________

Field Placement: ____________________________

Placement hours completed at time of evaluation: ____________________________

I. For items A-C, please use the following rating scale:

1. Poor (student performance falls below expectations; significant improvement is needed)
2. Acceptable (student performance minimally meets expectations; some improvement is needed)
3. Good (student performance consistently meets expectations)
4. Excellent (student performance consistently exceeds expectations)
5. Not applicable (no opportunity to practice or observe)

A. Personal/professional characteristics

- Flexible
- Punctual
- Conveys maturity and professional image
- Appropriate dress
- Respectful of others
- Shows initiative
- Responsible, reliable
- Time management
- Handles workload
C. Context of Practice

- Understands the mission and purpose of the field setting
- Understands policies and procedures
- Understands the site's relationships with other entities and the larger community
- Understands the community in which the field site operates
- Understands the social worker's role in the field setting
- Understands the client/consumer population
- Establishes and maintains positive and constructive interpersonal relationships within the field site and/or external to the field site
- Is sensitive to issues of human diversity

II. Please note any changes in the student's learning contract (also known as the educational plan [CAU], service learning plan [UGA], individualized partnership plan [GSU]). Such changes may involve learning outcomes, skill sets (2nd year GSU students only), assigned tasks, and methods of evaluation.

III. Additional comments or areas of concern:

Signature of Field Supervisor: Click to sign Completed Document

Signature of Task Supervisor: Click to sign Completed Document

Signature of Faculty Liaison: Click to sign Completed Document (if social work supervisor)

I have read and have had the opportunity to discuss this evaluation with my field supervisor.

Student's Signature: Click to sign Completed Document

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.
Please add comments under each competency as you see fit. For ratings of "1", "2", or "5" you must provide comments to support the rating.

1=Very Low Level of Competence *(Student has not met the performance expectations in this area)*

2=Low Level of Competence *(Student shows inconsistencies in this area and expectations are below average)*

3=Adequate Level of Competence *(Student has met the expectations for interns in this area)*

4=High Level of Competence *(Student functions above expectations for interns in this area)*

5=Very High Level of Competence *(Student excels in this area)*

NA = Not applicable; no opportunity to demonstrate behavior

Original version of this instrument from Charles Zastrow, Ph.D., George Williams College of Aurora University. This instrument has been modified to fit the needs of GSU’s program.

**Competency #1: Student identifies as a professional social worker and conducts oneself accordingly**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
### Competency #1: Ethical Decision Making and Professionalism

<table>
<thead>
<tr>
<th></th>
<th>Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
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<tr>
<td></td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<tr>
<td>1.2</td>
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<tr>
<td></td>
<td>Demonstrate professional demeanor in behavior, appearance; oral, written and electronic communication</td>
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<td>1.3</td>
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<tr>
<td></td>
<td>Use technology ethically and appropriately to guide professional judgment and behavior</td>
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<tr>
<td>1.4</td>
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</tbody>
</table>

**Uses Supervision and Consultation**

|   | Comes prepared for supervisory sessions                                                                                                                                                                    |
| 1.5 |                                                                                                                                                                                                    |
|   | Uses supervision to develop knowledge, values, and practice skills                                                                                                                                         |
| 1.6 |                                                                                                                                                                                                    |
|   | Uses feedback, criticism, and suggestions constructively                                                                                                                                                   |
| 1.7 |                                                                                                                                                                                                    |
|   | Meets deadlines and completes tasks in a timely manner                                                                                                                                                     |
| 1.8 |                                                                                                                                                                                                    |

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

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

|   | Apply and communicate understanding of the importance of diversity and difference in shaping experiences in practice at the micro, mezzo and macro levels                                                                                                           |
| 2.1 |                                                                                                                                                                                                    |
|   | Present themselves as learners and engage clients and constituencies as experts of their own experiences                                                                                                                                                   |
| 2.2 |                                                                                                                                                                                                    |
|   | Apply self-awareness and self-regulation to manage the influence of personal bias and values in working with diverse clients                                                                                                                                   |
| 2.3 |                                                                                                                                                                                                    |
Competency #3: Advance Human Rights and Social, Economic and Environmental Justice

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

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level

3.2 Engage in practices that advance social, economic and environmental justice

Comment:

Competency #4: Engage Practice Informed Research and Research Informed Practice

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

4.1 Use practice experience and theory to inform scientific inquiry and research

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

Comment:

Competency #5: Engage in Policy Practice

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

| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |

Comment:

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

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

| 6.1 | Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client and constituencies |
| 6.2 | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |

Comment:

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

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

| 7.1 | Collect and organize data and apply critical thinking to interpret information from clients and constituencies |
Competency # 8: Intervene with Individuals, Families Groups, Organizations and Communities

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
<table>
<thead>
<tr>
<th>9.1</th>
<th>Select and use appropriate methods for evaluation of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2</td>
<td>Apply knowledge human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
</tr>
<tr>
<td>9.3</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
</tr>
<tr>
<td>9.4</td>
<td>Apply evaluation findings to improve effectiveness at the micro, mezzo and macro levels</td>
</tr>
</tbody>
</table>

**Comment:**

---

**GRADE:** Please assign a letter grade from the list below that reflects the student's performance in field placement as evidenced by your above evaluation of the nine competencies and aligned behaviors. The following criteria shall be used in the determination of a student's final field placement grade:

```
| A+* | represents excellent work. The student demonstrates superior abilities in field. The student is almost always consistent in his/her/their field performance and in meeting educational outcomes. |
| A   | |
| A-  | |

| B+  | represents good work. The student demonstrates solid progress in field. The student is consistent in his/her/their field performance and in meeting educational outcomes. |
| B   | |
| B-  | |
```

---

**GSU SSW MANUAL 62**
C= represents below average work.
The student demonstrates limited professional competency.
The student is somewhat inconsistent in his/her/their field performance and in meeting educational outcomes.

Grading options for C work:

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<tbody>
<tr>
<td>C+</td>
<td>C</td>
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F= represents failed work.
The student has demonstrated incompetence in his/her/their field performance. The student has not met field expectations and educational outcomes.

One grading option for F work:

<p>| |</p>
<table>
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<tbody>
<tr>
<td>F</td>
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</table>

*An A+ grade is not a grading option in the first semester of field.

The student's assigned grade for field placement this semester is: [ ]

Field Supervisor's Signature: [Click to sign Completed Document]

Task Supervisor's Signature: [Click to sign Completed Document]

I have read and have had the opportunity to discuss this evaluation with my field supervisor.
I have added an addendum to this evaluation: [ ]

Student's Signature: [Click to sign Completed Document]

Faculty Liaison's Signature: [Click to sign Completed Document]
(when providing social work supervision)
School of Social Work  
Georgia State University  
Field Supervisor Final Evaluation of  
Student Performance in Field Education: MSW Community  
Partnerships Specialization  

Name of Student ___________________________  
Date ___________________________  

Name of Field Supervisor ___________________________  
Agency ___________________________  

Check one:  
□ Fall Semester  
□ Spring Semester  

SAVE WORK  

Instructions for Field Supervisor Evaluation of Student Performance:  
The 9 competencies specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education. Under each competency statement are the associated behaviors identified as outcomes for the specific competency.  

Please rate the student’s ability to perform each of the behaviors according to the scale below. Indicate your response by selecting a value from the dropdown to the right of each behavior. *A rating of 3 is equivalent to adequate competency for a beginning community partnerships social work practitioner.*  

Please add comments under each competency as you see fit. For ratings of "1" or "2," please provide comments to support the rating.  

1=Very Low Level of Competence (*Student has not met the performance expectations in this area*)  
2=Low Level of Competence (*Student shows inconsistencies in this area and expectations are below average*)  
3=Adequate Level of Competence (*Student has met the expectations for interns in this area*)  
4=High Level of Competence (*Student functions above expectations for interns in this area*)  
5=Very High Level of Competence (*Student excels in this area*)  
NA = Not applicable; no opportunity to demonstrate behavior this semester  

| Competency #1: Student demonstrates ethical and professional behavior  
Social workers apply the profession’s values and ethical standards to inform community partnerships practice. Working with groups, organizations, and communities requires the social worker to be intentional in having to address ethical issues and conflicts in relationship to a group, organization or community’s wants and needs.  
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<tbody>
<tr>
<td>1.1 Integrates personal reflection, self-correction, and feedback in his/her professional leadership role in working with organizations and communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Identifies professional strengths, limitations, and challenges</td>
<td></td>
<td></td>
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<tr>
<td>1.3 Engages in ethical decision-making in working with organizations and communities</td>
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GSU SSW MANUAL  64
### Competency #1: Manages conflicting priorities that emerge from working in community partnerships

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<tr>
<td>1.4</td>
<td>Manages conflicting priorities that emerge from working in community partnerships</td>
</tr>
</tbody>
</table>

*Uses supervision and consultation:*

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<tbody>
<tr>
<td>1.5</td>
<td>Comes prepared for supervisory sessions</td>
</tr>
<tr>
<td>1.6</td>
<td>Uses supervision to develop knowledge, values, and practice skills</td>
</tr>
<tr>
<td>1.7</td>
<td>Uses feedback, criticism, and suggestions constructively</td>
</tr>
<tr>
<td>1.8</td>
<td>Meets deadlines and completes tasks in a timely manner</td>
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</table>

**Comment:**

*SAVE WORK*

### Competency #2: Student engages diversity and difference in practice

Social workers embrace diversity and difference as a pillar in working with groups, organizations, and communities. The success of community partnerships practice rests with diverse perspectives and stakeholders at the table at all times.

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<tbody>
<tr>
<td>2.1</td>
<td>Leverages diversity and difference to build and/or strengthen community partnerships</td>
</tr>
<tr>
<td>2.2</td>
<td>Engages in community partnership practices that incorporate diverse perspectives</td>
</tr>
</tbody>
</table>

**Comment:**

*SAVE WORK*

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

Social workers operate from the perspective that fundamental human rights and justice issues shape the practice of community partnerships. Such work requires participatory processes that are inclusive of all voices and engages those individuals, groups, and communities who have been marginalized to be empowered to build healthy organizations and communities.

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<tbody>
<tr>
<td>3.1</td>
<td>Analyzes ways in which differential power and privilege shape communities and society</td>
</tr>
<tr>
<td>3.2</td>
<td>Advocates for/engages in participatory processes that are inclusive and increase empowerment for those organizations/community groups who have been marginalized or excluded</td>
</tr>
</tbody>
</table>

**Comment:**

*SAVE WORK*
### Competency #4: Student engages in practice-informed research and research-informed practice
Social workers advance community partnerships practice by engaging in community-based participatory research that is inclusive and respectful of diverse perspectives. Social workers in community partnerships practice are expected to share and apply research findings in their work with groups, organizations, and communities.

| 4.1 | Advances research that is participatory and inclusive of the community |
| 4.2 | Uses evidence-informed research to inform community partnership practice |

**Comment:**

---

### Competency #5: Student engages in policy practice
Social workers acknowledge the impact of both organizational and social policies on viable solutions and outcomes that are the results of community partnerships practice. Social workers also recognize the importance of advocating for organizational or social policy change to shape a more effective design and delivery of community programs and services.

| 5.1 | Engages in community partnerships practice that reflects synthesis of organizational policies, internal/external considerations, and their overall impact on the design and delivery of community programs and services |
| 5.2 | Engages in community practice that reflects synthesis of social policies and their impact on service delivery |

**Comment:**

---

### Competency #6: Student engages with groups, organizations, and communities
Social workers embrace ongoing engagement as a foundation in effective community partnerships practice. Reciprocal, respectful, and fluid communications is key in working with groups, organizations, and communities to build trust and to identify common purpose, interests, and focus. Social workers involved in building or strengthening partnerships do not take engagement for granted and recognize that genuine engagement requires attention at all steps of a task or project.

| 6.1 | Applies a range of professional written, oral, and electronic modes of communication to build relationships; interact with groups, organizations and communities; and support community partnerships intervention strategies |
| 6.2 | Identifies and defines a group, organization, and/or community as a client system |
| 6.3 | Identifies common interests, key stakeholders, and mutual areas of focus |
| 6.4 | Initiates and sustains connections with stakeholders and other community entities |
| 6.5 | Creates, sustains, and/or strengthens defined collaborative relationships that foster healthy communities |
### Competency #7: Student assesses groups, organizations, and communities

Social workers engage with stakeholders in assessing needs and assets of groups, organizations, and communities that lead to the setting of shared goals and outcomes in defining what success will look like. Human rights, diversity, justice issues, and marginalization are critically applied in assessing needs and assets at the point of intersectionality between individuals/groups and their environments. Intervention strategies focus on how best to use and access current and new resources and partnerships to accomplish outcomes.

<table>
<thead>
<tr>
<th>7.1</th>
<th>Identifies and assesses group, organizational and/or community needs and assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Contributes to the development of shared goals/outcomes for practice with groups, organizations, and/or communities</td>
</tr>
<tr>
<td>7.3</td>
<td>Contributes to the development and selection of strategies and tactics for practice with groups, organizations, and/or communities</td>
</tr>
<tr>
<td>7.4</td>
<td>Assesses the interconnection between individuals/groups and their environment in developing community partnership intervention strategies</td>
</tr>
</tbody>
</table>

### Competency #8: Student intervenes with groups, organizations and communities

Social workers in community partnerships practice employ an interactive process in implementing strategies for change. This non-linear process encourages social workers to apply critical and creative thinking in creating, facilitating, monitoring, and evaluating effective and innovative interventions to accomplish shared goals and outcomes. Interventions focus on capacity building of groups, organizations, and communities through collaborative efforts.

<table>
<thead>
<tr>
<th>8.1</th>
<th>Contributes to the creation of a resource development strategy and identifies diverse funding sources and other resources in the context of an identified purpose and proposed outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Creates, sustains, and/or strengthens programs/services that advance the needs and capacities of the community and maximize human potential</td>
</tr>
<tr>
<td>8.3</td>
<td>Monitors and evaluates how policy impacts groups, organizations, and/or communities</td>
</tr>
<tr>
<td>8.4</td>
<td>Creates, facilitates, and/or evaluates training and educational opportunities for strengthening individual, group, organizational, and/or community leadership capacity</td>
</tr>
<tr>
<td>8.5</td>
<td>Creates, monitors, and/or evaluates communications strategy as an intervention or as a component of an intervention</td>
</tr>
</tbody>
</table>
8.6 Engages in project management from initiation to evaluation

Comment:

### Competency #9: Student evaluates practice with groups, organizations, and communities

Social workers in community partnerships practice use evaluation as a means to strengthen engagement, assessment, and intervention with groups, organizations, and communities. Evaluation is an ongoing, inclusive, and participatory task for community partnerships practitioners and stakeholders. Through focus groups, surveys, interviews, and other participatory research methods, social workers and their partners evaluate outcomes and develop action plans to identify next steps. The application of logic models provides a framework in the planning, implementation, and evaluation of programs and initiatives.

<table>
<thead>
<tr>
<th>9.1</th>
<th>Applies research methods in evaluating work with organizations, collaborations, and/or communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2</td>
<td>Develops and communicates an action plan based on evaluation findings</td>
</tr>
</tbody>
</table>

Comment:

GRADE: Please assign a letter grade from the list below that reflects the student’s performance in field placement as evidenced by your above evaluation of the nine competencies and aligned behaviors. The following criteria shall be used in the determination of a student’s final field placement grade:

<table>
<thead>
<tr>
<th>A+= represents excellent work. The student demonstrates superior abilities in field. The student is almost always consistent in his/her/their field performance and in meeting educational outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading options for A work:</td>
</tr>
<tr>
<td>A+*</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B+= represents good work. The student demonstrates solid progress in field. The student is consistent in his/her/their field performance and in meeting educational outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading options for B work:</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
</tbody>
</table>
C represents below average work. The student demonstrates limited professional competency. The student is somewhat inconsistent in his/her/their field performance and in meeting educational outcomes.

<table>
<thead>
<tr>
<th>Grading options for C work:</th>
<th>C+</th>
<th>C</th>
</tr>
</thead>
</table>

F represents failed work. The student has demonstrated incompetence in his/her/their field performance. The student has not met field expectations and educational outcomes.

<table>
<thead>
<tr>
<th>One grading option for F work:</th>
<th>F</th>
</tr>
</thead>
</table>

*An A+ grade is not a grading option in the first semester of field.

The student’s assigned grade for field placement this semester is: 

Field Supervisor’s Signature: [Click to sign Completed Document]

Task Supervisor’s Signature: [Click to sign Completed Document]

I have read and have had the opportunity to discuss this evaluation with my field supervisor.

I have attached an addendum to this evaluation: [View]

Student’s Signature: [Click to sign Completed Document]

Faculty Liaison’s Signature: [Click to sign Completed Document]

(when providing social work supervision)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

SAVE

Printable Version

IPT Online Forms System Aug 29, 2019

Form Id.: -
School of Social Work

Competency-Based Individualized Partnership Plan (IPP)

SW 4500/4900 and SW 7500/7900

The learning contract, or individualized partnerships plan (IPP), is developed jointly by the student and the field supervisor during the first few weeks of field placement. The intent of the plan is to articulate how the student will achieve the competencies within the field site context.

As the student becomes more experienced in the field setting and as student interests and field site needs change, this plan may be modified with substantive changes documented by the field supervisor and submitted to the faculty liaison.

INSTRUCTIONS:

The nine (9) competencies and associated behaviors have been established by the Council on Social Work Education (CSWE), the national accrediting organization. Each student is required to have performance outcomes and methods of evaluation for each competency listed in the IPP.

The development of the IPP is a joint effort between student and field supervisor. It is the student’s responsibility to submit his/her completed IPP by the due date.

Student Outcomes

The assigned student performance outcomes should be developed by addressing both student interests and field site needs. A single outcome may cover more than one competency. The student should be presented with opportunities to demonstrate competencies in all areas (#1-9) set over the course of the two semesters.

Each performance outcome must demonstrate significant effort by the student. As you develop the IPP and related performance outcomes, think about supervised opportunities for the student to work as a generalist practitioner – micro level with individuals, mezzo level with groups and families, and macro level with organizations and communities. Identify tasks or component(s) of tasks that can be documented by the student performance outcomes.

Methods of Evaluation

For each competency, a required method of evaluation is: weekly meetings with supervisor. This item is already listed for each competency. However, Student Proposed Methods of evaluation should be used as well. Below is a list of other items that the supervisor can employ to evaluate the student’s performance of the different social work competencies.

Student Proposed Methods of evaluation (not an all-inclusive list):

- Direct observation of the student
  - Client contact
  - Presentation (e.g., case study, in-service training, public presentation)
  - Community event
  - Participation/facilitation of meeting
- Review of student’s written material (e.g., client notes/summary, intake, report, action plan, meeting agenda/summary, newsletter item, training material)
- Student self-evaluation
- Feedback from task supervisors/other staff
- Feedback from clients’/community partners
- Taped (video/audio) interview/meeting
- Role play situation

Evaluation of Student

At the end of each semester, the field supervisor is asked to rate the student’s ability to perform each competency as defined by behaviors.
### Student performance outcomes | Method(s) of evaluation | Behaviors
--- | --- | ---

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

**Methods:**
- Familiarize self with clients’/patients’ rights and respect these at all times and adhere to the NASW Code of Ethics.
- Be aware of self-disclosure and use only when appropriate.
- Dress professionally, use appropriate, professional language and behavior.
- Meet weekly with Field Supervisor.
- Discuss self-awareness and insights about clients/patients and colleagues with supervisor, in order to develop professional values and behaviors at agency.

**Student Proposed Methods (Identify a Minimum of 2 Task):**

**Required:**
- Weekly supervision

**Field Critical Thinking Assignment #1**

**Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.**

**Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.**

**Demonstrate professional demeanor in behavior, appearance; oral, written and electronic communication.**

**Use technology ethically and appropriately to guide professional judgment and behavior.**

**Uses Supervision and Consultation**
- Comes prepared for supervisory sessions
- Uses supervision to develop knowledge, values, and practice skills
- Uses feedback, criticism, and suggestions constructively
- Meets deadlines and completes tasks in a timely manner

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

**Methods:**
- Engage with clients of different age, SES, culture, disability, ethnicity, gender, religion, sexual orientation, etc.
- Evaluate personal values in relationship to agency goals, mission, processes and practices.
- Accept client’s right to self-determination even when it differs from personal beliefs or values.

**Required:**
- Weekly supervision

**Apply and communicate understanding of the importance of diversity and difference in shaping experiences in practice at the micro, mezzo and macro levels.**

**Present themselves as learners and engage clients and constituencies as experts of their own experiences.**

**Apply self-awareness and self-regulation to manage the influence of personal bias and values in working with diverse clients.**

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

**Methods:**
- Use sensitivity, respect and appropriate language with all clients/patients.
- Consult with supervisors in situations requiring cultural competency if not clear on how to proceed.
- Identify strengths and gaps within existing social work service delivery system in discussion with field supervisor and field liaison.
- Utilize class material, reference information from agency to increase knowledge of professional practice.
- Investigate practice as it impacts social justice issues at agency.

**Student Proposed Methods (Identify a Minimum of 2 Task):**

**Required:**
- Weekly supervision

**Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level.**

**Engage in practices that advance social, economic and environmental justice.**
<table>
<thead>
<tr>
<th>Student performance outcomes</th>
<th>Method(s) of evaluation</th>
<th>Behaviors</th>
</tr>
</thead>
</table>

### Competency #4: Engage Practice Informed Research and Research Informed Practice

**Methods:**
- Address evidence-based practice questions and concerns with field supervisor and liaison.
- Read current research/literature on best practices with the population you serve.
- Discuss concerns re: skills, practice techniques and professionalism in supervision
- Research the context and treatment models used by the agency.

**Student Proposed Methods (Identify a Minimum of 2 Task):**

<table>
<thead>
<tr>
<th>Required:</th>
<th>Weekly supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td></td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td></td>
</tr>
</tbody>
</table>

### Competency #5: Engage in Policy Practice

**Methods:**
- Participate in professional policy activities that enhance understanding of target population and community as a whole.
- Become familiar with local, state, federal and agency policies that affect the client population and discuss them in supervision and seminar.
- Address concerns/thoughts and questions re: policy and improvement of services with field supervisor

**Student Proposed Methods (Identify a Minimum of 2 Task):**

<table>
<thead>
<tr>
<th>Required:</th>
<th>Weekly supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td></td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td></td>
</tr>
</tbody>
</table>

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

**Methods:**

**Individuals:**
- Show care, empathy, and genuineness with clients to initiate professional relationships with clients.
- Use a strength’s based approach with clients.

<table>
<thead>
<tr>
<th>Required:</th>
<th>Weekly supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client and constituencies</td>
<td></td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td></td>
</tr>
</tbody>
</table>

**Families:**
- Initiate professional relationships with families to support client needs.
- Consider how family roles and dynamics may impact the engagement process.

**Groups:**
- Engage with groups by using professional and interpersonal skills associated with effective group facilitation.

**Organizations:**
- Consult with organizations to assist with client needs.
<table>
<thead>
<tr>
<th>Student performance outcomes</th>
<th>Method(s) of evaluation</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop partnerships with individuals within advocacy organizations that address the needs of your clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Connect with community organizations that provide services related to the clients you serve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attend a community meeting that discusses the needs of the community where your clients live.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Proposed Methods (Identify One Task for Each Area):</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Competency #7: Assess Individuals, Families, Groups, Organizations and Communities |
|-----------------------------------|-------------------------|-----------|
| **Methods**                       | **Required:**           | **Behaviors** |
| **Individuals:**                  | Weekly supervision      | Collect and organize data and apply critical thinking to interpret information from clients and constituencies |
| • Utilize agency appropriate forms, tools, and processes to assess clients’ needs, strengths, and limitations to inform appropriate intervention strategies. | Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from client and constituencies |
| **Families:**                     |                         | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |
| • Assess family support systems for clients that support intervention goals and strategies. |                         | Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |
| • Work with families to assess needs, strengths, and limitations in order to provide resources and services. |                         | |
| • Use agency appropriate tools and resources to assess families’ needs. |                         | |
| **Groups:**                       |                         | |
| • Work with groups to assess needs and to inform group intervention goals and strategies. |                         | |
| **Organizations:**                |                         | |
| • Assess how other organizations assist with client needs and where there may be gaps in services. |                         | |
| **Communities:**                  |                         | |
| • Assess the role the community plays in providing services for your clients (financial, legislative, representative, etc.) Discuss your findings with your supervisor. |                         | |
### Competency # 8: Intervene with Individuals, Families Groups, Organizations and Communities

#### Individuals:
- Use agency-appropriate processes to help clients set goals.
- Assist clients by negotiating, mediating, and advocating for needed services.

#### Families:
- Use agency-appropriate processes to help clients set goals.
- Assist clients by negotiating, mediating, and advocating for needed services.

#### Groups:
- Facilitate groups that provide education, support, skill development, etc.

#### Communities:
- Participate in a community activity that helps promote wellness in the community.
- Begin to learn the issues facing the communities where your clients live.

#### Organizations:
- Participate in an organizational committee at the agency or outside the agency.

---

<table>
<thead>
<tr>
<th>Student performance outcomes</th>
<th>Method(s) of evaluation</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a community needs assessment to determine social needs in the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn what resources or services the community provides to clients.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Proposed Methods (Identify One Task for Each Area):**

**Required:**
- Weekly supervision
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

**Behaviors:**
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

**Groups:**
- Facilitate groups that provide education, support, skill development, etc.

**Communities:**
- Participate in a community activity that helps promote wellness in the community.
- Begin to learn the issues facing the communities where your clients live.

**Organizations:**
- Participate in an organizational committee at the agency or outside the agency.
### Competency # 9: Evaluate Practice with Individuals, Families, Groups Organizations and Communities

#### Individuals:
- Meet with clients to evaluate the progress of their goals and make changes in treatment plans as necessary.
- Work with clients to evaluate and develop new goals.
- Work with clients to transition to the next phase of intervention if goals are met.

#### Families:
- Work with families to evaluate their progress toward goals and help with changes in intervention strategies as needed.
- Work with families to set goals or transition to the next phase of intervention if goals are met.

#### Groups:
- Work with groups to determine their perceived outcomes of the group. (Did they learn new information, develop new skills, find support, etc.)

#### Organizations:
- Explore how the agency assesses outcomes for its clients and discuss with supervisor.
- Explore if funding sources at the agency require certain outcomes and discuss with supervisor.

<table>
<thead>
<tr>
<th>Student performance outcomes</th>
<th>Method(s) of evaluation</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required: Weekly supervision</td>
<td>Select and use appropriate methods for evaluation of outcomes</td>
</tr>
<tr>
<td></td>
<td>Apply knowledge about human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply evaluation findings to improve effectiveness at the micro, mezzo and macro levels</td>
<td></td>
</tr>
</tbody>
</table>

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#### Student Proposed Methods (Identify One Task for Each Area):
- Evaluate how support resources support client needs.

#### Communities:
- Participate in an agency sponsored evaluation of services provided by a community agency.
The learning contract, or individualized partnership plan (IPP), is developed jointly by the student and the field supervisor during the first few weeks of field placement. The intent of the plan is to articulate how the student will achieve the skill sets within the field site context. The assigned student performance outcomes should be developed by addressing both student interests and field site needs. A single outcome may cover more than one skill set. The student should be presented with opportunities to demonstrate competency in each skill set over the course of the two semesters.

As the student progresses through assigned tasks, student performance outcomes need to be evaluated. Methods of evaluating the student's performance are developed by both the supervisor and the student (see attached list). Weekly supervision, one method of evaluation, is required (see “Tools for Field Supervisors” online).

As the student becomes more experienced in the field setting and as student interests and field site needs change, this plan may be modified. Any substantive changes need to be documented by the field supervisor and presented to the faculty liaison.

<table>
<thead>
<tr>
<th>Skill Sets:</th>
<th>COMMUNITY &amp; ORGANIZATIONAL COMMUNICATION</th>
<th>COMMUNITY ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ability to apply a range of written, oral, and electronic modes of communication to build relationships, interact among groups, organizations, and communities; and support community partnerships intervention strategies.</td>
<td>The ability to identify and assess community needs and assets and contribute to the development of shared goals/outcomes.</td>
</tr>
</tbody>
</table>

**Curriculum Content for each Skill Set:**
- Group facilitation
- Technological skills & electronic communications
- Public speaking
- Training and presentation skills
- Assertiveness training
- Negotiation and mediation
- Confidentiality & ethical behaviors
- Documentation
- Marketing
- Public relations
- Social Media

- Ecological perspective
- Community well-being
- Social capital
- GIS
- Assets mapping
- Community analysis
<table>
<thead>
<tr>
<th>Student Performance Outcomes (minimum of 2) for each skill set:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Method(s) of evaluation: Required: Weekly meetings with supervisor Additional methods of evaluation:</td>
<td></td>
</tr>
<tr>
<td>Skill Sets:</td>
<td>FINANCIAL RESOURCE DEVELOPMENT The ability to create a resource development strategy and identify diverse funding sources.</td>
</tr>
<tr>
<td>Curriculum Content for each Skill Set:</td>
<td>Grant writing</td>
</tr>
<tr>
<td></td>
<td>Fund raising</td>
</tr>
<tr>
<td></td>
<td>Sponsorships</td>
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<td></td>
<td>Social entrepreneurship</td>
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<td></td>
<td>Fiscal management</td>
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</table>

<table>
<thead>
<tr>
<th>Student Performance Outcomes (minimum of 2) for each skill set:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Method(s) of evaluation: Required: Weekly meetings with supervisor Additional methods of evaluation:</td>
<td></td>
</tr>
<tr>
<td>Skill Sets:</td>
<td>LEADERSHIP AND MANAGEMENT The ability to engage in leadership behaviors and to synthesize knowledge and skills in the management of projects, partnerships, and organizations.</td>
</tr>
<tr>
<td>Curriculum Content for each Skill Set:</td>
<td>Leadership styles</td>
</tr>
<tr>
<td></td>
<td>Management theories</td>
</tr>
<tr>
<td></td>
<td>Organizational theories</td>
</tr>
<tr>
<td></td>
<td>Supervision</td>
</tr>
<tr>
<td></td>
<td>Human resource management</td>
</tr>
<tr>
<td></td>
<td>Management information systems</td>
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<tr>
<td></td>
<td>Social innovation</td>
</tr>
<tr>
<td></td>
<td>Strategic planning</td>
</tr>
<tr>
<td></td>
<td>Risk management</td>
</tr>
<tr>
<td></td>
<td>Meeting management</td>
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<tr>
<td></td>
<td>Project management</td>
</tr>
</tbody>
</table>
### Student Performance Outcomes & Methods of Evaluation

**Note to Students and Field Supervisors:**
The performance outcomes described below are only examples – this list is not exhaustive but is intended to give you an idea of the outcomes that can be used to evaluate your field experience. A single outcome may cover more than one skill set. The student should be presented with opportunities to demonstrate competency in each skill set over the course of the two semesters.

Each performance outcome must demonstrate significant effort by the student. As you develop the IPP and related performance outcomes, think about opportunities for the student to assume leadership roles or make a significant contribution to projects within your organization that can be documented by the student performance outcomes. Outcomes that are developed by others at the field placement (i.e. an electronic newsletter that is distributed by a staff person) will not be accepted.

**STUDENT PERFORMANCE OUTCOMES:**

**Community and Organizational Communication**
- Meeting agendas
- Meeting minutes
- Meeting facilitation
- Electronic newsletters
- Email communication

---

- Training materials (i.e. Power Point slides)
- Printed versions of the organization’s Facebook or Twitter pages
- Public relations and marketing materials such as flyers, brochures, media kits
- Strategic planning documents
- Presentations

**Community Assessment**
- GIS maps
- Needs assessments
- Community analysis reports
- Presentations

**Financial Resource Development**
- Grant proposals
- RFPs (Request for Proposals)
- Fundraising plan
- Identification of prospective donors
- Fundraising correspondence (letters, email, anything use to make a “pitch”)
- Campaign (fundraising) reports
- Business plan
- Presentations

**Community and Organizational Capacity Development**
- Meeting agendas
- Meeting minutes
- Meeting facilitation
- Partnership evaluation/assessment tools
• Partnership evaluation/assessment reports
• Presentations (i.e. Power Point slides)
• Training materials
• Policy briefs
• Presentations

**Leadership and Management**
• Meeting agendas
• Meeting minutes
• Meeting facilitation
• Project initiation
• Project development/implementation
• Project updates and reports (oversight and monitoring)
• Organizational assessment
• Volunteer/staff training materials
• Presentations

**Research & Evaluation**
• Literature reviews
• Assessment tools including but not limited to surveys, focus group protocols, interview questions
• Databases
• Evaluation reports
• Action plans
• Application of technological processes in research
• Presentations

**METHODOLOGY OF EVALUATION:**

• Direct observation
  • Presentations (internal/external)
  • Participation/facilitation of meetings
  • Community engagement
  • Community intervention
• Review of written material (e.g., reports, action plan, meeting agenda/summary, newsletter item, training material)
• Weekly supervision
• Student self-evaluation
• Feedback from task supervisors/other staff
• Feedback from clients/community partners
• Taped (video/audio) interviews/meetings
• Role play situations

Student signature:

Field supervisor signature:
Task supervisor signature:

Faculty Liaison approval:

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