



Alverno College
Social Work Department
BSW Field Education

SOCIAL WORK FIELD EDUCATION MANUAL
2020-2021

Updates may occur throughout the academic year.
Please contact the Social Work Field Coordinator
for the most up-to-date documents.

In Candidacy by Council on Social Work Education

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ACKNOWLEDGEMENTS

Alverno College's *Social Work Field Education Manual* has been adapted from Millersville University Social Work Department Field Instructors Manual, The Field Instructor Handbook 2018 by Grand Valley State University - School of Social Work Program in Grand Rapids, Michigan and the Field Education Handbook 2017-2018 from the University of Kansas, School of Social Welfare. We sincerely thank them and their willingness to support our BSW Social Work Department. The Social Work Department is particularly grateful for the assistance given by Sue Leister, MA. Additionally, a special thank you to Dr. Karen Rice for her mentorship through the accreditation process.

SPECIAL NOTE

This document was written as if the COVID-19 virus pandemic did not occur. However, because COVID-19 did occur, an Additional Agreement COVID-19 Form (See Appendix J) was created to ensure Student safety while completing their Social Work Field Education required hours in their practicum. Additionally, because COVID-19 did occur, several changes have and may continue to occur. For example, remote learning happened in Spring 2020 and may happen again. Some tours of agencies/organizations and other special events/activities were cancelled or modified in Spring 2020 and this may happen again too. Students are expected to regularly check with their professors and advisors as well as check their individual emails from Alverno College and related department/offices on future changes. In Fall 2020 and Spring 2021, the core social work courses should be meeting in person, yet practicing social distancing and wearing masks will be required. The Center for Disease Control and Prevention (CDC) recommends and the Governor of Wisconsin has mandated the wearing of a cloth face mask in public settings. In light of that recommendation and state mandate, all members of the Alverno community are required to wear cloth or disposable masks while on campus. Alverno College will continue to monitor CDC, statewide, and city recommendations/requirements for the safety of students. If warranted, the Social Work Department will again use zoom classroom and/or other modifications required by Alverno College. Social work will keep the students' safety, needs, and strengths at the heart of their decisions.

WELCOME

Welcome to Alverno College Social Work Department

Social Work is a challenging profession with a substantial range of career options and opportunities in the greater Milwaukee area as well as in the region, state, and nation. Social Workers help people move forward with their goals and life, including overcoming barriers, social inequality, and harmful oppression. Social Workers help individuals, families, organizations, and communities secure resources that empower dignity, self-

determination, and strengths. Because of the ongoing need for social justice action, it is essential that Social Work continuously adapts to support individual, families, organizations, and communities' inequalities, underrepresentation, and oppression. Alverno College's baccalaureate Social Work Department is seeking accreditation from the Council on Social Work Education (CSWE), the accrediting body for Social Work Education. As of February 2019, our Social Work Department has been approved in-candidacy status. The three-year accreditation process will grant Alverno Students the opportunity to earn a CSWE-accredited Bachelor of Social Work (BSW) degree that will increase their knowledge, skills, and strengths while advancing their marketability for employment and success with graduate programs.

This *Social Work Field Education Manual* will provide information on Alverno College's BSW Social Work Department, including:

- mission, vision, and learning outcomes of the department,
- application process,
- curriculum,
- faculty and staff contact information,
- assessment processes,
- site visit information,
- roles and responsibilities of all involved with Field Education and
- samples of Social Work Field Education forms.

This *Social Work Field Education Manual* is an essential resource that is to be read prior to SW 483: Social Work Field Education and will be referred to often while completing Social Work Field Education placement. To foster Student success, the *Social Work Field Education Manual* is reviewed and updated on an ongoing basis and is accessed on the Alverno College Social Work Department website along with being on Moodle. Further, National Association of Social Worker (NASW)'s Code of Ethics and NASW Standards and Indicators for Cultural Competence in Social Work Practice are excellent supplemental sources to this *Social Work Field Education Manual*. Students are encouraged to contact Professor Luci Staudacher (luci.staudacher@alverno.edu) Social Work Field Coordinator, with any questions, concerns, and/or suggestions about Social Work Field Education.

The *Social Work Student Handbook* is also an excellent tool that provides the best explanation of goals, expectations, and requirements of Alverno College's BSW Social Work Department. To foster Student success, the *Social Work Student Handbook* is reviewed and updated on an ongoing basis and is accessed on the Alverno College Social Work Department website along with being on Moodle. Thus, Students are expected to refer to it as their main source of Alverno's Social Work Department and follow the included requirements, policies, and procedures. Students are encouraged to contact Dr. Crystal Aschenbrener (crystal.aschenbrener@alverno.edu), Social Work Department Chair and Director, with any questions and/or suggestions about the Social Work Department. Additionally, Students should also review Building a Community of Learners: A

Community Guide and Student Handbook (*Alverno College Student Handbook*) for further information about being a Student at Alverno College.

Social Work is a respected, client-centered, evidence-based, field-driven, future-focused profession and by gaining a CSWE-accredited BSW degree, graduates will have increased their cultural competency skills, gained knowledge and skills at the individual, group, family, organization, and community levels, and increased their employment and graduate school opportunities. Alverno College's Social Work Department prepares BSW graduates to be employed as generalist Social Workers, which means that they can adapt to a wide variety of human services field settings, including working at all levels, micro (individuals), mezzo (groups and families), and macro (organizations and communities). This BSW department will continue to work with CSWE and Alverno College to ensure Students are earning a degree of rigorous academic standards and professional competency demands. Our graduates are eligible for Social Work certification (licensure) with the Department of Safety and Professional Services (DSPS) in Wisconsin and may successfully transfer their license to other states. However, certification or licensure is not required for all Social Work and human services positions.

In the Milwaukee area, in Wisconsin, as well as nationally, Social Work has been growing and this growth is expected to continue, according to the Wisconsin Department of Workforce Development. Social Work has successfully defined itself as a respected profession and has made its mark on several human services arenas that other human services disciplines cannot enter, such as hospitals, child welfare, veterans affairs, mental health, domestic violence and sexual assault, schools, residential and in-home services for older persons, youth work, supports for people with disabilities, social action coalitions, and nonprofit leadership and management. Further, our graduates are prepared for graduate studies, such as a Masters in Social Work (MSW) program, and with a BSW degree, graduates are eligible to apply for Advanced Standing, a method to reduce completion of MSW program by half. Please see the Department Chair and/or the *Social Work Student Handbook* for more information.

Brief History of the Development of Social Work at Alverno College

Alverno College's Social Work major is located in the Social Work Department. The Social Work Department is located in the Division of Behavioral Sciences (which also includes majors in psychology and social science fields) and College of Arts and Sciences. Social Work has the professional desire to foster positive contributions in people's lives with a variety of settings using evidence-based approaches. The Social Work major was added as an offering to meet the needs of students who have a high level of interest in empowering social change at the individual, family, group, organizational, or community level. Social Work is a natural fit for Alverno's mission as well as Alverno has strong community ties that will successfully support social work students' classroom and field education experiences.

Mission Statement

Dedicated to educational advancement and community engagement, we prepare generalist Social Workers committed to professional ethics and values, service, strengths, social

justice, and human rights.

The mission is to provide an engaging and enriching learning environment that supports life-long learning as Students demonstrate competency in their knowledge, values, skills, and cognitive/affective processes of generalist Social Work education. Graduates, who are client-centered, ethics-grounded, social justice-focused, strengths-based, human rights-centered, and future-driven, will advocate for the advancement of the quality of life for individuals, families, groups, organizations, and communities.

Vision of the Social Work Department

Alverno College's Social Work Department is driven to motivate life-long learners who are client-centered, adaptable, culturally respectful, knowledgeable, social justice change leaders.

Learning Outcomes of the Social Work Department

The Social Work Department learning outcomes reflect the learning that Students demonstrate prior to earning a bachelor in Social Work (BSW).

The Learning Outcomes are:

- 1) Graduates are able to apply their understanding of an effective, ethical, and culturally competent Social Work practice that emphasizes the strengths of people, families, groups, organizations, and communities to define, process, solve, and prevent social problems at the micro, mezzo, and macro levels.
- 2) Graduates are able to apply their gained knowledge, values, skills, and cognitive/affective processes of the Social Work field, which emphasizes applied research and scholarship to positively impact generalist Social Work field practice and social welfare policy.
- 3) Graduates are able to apply their comprehension of person-centered, theory-driven, evidence-based and culturally enriched knowledge that engages, assesses, intervenes, and evaluates for socially and economically vulnerable and oppressed people, groups, families, organizations, and communities in a respectful manner while fostering human diversity and social justice perspectives.

SOCIAL WORK FIELD EDUCATION CONTACTS

Social Work Field Coordinator

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(Luci Staudacher is the Field Coordinator. The Field Coordinator may teach SW 483: Social Work Field Education or serve as a mentor for a Course Instructor who may teach SW 483: Social Work Field Education.)

Department Chair of Social Work

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(Diane Harris assists the Social Work Department with administrative tasks which include Field Education paperwork.)

Social Work Course Instructors

As the Social Work Department advances, there will be additional Social Work Course Instructors who will teach SW 483: Social Work Field Education, just as there are such Instructors teaching other Social Work courses. A Student can identify who is teaching a course by reviewing IOL and searching for a course.

CSWE ACCREDITATION, EPAS COMPETENCIES, AND PERFORMANCE INDICATORS

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. Field Education is the signature pedagogy for Social Work. 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 (2) interrelated components of curriculum – classroom and field – are both important 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 nine (9) Social Work CSWE Competencies.

The Field Education component of the Social Work Department clearly connects theoretical and conceptual contributions of classroom learning to the field. First, during classroom lectures, role-plays, interactive activities, guest speakers, service-learning projects, agency/organization class tours, volunteerism/work experiences, undergraduate research tasks, and/or domestic travel opportunities as well as via assignments and assessments,

Students focus on how to apply the related material to the human service field. Then, once Students are in the field via their Social Work Field Education placement, they are expected to demonstrate the CSWE nine (9) Educational Policy and Accreditation Standards (EPAS). Social Work Field Education supports academic excellence and practicing professional competence as evidence of such learning is demonstrated in the assignments and assessments, the class sessions as a group of related Students, and the one-on-ones and midterm and final assessments with the Field Supervisor.

As the signature pedagogy, Field Education is the heart of academic learning in which Students are taught to function as a Social Work professional at the micro, mezzo, and macro levels of practice.

Each competency has its own description and measurable behaviors. The following descriptions and practice behaviors are taken from CSWE’s 2015 EPAS for Baccalaureate and Master’s Social Work Departments:

(https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx).

The Nine (9) CSWE EPAS Competencies are:

Competency 1: Demonstrate Ethical and Professional Behavior

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

- 1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 4) use technology ethically and appropriately to facilitate practice outcomes; and
- 5) use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

- 1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 2) engage in practices that advance social, economic, and environmental justice.

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

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

- 1) use practice experience and theory to inform scientific inquiry and research;
- 2) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 3) use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

- 1) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 2) 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;
- 3) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 4) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- 1) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 3) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- 4) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 5) facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

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

CURRICULUM

Below are the two (2) field education courses and their course descriptions and then their course outcomes. With the second (2nd) field education experience, SW 483: Social Work Field Education - after each course outcome is the addressed program goals, courses previously taken to prepare the students to demonstrate this outcome, and the addressed core competencies are listed.

Key (for the illustration provided below):

- Program Goals are:
 - 1) The social work program will provide students a learning environment where they are able to apply their understanding of an effective, ethical, and culturally competent social work practice that emphasizes the strengths of people, families, groups, organizations, and communities to define, process, solve, and prevent social problems at the micro, mezzo, and macro levels.
 - 2) The social work program will provide students a learning environment where they are able to apply their gained knowledge, values, skills, and cognitive/affective processes of the social work field which emphasize applied

research and scholarship to positively impact generalist social work field practice and social welfare policy.

- 3) The social work program will provide students a learning environment where they are able to apply their comprehension of person-centered, theory-driven, evidence-based and culturally enriched knowledge that engages, assesses, intervenes, and evaluates for socially and economically vulnerable and oppressed people, groups, families, organizations, and communities in a respectful manner while fostering human diversity and social justice perspectives.

INTERN 383: Internship Seminar

Field Education is an essential component of this baccalaureate Social Work degree and thus, Students are required to complete two (2) field experiences. The first field education experience is INTERN 383 and it is administered by the Career Studio of Alverno College. The first field education experience is completed during the junior year and a minimum of 120 hours is required. Students may substitute SW 325: Native American Service & Research Course (domestic travel, service-learning and undergraduate research course) for INTERN 383 Internship course.

SW 483: Social Work Field Education

The second Field Education experience, SW 483: Social Work Field Education, is completed in the Social Work Department once students are in the Social Work program and during the final semester of the undergraduate degree. It requires a minimum of 420 hours. This is the comprehensive Social Work Field Education course used to evaluate the student's ability to demonstrate all of the EPAS competencies. Field Education is defined as a high impact practice and the pedagogical course for Social Work education. Thus, Students are expected to apply what they have learned via course work and previous fieldwork to their field education experiences. This includes gained knowledge, exposure to evidence-based practice, and appreciation of the Code of Ethics. As students apply their academic course work to field-based opportunities, they demonstrate and achieve core competencies known as fundamental to baccalaureate social work.

Field Education is designed in a way for students to practice social work theoretical frameworks (Erikson's eight (8) stages, Bronfenbrenner's ecological theory, Saleebey's strengths perspective, and bio-psycho-social framework), concepts (self-determination, person-in-the environment, and person-centeredness), and techniques (assessment, program evaluation, interviewing) learned in the classroom. Field Education applies what is learned in Social Work as well as general education courses to the field environment. With this baccalaureate Social Work program celebrating the generalist Social Work approach, Students have the freedom to explore areas of interests and strength via their Field Education experiences. Upon graduation, Students are prepared to transfer generalist knowledge, values, skills, and cognitive and affective processes behaviors from one setting to another.

As the Student begins SW 483: Social Work Field Education, the student represents themselves as a future professional Social Worker and represents Alverno College as one whom we have deemed ready to work directly with those in need of care. This serves as a transitional time from being a Student of Social Work to becoming a Social Work professional. As such, it deserves the Student's careful attention and commitment. To this moment, Students bring professional skills, the knowledge they have gained throughout coursework, their experience from their prior internship, and their willingness to be professionally challenged in new ways. The Student will bring expertise in receiving and creatively responding to feedback and the ability to apply ethical professional interaction skills to a particular work setting.

SW 483: Social Work Field Education Course Information

- Credits: 9
- Required Hours: 420 hours (minimum)
- **Course Description:** This Social Work Field Education course is designed to provide the Student with an opportunity to apply Social Work knowledge, skills, and values learned in the classroom to an approved community agency/organization. This includes gained knowledge and values, practice and professional skills, exposure to evidence-based practice, and appreciation of the NASW Code of Ethics. Field Education is defined as a high impact practice and the pedagogical course for Social Work education. As Students apply their academic course work to field based opportunities, they demonstrate and achieve the CSWE EPAS nine (9) competencies and associated behaviors and dimensions known as fundamental to baccalaureate social work. Students are supervised by both an experienced social worker and by an academic social work faculty member. The Student is expected to learn a holistic and broad knowledge base of the agency/organization while practicing as a social worker in the agency/organization setting. Via this nine (9)-credit course, Students are expected to complete at the minimum 420 hours at their assigned agency/organization as well as attend regular campus meetings and complete academic assignments/assessments.
- **Course Outcomes:** At the conclusion of this course, Students will be able to:
 - 1) Practice the application of knowledge, skills, and values via such tasks as differential prevention measures, assessment tools (including contracts), theoretical frameworks, and intervention methods, and evaluation techniques used by Social Workers for diverse, cross-cultural, at-risk, and/or underserved populations to a field setting. This outcome will be measured by field-based assessments, readings, discussions, activities, assessments, and assignments.
 - Goals Achieved
 - Goal #2 and #3
 - Courses Offered Preparation

- SW 200, SW 250, SW 300, SW 320, SW 383, SW 400, AND SW 450
- CSWE Competencies Addressed
 - Competencies #1,#2, #3, #4, #6, #7, #8, and #9

2) Learn a holistic and broad understanding of the assigned agency/organization and successfully be able to practice their policies, standards, and philosophy and perform as a Social Worker in their work environment, via the guidance of the field instructor. This outcome will be measured by field-based assessments, readings, discussions, activities, assessments, and assignments.

- Goals Achieved
 - Goal #1
- Courses Offered Preparation
 - SW 200, SW 250, SW 300, SW 320, SW 383, SW 400, AND SW 450
- CSWE Competencies Addressed
 - Competencies #1, #3, #4, and #5

3) Practice the application of the NASW code of ethics and cultural competency to promote such concepts as strengths, mutuality, collaboration, empathy, self-determination, and respect for the clients and their social system to a field setting. This outcome will be measured by field-based assessments, readings, discussions, activities, assessments, and assignments. This includes demonstrating the Student’s ability to use Social Work ethics and values as a mechanism for addressing culturally diverse settings.

- Goals Achieved
 - Goal #2
- Courses Offered Preparation
 - SW 200, SW 250, SW 300, SW 383, SW 400, and SW 450
- CSWE Competencies Addressed
 - Competencies #1, #2, and #3

4) Understand their own conceptual framework and identify with their own cultural awareness as measured by field-based assessments, readings, discussions, activities, assessments, and assignments. This includes holistically processing one’s own personal and professional values and how they compare with those of the field of Social Work.

- Goals Achieved
 - Goal #1
- Courses Offered Preparation
 - SW 200, SW 250, SW 300, SW 320, SW 383, SW 398, SW 400, and SW 450

- CSWE Competencies Addressed
 - Competencies #1, #2, and #3

5) Practice oral communication as used with clients, during agency/organization department/committee meetings, and/or with stakeholders as well as practice written communication as used with such Social Work documentation as assessments, court reports, and case notes. Such methods of communications are used to document client interaction and progress as well as evaluate and assess client goals – in a field setting. This outcome will be measured by field-based assessments, readings, discussions, and assignments. This includes holistically processing and practicing a variety of forms of documentations used in the field of Social Work.

- Goals Achieved
 - Goal #3
- Courses Offered Preparation
 - SW 250, BSC 256, SW 300, SW 383, SW 400, and SW 450
- CSWE Competencies Addressed
 - Competencies #1, #3, #4, #7, and #9

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA):

The Social Work Department may share relevant Student information with appropriate persons who may include the Department Chair of Social Work, the Social Work Field Coordinator, the Course Instructor, the agency/organization Field Supervisor, the Student’s Academic Advisor, the Career Studio Staff, and/or the Dean of the School of Arts and Sciences Office. Relevant information is defined as information that may involve the field placement selection, clients, agency/organization Field Supervisors, the Student learning experience or school policy. Such information will be shared to enable informed choice by Field Supervisors, protect clients, protect Students, and facilitate the learning process. Agency/Organization Field Supervisors are also expected to share relevant information with the Social Work Field Coordinator, the Course Instructor, and/or the Social Work Department. The Student will be required to sign a release of information form as part of their Application to Field Education Form for the purpose of arranging, placing and assessing the Student for Social Work Field Education. This release includes all contents of the application to Social Work Field Education. This release gives the Social Work Field Coordinator/Course Instructor/Social Work Department permission to release the above information to agencies/organizations with whom the Student may interview and/or be placed.

COURSE REQUIREMENTS FOR FIELD EDUCATION

The Field Education course requirements apply to all Social Work majors. Additionally, only Social Work majors can take SW 483: Social Work Field Education course.

Background Check Clearance

All Social Work majors entering SW 483: Social Work Field Education are required to complete a background check prior to starting their Field Education course unless the Student's potential Field Education placement already completed a background check on the Student and there was no cause for concern. For Students that need to complete a background check with Alverno College's Human Resources Office, the following is the procedure: Students are to report to the Alverno College Human Resources Department. Human Resources who will conduct a Wisconsin Caregiver Background Check on the Student. Currently, (as of July 6, 2020) Alverno College provides this service for a fee of \$10. (Price can change without notice. The Field Coordinator will update this manual). Once the Human Resources Department runs the background check, the Human Resources Department then emails the Business Office to inform them to add the fee to the Student's account. Students are required to complete the caregiver background check process with the Alverno College Human Resource Office four (4) weeks before the end of the previous semester. Background checks must be completed by Students, submitted to the Social Work Field Coordinator and then approved by the Field Education Site. Field Education Sites may have additional background checks that they conduct. No Student is authorized to begin Field Education prior to the completion and submission of all background clearances. Updated background check instructions or background check forms can be obtained from the Social Work Field Coordinator and/or Alverno College Human Resources Department.

Students need to be aware that any past, current, or pending felonies, criminal charges, convictions, and/or penalties against them in any jurisdiction may make them ineligible for Social Work Field Education placement. Students need to further understand that they are required to disclose any past, current, or pending felonies, criminal charges, convictions, and/or penalties during the Field Education Placement process.

Student Membership to National Association of Social Workers

All Social Work Students entering SW 483: Social Work Field Education will become Student-level members to NASW. The Student will pay for the Student NASW membership and are billed via a Field Education course fee. Students join NASW at a reduced Student rate of \$60 per year (as of July 2, 2020). To join NASW, the Student will complete the paper application with their Course Instructor four (4) weeks before the end of the previous semester. There are several advantages to being a NASW Student member. Besides discounted liability insurance, Students can receive frequent updates on statewide employment openings. Other advantages of being an NASW member are listed in the *Social Work Student Handbook* and further information can be found on the NASW website: (<https://www.socialworkers.org/>).

Student Professional Liability Coverage (Malpractice Insurance)

All Social Work Students entering SW 483: Social Work Field Education are required to have professional liability coverage. As Student's will be members of NASW, Students will

apply for liability coverage through NASW Assurance RRG Services. The Student will complete the paper application with their Course Instructor four (4) weeks before the end of the previous semester. The Student will pay for liability Insurance and are billed via a Field Education course fee. The cost to purchase liability insurance through NASW Assurance RRG Services (which is only available to members of NASW) is \$15 for coverage limits of \$1,000,000/\$5,000,000 per year (as of July 2, 2020). The Social Work Field Coordinator must have proof of the Student’s liability insurance before the first day of the Field Education experience. Please see your Course Instructor for the most current information about Student Professional Liability Coverage.

Social Work Field Education Additional Information:

Students will understand that once they have been given approval to register for SW 483: Social Work Field Education from their Course Instructor and the permit has been submitted by the academic and professional advisor, the Student should register for SW 483: Social Work Field Education as soon as permitted through the Registrar’s Office. It is essential that Students understand that if they do not register in a timely manner, it may impact their ability to begin their Field Education placement on time thus negatively impacting their hours requirement and experience in Field Education, which may negatively impact their progress with SW 483: Social Work Field Education.

COURSE PRE-REQUIREMENTS

Social Work Field Education is a very significant step for a Student both educationally and professionally. Listed below are the basic requirements for Students to review and consider before completing the application to apply to SW 483: Social Work Field Education:

- Students must be BSW Social Work major.
- Students must be in good academic standing.
- Students must have successfully completed or are currently enrolled in SW 200, PPS 229, SW 250, BSC 255, BSC 256, SW 300, SW 320, INTERN 383 or SW 325, SW 398, and SW 400 prior to enrolling in SW 483: Social Work Field Education.
- Students confirm that they have read and willfully agree to abide by the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards and Indicators for Cultural Competence in Social Work Field Education.
- Students will attend a Group Pre-Field Education Meeting as lead by the Social Work Field Coordinator regarding SW 483: Social Work Field Education.
- Students must complete the Application to SW 483: Social Work Field Education form and submit it to the Course Instructor of SW 483: Social Work Field Education (See Appendix A). The Course Instructor will review this form with the Student when they have an Individualized Plan for Field Education Meeting.
- Students must complete and submit a Student Interest Form expressing their site/placement interests in Field Education sites and placements to the Course Instructor. (See Appendix B). The Course Instructor will review this form with

- the Student when they have an Individualized Plan for Field Education Meeting.
- Students will understand that they need to complete a total of 420 hours in SW 483: Social Work Field Education in one (1) semester. Students must have the time to meet the intense weekly time commitment of approximately 30-35 hours per week in SW 483: Social Work Field Education for a traditional, 16-week fall or spring semester OR 40 hours for a 12-week summer session. Students will engage in self-reflection and create a plan on how they will achieve this goal. Students will share their plan when meeting individually with their Course Instructor.
 - Students will understand that they will demonstrate all nine (9) of the CSWE EPAS Competencies and related behaviors and dimensions as outline in the Social Work Field Education Manual while they complete a minimum of 420 hours at their Field Education site in one (1) semester. Students will also be responsible to attend regular on-campus classes and successfully complete academic assignments/assessments in SW 483: Social Work Field Education.
 - Students will attend an individual session with their Course Instructor named the Individualized Plan for Field Education Meeting to discuss Field Education Site Placements and to gain approval before registering in SW 483: Social Work Field Education. The Course Instructor will give appropriate students approval to register for SW 483: Social Work Field Education in person. The academic and professional advisor will complete an Alverno College Online Field Education Permit with the Student.
 - Students will understand that once they have been given approval to register for SW 483: Social Work Field Education, the Student should register for SW 483: Social Work Field Education as soon as permitted through the Registrar's Office. It is essential that students understand that if they do not register in a timely manner, it may impact their ability to begin their Field Education placement on time thus negatively impacting their hours and experience in Field Education.
 - Students will understand that they will go through an interview process for their desired Field Education Placement. Students will create a resume and reference list in the course, PPS 229: Pre-Professional Seminar. Students should update their cover letter, resume, and list of references and then submit them to their Course Instructor before their SW 483: Social Work Field Education interview at their placement site.
 - Students will understand that Field Education placements may ask them to complete a background check and that they will be required to have malpractice/liability insurance. The process for background checks, NASW membership and NASW RRG Student Liability Insurance will be facilitated with the student by their Course Instructor and/or the Field Coordinator as stated in the Social Work Field Education Manual. Students must understand that any past, current, or pending felonies, criminal charges, convictions, and/or penalties against them in any jurisdiction may make them ineligible for field education placement. Students further understand that they are required to disclose any past, current, or pending felonies, criminal charges, convictions, and/or penalties, during the Field Education Placement process.

- Students will understand that Field Education Placements are not guaranteed until they are confirmed by their Course Instructor and the Agency Field Supervisor. Students will further understand that once the Course Instructor and the Agency Field Supervisor and the Student all agree to the Field Education Placement, Students cannot change their minds and look for a different Field Education Placement.
- Students will understand that in the Social Work Field Education Placement, Students will be representing themselves, Alverno College, and the Social Work Department. Students will use professionalism, emotional maturity and use the Alverno College eight (8) abilities as they demonstrate the nine (9) Social Work competencies.

Because the Social Work Department wants each Student to be successful, only Students who meet these requirements will be considered for Field Education.

PLACING STUDENTS

Policy: Social work field education is responsible for the placement of students in field settings, including ensuring that students are prepared to enter their field education experience. They are responsible to ensure that the application requirements, placement process, course requirements, and related forms are successfully discussed and completed. Then, the social work field education team is responsible to ensure that the students have completed related paperwork, such as background checks, liability insurance paperwork, and so on), prior to being placed at their designated field setting.

Criteria: The field coordinator and the course instructor(s) are responsible for the placement of students with the designated field setting, which includes the utilization of meetings to inform students about the field placement process. These meetings include the Group Pre-Field Education Meeting as well as the Individual Pre-Field Education Meeting. First, the field coordinator schedules a Group Pre-Field Education Meeting for social work students wishing to enroll in SW 483: Social Work Field Education for the upcoming semester. Generally, the field coordinator reviews the application requirements, placement process, courses requirements, and related forms, which the student has to understand and meet prior to field placement. Then, the course instructor schedules an Individual Pre-Field Education meeting with their assigned social work students. During this meeting, the course instructor reviews the course pre-requirements, such as the application requirements, placement process, course requirements, and related forms for that particular student at their particular placement. Then, the course instructor will ensure the student has successfully completed all site-related paperwork (background check processes, liability insurance paperwork, and so on) and follow-up, prior to placing the student in the field setting. Further, these meetings reinforce and assess specific areas of field readiness, including students being personally and academically ready for field education.

Procedure: The procedure steps are:

- Students determine that they are ready for a field education experience, both personally and academically.
- Students attend the Group Pre-Field Education meeting organized by the social work field coordinator.
- Students process their goals, interests, and strengths and then review the available list of possible field education sites.
- Student confirm that they have the ability to achieve the hours needed for this field education course.
- Students must complete and submit the Application to SW 483: Social Work Field Education form to their course instructor. (See Appendix A).
- Students complete the Student Interest Form and provide their course instructor their top three (3) placement sites. (See Appendix B).
- Students meet with their course instructor during an Individualized Plan for Field Education Meeting. At the Individualized Plan for Field Education Meeting, the course instructor will give appropriate students approval to register for SW 483: Social Work Field Education in person and complete the Online Internship Permit with the student. The academic and professional advisor will complete an Alverno College Online Field Education Permit with students. The Individualized Plan for Education Meeting will also include a discussion about the completed Student Interest Form. The course instructor will review this form with students to determine the most appropriate placement site for the student. Students should also process any transportation concerns about how the student will get to their field education placement and/or if their field placement will require a student to drive. During this time, the student should share if they will need accommodations for a disability while at their field education site. If a student needs assistance in how to ask for accommodations, Office for Student Accessibility can help the student with the process.
- Student follow the requirements regarding: completing a Caregiver Background Check, completing the NASW Student Membership application, and completing the NASW Assurance Student Liability Insurance application with the course instructor and/or field coordinator. The course instructor will need proof of all students' NASW Student Membership and NASW Assurance Liability Insurance.
- The Social Work Field Coordinator makes the initial contact to the Field Education site if there is not an Affiliation Master Agreement in place. The Social Work Field Coordinator will create the Affiliation Master agreement. The Social Work Field Coordinator will ensure that a current Affiliation Master Agreement Form is in place with the Field Education site. (See Appendix C). The course instructor makes the initial contact to the field education site. If the site is available to accept a student, then the course instructor will share the contact information with the student. The student will proceed with setting up an interview with the agency/organization. The social work field coordinator will ensure that a current Affiliation Master Agreement Form is in place with the field education site.

- Students interview with the placement site and complete any paperwork that the agency/organization deems necessary. The student should have their cover letter, resume, and reference list ready for the interview.
- Students understand that field education placements are not guaranteed until they are approved by their course instructor and the agency/organization field supervisor. Students will further understand that once course instructor, the agency/organization field supervisor, and the student all agree to the field education placement, students cannot change their minds and look for a different field education placement.
- Once all three (3) parties have agreed, everyone will sign the Learning Plan Contract/Midterm and Final Assessment Form (See Appendix D) and the Role Expectation Form. (See Appendix E).

MONITORING STUDENTS

Policy: Social work field education closely monitors the students and their field education experience. The process of monitoring students is based upon several methods of assessments, including from the student’s perspective as well as the field supervisor’s perspective. The course instructor who teaches the SW 483: Social Work Field Education course, will utilize the course syllabus, the Social Work Field Education Manual, course information on Moodle, and in-class discussions to clearly outline how students will be monitored in their field education setting. Additionally, during the Field Supervisor Training and within the Alverno College BSW Field Supervisor Manual, field supervisors will be educated on how students will be monitored in their field setting.

Criteria: The course instructor is responsible to monitor the students’ field education. Monitoring of the student is assessed by several methods: in the classroom during field seminars, with assignments and assessment, via their Weekly Field Journal and Log Form, and during Site Visits. At any point, if the student is struggling with or not meeting the requirements, a Performance Improvement Plan may be added.

Procedure: The procedure steps are:

- Students must be registered for SW 483: Social Work Field Education prior to beginning their field placement.
- Students are required to attend SW 483: Social Work Field Education course seminars. Please see the SW 483 syllabus for exact dates. The course meets appropriately six (6) to eight (8) times for two (2) to four (4) hours. Students are allowed to count the in-person course seminar hours towards their 420 hours requirement.
- Students are required to follow the SW 483: Social Work Field Education course syllabus and course schedule as well as complete all assignments and assessments to successfully complete the course.

- Students are required to be at the Field Education placement site for at least 420 hours. Students must complete at least 420 hours, which calculates to 30 to 35 hours a week for 16 weeks for fall or spring courses or 40 hours a week for 12 weeks in summer courses. If the Student or the agency/organization needs to decrease or increase the number of hours per week, the Student, the agency/organization, and the Course Instructor all need to agree to the suggested change. The Student still needs to achieve the required 420 hours to successfully pass the course.
- Students are to be at their field education site on the days and times agreed upon with their field supervisor. The student will arrive on time and stay for the entire shift. The student will contact the field supervisor if they cannot attend field education placement due to an unforeseen circumstance.
- Students are not required to do field hours during fall/spring breaks, days when Alverno College is closed, and/or designated holidays. Some students may choose to complete field hours during these days as a method of achieving the required 420 hours needed, which then should be reported on their Weekly Field Journal and Log Form.
- Students begin their field education placement at the start of the semester. Students are expected to complete their field education placement by the end of the designated semester. Students are to keep track of their hours on the Weekly Field Journal and Log Form (See Appendix F). Students are expected to achieve the required 420 hours by the end of the semester. If a student identifies a concern with the hours, they are to discuss this with the agency/organization field supervisor and the course instructor.
- Students are expected to remain in their field education placement during the entire SW 483: Social Work Field Education course. Students may not finish their field education placement early.
- During field education, students are expected to put their personal phone away so that the focus can remain on the learning and experiencing the field education site.
- Students are expected to follow the agreed-upon Learning Plan Contract as well as the Role Expectation Form and Midterm/Final Assessments. Students are expected to complete and submit the Weekly Field Journal and Log Form, Assessments, Assignments, possibly the Performance Improvement Plan, and any other agreed upon forms/processes from the agency/organization field supervisor and/or social work field coordinator.

PROGRESS CODES

The Course Instructor assigns progress codes of either satisfactory (S) or unsatisfactory (U) for SW 483: Social Work Field Education. Progress codes are based on the assessment by the Course Instructor of the Students' performance at the Field Education placement setting, quality of the Weekly Field Journal and Log Form, Learning Plan Contract, Midterm and Final Assessments (completed by the Field Supervisor and the Student), participation in the course seminar, completing all course assignments and the Student's ability to successfully meet all nine (9) of the EPAS and associated behaviors and the dimension of

Skills. An “S” progress code indicates that Students performed at an overall satisfactory level for the course. If Students earn a “U,” they should meet with their Course Instructor and/or Social Work Department Chair to explore their options. A satisfactory progress code is required to continue to advance with the Social Work Department, including graduating with a Social Work degree.

GRADE POINT EQUIVALENCY (GPE)

Alverno requires all students to meet the standards established by the faculty in their given disciplines. In all courses listed on the official transcript, students have met these standards. Courses in which students did not meet these standards or criteria are not recorded. A student must successfully complete the courses and external assessments required for their major(s) and minor area(s) of study as printed in the bulletin for the semester and year of their entry.

Alverno recognizes and values the documented educational significance of narrative feedback and self-assessment of student learning. We also want to open opportunities for our students in competitive scholarships, practicums/internships, employment, and advanced degrees where narrative transcripts are not easily communicated or recognized. To facilitate these opportunities, faculty submit grade equivalencies to the registrar at the end of each semester for each student. Students can request to see these equivalencies by submitting a release form to the registrar. Alverno recommends that students meet with their advisor before requesting their grade point equivalency to discuss the purpose of their request. They are not part of the official transcript but can be used in situations where this information is required. The collection of grade equivalencies is a service to the students pursuing scholarships and professional opportunities and never has been, nor will it be, a substitute for narrative feedback. This process is only to be requested when needed and is to be defined as an exception to the academic philosophy of Alverno College.

EVALUATING STUDENT LEARNING AT FIELD SETTING CONGRUENT WITH THE SOCIAL WORK COMPETENCIES

Policy: Social work student interns will follow their Learning Plan Contract/Midterm and Final Assessment Form which serves as a map for the student’s learning goals and achieving the nine (9) CSWE EPAS social work competencies and associated behaviors and the assigned dimension that guide the social work professional performance, dispositions, and ethics while performing the role as a social worker.

Criteria: Student learning is the heart of social work field education and it should be ongoing throughout the semester. There are several instruments used to evaluate student learning, including the students practicing the nine (9) social work competencies. The instruments included the Learning Plan Contract as well as the Midterm and Final

Assessment. Then, the weekly supervision between the student and their field supervisor is another means of evaluation. Further, the course instructor evaluates the student's learning via the field education seminar course, the assignments, assessments, and weekly logs. The course instructor(s) evaluates the students' learning progress and provides feedback. If the student is struggling to meet the competency's associated behaviors and assigned dimension, a Performance Improvement Plan may be added. The students learning is given a Progress Codes grade at the end of their field education experience.

Procedure: The following is the procedure:

Supervision in Field Education:

Students and field supervisors are to have weekly supervision for one (1) hour. During supervision time, students and field supervisors are encouraged to discuss the student's progress. Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a written evaluation at the mid-term and at the end of the field education placement. Ongoing evaluation of the student's progress is a built-in aspect of supervision and should be provided both in verbal and written formats. Students are also expected to develop the ability to evaluate their own practice throughout the field experience. If there has been continuous sharing throughout the placement, written evaluation will hold no surprises. Ideally, the student may be able to anticipate what the field supervisor is going to say before it is written.

Social Work Field Education Seminar

Field seminars are a form of learning where Students come together to learn from each other's Field Education experiences. The discussions will be related to topics pertinent to real world Social Work and methods of applying gained academic learning to the field setting. Students are required to attend SW 483: Social Work Field Education course seminars. The class meets appropriately six (6) to eight (8) times for two (2) to four (4) hours. Students are allowed to count the in-person course seminar hours towards their 420 hours (or more) requirement. The field seminar schedule is further defined in the course syllabus and is on Moodle.

Weekly Field Journal and Log

(See Appendix F).

Students are expected to keep an accurate account of their field placement hours in their Weekly Field Journal and Log. Students are expected to keep a field journal of dates, activities they are performing, observations, and progress on the nine (9) CSWE EPAS competencies. Students are expected to complete The Field Journal and Log form on a weekly basis.

Role Expectation Form

(See Appendix E).

In an effort to help clarify the roles and responsibilities of the Course Instructor, the agency/organization Field Supervisor, and the Student, Alverno College has developed the Role Expectation Form to fully describe the mutual responsibilities. The Student, Course Instructor, and the agency/organization Field Supervisor agree upon their specific roles in

signing this form.

Field Contact Information Form

(See Appendix G).

In an effort to have clear contact information, the Student will complete the Field Contact Information form within the first two (2) weeks of Field Education. The Student will keep a copy for themselves, give a copy to the Field Supervisor and submit a copy in Moodle to the Course Instructor.

Additional Agreement COVID-19 Form (temporary form used during the coronavirus disease pandemic)

(See Appendix J).

In an effort to clarify the importance of safety and that the Field Education Site is providing a safe working environment, Alverno College Social Work Department has created this additional agreement form regarding the COVID-19 pandemic.

Learning Plan Contract/Midterm and Final Assessment Form

(See Appendix D).

The Learning Plan Contract is an assessment tool related to the nine (9) CSWE competencies and associated behaviors and dimensions that guide the social work professional performance, dispositions, and ethics while performing the role as a social worker. CSWE has established competencies and associated behaviors and dimensions that each BSW student is to accomplish. The Learning Plan Contract allows the student and field supervisor to establish specific tasks for how the student will accomplish each competency. The student and field supervisor also identify how these tasks are to be verified during the midterm and final assessment. The course instructor reviews and approves the Learning Plan Contract, the Midterm Assessment and the Final Assessment. The course instructor, field supervisor, and the student meet twice in person at the beginning of the field setting placement and again near the Midterm Assessment. At the first site visit meeting, the Learning Plan Contract Assessment Tool related to the nine (9) competencies and associated behaviors and dimensions is reviewed, discussed, and signed. The student and field supervisor also identify how these tasks are to be verified during the midterm and final assessment. At the second site visit scheduled approximately during the midterm point of the semester, the course instructor, field supervisor, and student review the midterm evaluation/assessment and review the student's overall progress as reviewed relating to the nine (9) CSWE competencies and associated behaviors and dimensions. The field supervisor, student, and course instructor will discuss if a Performance Improvement Plan is needed for a student to successfully master the social work competencies and associated behaviors and dimensions.

Midterm and Final Assessments as Part of the Learning Plan Contract

Students are expected to complete both a Midterm and Final Assessment with their agency/organization Field Supervisor. The Midterm and Final Assessment are on the same form as the Learning Plan Contract and are connected to the nine (9) EPAS

Competencies and associated behaviors and the dimension of Skills. The Course Instructor will review and assess both the Midterm and Final assessments.

These assessments serve many purposes, such as:

- They serve as a checklist to ensure the Student has had the opportunity to apply all the CSWE competencies and associated behaviors.
- They serve as a means to assess the Student’s strengths and areas of improvement. Such feedback can be valuable to the Student’s personal, educational, and professional growth. A Performance Improvement Plan is needed at the Midterm site visit for a practice area receiving a score of “partially met” or “not met.” Please note that a Performance Improvement Plan can be implemented at any time during the semester should it be warranted.
- They assess the Student’s status with the CSWE competencies, which benefits the Student, the Field Education program, and the agency/organization.
- They serve as a department assessment tool for the Social Work Department.

Performance assessment is an ongoing process that starts with the Student’s first day of Social Work Field Education placement and culminates in a written assessment at the Midterm and at the end of the Field Education placement. Ongoing assessment of the Student’s progress is a built-in aspect of weekly supervision between the Student and the Field Supervisor. Supervision should be provided both in verbal and written formats. Students are also expected to develop the ability to evaluate their own practice throughout field experience. A self-assessment completed by the Student is expected at Midterm and Final assessment. A comprehensive narrative assessment completed for the course is also part of this Field Education Process. If there has been continuous sharing throughout field education, written assessment will hold no surprises. The Student should be able to anticipate what the Field Supervisor is going to say before it is written.

Field Supervisors are asked to assess the Student’s performance at Midterm and at the Final point of the semester using the learning activities identified within the Student’s Learning Plan Contract.

The Midterm and Final Assessment rating scale is as follows:

- Exceeded
- Met
- Partially Met

- Not Met

Performance Improvement Plan

(See Appendix H).

A performance improvement plan is needed at the Midterm site visit for a practice area receiving a score of “partially met” or “not met.” Please note that a performance improvement plan can be implemented at any time during the semester should it be warranted.

The performance plan should:

- Clearly identify what skill(s) or behavior(s) needs improvement and identify any associated goal(s);
- Include what specific actions the Student will take to demonstrate improvement;
- Include specific deadlines;
- Indicate what measures of success will be utilized to determine if the remedial plan is successful; and
- Have all parties’ signatures on the plan (Student, agency/organization Field Supervisor, and the Course Instructor).

Self-Reflection Paper, Field Education Site Paper, and Presentation Assignments

There will be two (2) paper writing assignment experiences offered to Students. These assignments will be in the course syllabus and announced in class and via Moodle.

Assignment directions will be provided in class and via Moodle, including the due dates.

1. Students will write a Self-Reflection Paper on their Social Work Field Education experience. In writing the paper, Students will answer the following questions: How has this experience impacted you personally, educationally, and professionally? Describe your self-awareness in providing ethical professional social work practice. What have you learned about yourself in working with clients? What have you learned about yourself in working with other professional social workers/colleagues? Thinking back, what could you have done to improve your Social Work Field Education experience? Students will also be expected to complete a short presentation on their writing assignment. Presentation skills will include: 1. Connect with audience 2. Professional presentation format.
2. Students will write a thorough Field Education Site Paper based on their Social Work Field Education experience. This paper serve as a resource for future SW 483: Social Work Field Education students to read and to gain information on available field education sites. In writing the paper, Students will answer the following questions: What is the name and purpose of the agency/organization? What tasks did you perform at the agency/organization? Describe what a typical day was like for you as a Student? What kinds of activities did you complete at your Field

Education site to meet the nine (9) EPAS Social Work Competencies? Describe the types of tasks you completed for micro, mezzo, and macro social work. What did you like most about the agency/organization? What did you find most challenging about the agency/organization? Would you recommend this Field Education site and why? What are your suggestions to a peer who may be considering being a Student at this agency/organization? Any other thoughts Students may want to share. Students will also be expected to complete a short presentation on this writing assignment. Presentation skills will include: 1. Connect with audience 2. Professional presentation format.

SITE VISITS

The Course Instructor schedules a minimum of two (2) site visits at each Field Education placement. The site visits usually are held at the field agency/organization, yet can be held at Alverno College or another agreed upon location. The site visits include the agency/organization Field Supervisor, the Student, and the Course Instructor. The Course Instructor is available if additional site visits are warranted.

First Site Visit

The first site visit is generally scheduled during the first few weeks of the Field Education placement. The Field Supervisor, Student, and Course Instructor review, discuss, and sign two (2) forms. The first form is Role Expectation Form (See Appendix E). The purpose of this form is to clarify the roles, duties, and responsibilities of the Course Instructor, agency/organization Field Supervisor, and the Student, in order to facilitate a holistic educational experience. The signed original contract is housed with the Course Instructor and the Field Supervisor and Student each are emailed the scanned document.

The second form reviewed at the site visit is the Learning Plan Contract/ Midterm and Final Assessment Form (See Appendix D). The Learning Plan Contract is an assessment tool related to the nine (9) CSWE Competencies and associated behaviors. CSWE has established competencies and associated behaviors and dimensions that each BSW Student is to accomplish. The Learning Plan Contract allows the Student and Field Supervisor to establish specific tasks for how the Student will accomplish each competency. The Student and Field Supervisor also identify how these tasks are to be verified during the Midterm and Final assessments.

As the Student and Field Supervisor process the Social Work competencies of the Learning Plan Contract, they are to critically reflect on the agency/organization's mission, services, policies, and tasks as to ensure an educational and professional Field Education experience. This tool can help ensure that the Student is given a variety of learning and professional task opportunities at their assigned Field Education placement. Essentially, the Learning Plan Contract should serve as a map for the Student's learning goals and experiences for the semester. The Student is the leader of the development of the Learning Plan Contract, yet the Field Supervisor has an essential role in its development. The Learning Plan

Contract is to be completed by the first site visit. During the visit, the form will be reviewed and discussed. Once the Learning Plan Contract is completed, the Student will gather the required signatures and submit it to the Course Instructor.

Second Site Visit

The second site visit is scheduled approximately during the Midterm point of the semester. During this visit, the Midterm Assessment as part of the Learning Plan Contract is reviewed and discussed. (See Appendix D). Prior to the meeting, ideally the Midterm Assessment is completed by the Field Supervisor and discussed with the Student as part of their supervision. The Student’s overall progress is reviewed relating to the nine (9) CSWE Competencies and associated behaviors. The Field Supervisor, Student, and Course Instructor will discuss if a Performance Improvement Plan (See Appendix H) is needed. Lastly, discussing the termination process is a fundamental part of this visit as well.

POLICIES, CRITERIA, AND PROCEDURES FOR FIELD EDUCATION

Field Setting Selection

Policy: Social work field education maintains connects with community settings and partnership in order to facilitate the development of collaborative educational agreements. Social work field education settings and partnerships are developed on an ongoing basis, utilizing the Affiliation Masters Agreement as a guide to ensure the partnership is mutually beneficial and meets the requirements for both Alverno College and the field setting. The field selection process is a collaborative process, with social work field education leading the way. Some potential methods of gaining new field setting contacts are from such possible options: agency/organization request, faculty connections, staff connections, student connections, alumni and essential stakeholders of Alverno College, social workers in the community, and the Social Work Advisory Council.

Criteria: After identifying potential field settings, the field coordinator moves forward with the selection process by determining the eligibility of the setting, including the social workers to become the field supervisor. The Affiliation Master Agreement is used to secure a mutually beneficial partnership between the college and the agency/organization (field setting). The agreement outlines the responsibilities of the course instructor/field coordinator as well as the field supervisor. For example, the agreement ensuring that the field supervisor has their BSW/MSW degree and two (2) years of field experience. The field supervisor will provide the student with a working space and needed equipment and will ensure the workplace environment is safe. The field coordinator will house the agreements. The Affiliation Master Agreement is used as a tool to assess the field setting selection criteria.

Procedure: The social work field coordinator completes the initial assessment. The procedure steps are:

- Social work field coordinator connects with the field supervisor candidate to assess their interest and motivation to commit to the field supervisor role.
- Social work field coordinator completes a Field Supervisor Interest Form to see if they meet all criteria. (See Appendix I).
- The field supervisor candidate submits their resume to the social work field coordinator.
- The social work field coordinator assesses the field supervisor candidate and their field setting on the following:
 - Has a BSW or a MSW degree from a CSWE-accredited program.
 - Has two (2)-years of fieldwork experience at the agency/organization.
 - Has the potential to have social work licensure.
 - Availability to foster a professional experience in social work, appropriate for baccalaureate practice.
 - Ability to provide a positive orientation toward human diversity and policy of non-discrimination toward staff, client systems, and students.
 - Availability of a field education experience that provides all levels of social work practice (micro, mezzo, and macro) and an opportunity for the students to practice a variety of social work skills.
 - Availability to offer a field setting where students are able to achieve all CSWE nine (9) EPAS social work competencies and congruent behaviors.
 - Adheres to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the social work professional performance, dispositions, and ethics while performing the role as a social worker.
 - Agency/organization willingness to commit to an educational learning experience for the student, including such factors as supervisory time, physical space, professional tasks to advance the student’s abilities and strengths.
 - Availability to attend a social work Field Supervisor Training.

Agreement between Alverno College and Agency/Organization

The Social Work Field Coordinator will ensure that the Field Supervisor and the administrator of their field setting have signed the Affiliation Master Agreement (See Appendix C). The Social Work Field Coordinator will house these agreements in a locked filing cabinet and will ensure that the Field Supervisor has a copy of their agreement. These agreements are good for five (5) years, yet either party may request to terminate the agreement at any time. The Social Work Field Coordinator is responsible for tracking and ensuring all agreements are kept up-to-date.

In addition, the Affiliation Master Agreement between the Social Work Department of Alverno College and the Field Supervisor and their agency/organization outlines the requirements and roles of the Social Work Field Coordinator, Course Instructor, and the agency/organization Field Supervisor. Students are to be supervised by CSWE-accredited BSW or MSW Field Supervisor who has two (2) years post-social work degree experience. Additionally, The Field Supervisor has to be able to reinforce a Social Work perspective.

Supervision between the Student and Field Supervisor is to be once a week for an hour.

Students are to be supervised by a CSWE-accredited BSW or MSW Field Supervisor who has two (2) years post-social work degree experience. However, in the rare occurrence of the Field Supervisor not meeting these requirements, the Course Instructor will work with the Field Supervisor and the Student. Arrangements can be made for supervisors who have unique skills and/or opportunities, or who have an advanced degree in a related human service area. In this instance, the Course Instructor will work with the field site and the Course Instructor is responsible to ensure the Social Work perspective is reinforced and that the Student is taught Social Work knowledge, skills, values, and strengths.

In some instances, Students may be placed in a setting where there is a “task coordinator” and a Field Supervisor. A task coordinator may be an individual from another discipline (counselor, community organizer, etc.) or a Social Worker who does not have the required field experience or degree to perform the role of Field Supervisor, but may provide the day to day oversight of the field placement. The Task Coordinator with the Field Supervisor are to work in collaboration to ensure that: the Student’s learning plan goals are being met, Social Work is being role modeled, and the Student is taught the Social Work perspective, including Social Work knowledge, skills, values, and strengths.

The Social Work Department’s policy states: When a qualified Task Coordinator has to be used, the Task Coordinator will assume the role of providing the Student a Social Work learning experience, which will be under the leadership of the Course Instructor or an indirect Field Supervisor. The Course Instructor or the indirect Field Supervisor will be directly responsible to ensure that the Student meets the practicum requirements, including fully understanding the Social Work perspective and are taught Social Work knowledge, skills, values, and strengths. The Course Instructor or the indirect Field Supervisor will meet with the Student weekly. During this meeting, the Student and indirect Field Supervisor will process material traditionally covered with another Student and supervisor meeting. The Course Instructor or indirect Field Supervisor will ensure the Task Coordinator is supported in their role as Task Coordinator. In such case, the indirect Field Supervisor meets all the requirements of the Field Supervisor as noted above, yet does not provide direct supervision.

Employment and Field Education

Students are encouraged to seek Field Education placements at agencies/organizations that are different from their current employment. By securing diverse settings, Students may expand their professional interests, enhance other Social Work strengths and skills, as well as network with other community resources. Further, securing a different placement will ensure the Student is truly a “Student” during their Field Education course. However, the Social Work Department understands that sometimes Students wish to seek a practicum opportunity with their current employer. This includes accepting employment during the Field Education course. In such cases, the Social Work Department has specific policies and procedures that identify how to proceed when Students request a field placement in their current place of employment.

This policy is:

1. Students seeking a Field Education placement in their place of employment must receive approval by the Course Instructor. Additionally, Field Education assessments/assignments in places of employment must be educationally focused and structured-appropriately to achieve the goals and objectives of the Field Education course. All Field Education in places of employment must meet all of the following criteria:
 - a. The Field Education placement must be in a different program within the agency/organization and be clearly distinct from responsibilities of paid employment. In order to provide new learning opportunities, the field placement should be in an area that is different from where the Student is currently employed, has been employed, or had a previous field experience.
 - b. The agency/organization will provide a Field Supervisor who has a BSW or MSW degree with at least two (2) years post-baccalaureate experience. Additionally, the Field Supervisor must have been employed at the agency/organization for at least one (1) year.
 - c. The Field Supervisor must be a different person than the Student's current employment supervisor.
 - d. The agency/organization must allow the Field Supervisor to attend the Field Education orientation/training as well as to have sufficient time to provide the minimum of at least one (1) hour per week supervision for the Student.
 - e. The Field Supervisor must adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency in Social Work Practice, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
 - f. The agency/organization must allow the Student/employee to attend classes and have an educationally focused Field Education experience. This includes allowing the Student to work on the CSWE EPAS Competencies and associated behaviors and the dimension of Skills that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
 - g. The agency/organization must establish an Affiliation Master Agreement with the Alverno College Social Work Department to accept BSW Students, if such an agreement does not already exist.

Following this process carefully ensures the Student's academic learning including meeting all of the Field Education course objectives, requirements, and competencies are met. This includes ensuring the role of the Student as a learner as well as to ensure Student assignments/assessments and Field Education supervision are not the same as those of the Student's employment.

Field Placement Changes

Ideally, Students and Field Supervisors will stay together for the duration of the Field Education course. However, at times, it is necessary to change Field Education placement sites. Some examples reasons are: Field Supervisor resigns their position at the agency/organization, unsatisfactory performance of the Field Supervisor, and/or unsatisfactory performance of the Student.

During Field Education, the Student and/or Field Supervisor will contact their Course Instructor with any placement concerns or requests for placement changes. The Course Instructor will ensure that a plan of action that works for the Student and the Field Supervisor is achieved. The Course Instructor may consult with the Social Work Field Coordinator or related faculty/staff for support and/or assistance.

Dismissal from Social Work Department

If there are severe Student academic concerns with the Field Education course, the Student may be dismissed from the Social Work Department. Please see the Social Work Student Handbook for more information.

Appeal and Grievance Procedures

If the Student wishes to appeal a dismissal or any other related decision, they are to follow the appeal and grievance procedures outlined in the Social Work Student Handbook.

Supporting Student Safety

Student safety is a priority. Students are to receive a full safety orientation to their assigned agency/organization including safety policies and procedures. This training is to be provided by the Field Education agency/organization itself, since each agency/organization may differ in terms of its needs and challenges regarding working safety in their organization. Students who do not receive safety orientation and training may take the initiative to inquire about this topic with the Field Supervisor. Training may involve information about precautions related to fire and building safety, infection control, home-based services, and working with agitated or violent clients and consumers. Student safety is essential. If the Student questions their safety, they are encouraged to speak to their agency/organization Field Supervisor and/or the Course Instructor. Social Work can be unpredictable and at times can be dangerous for its Social Workers. It is critical that Students are trained and prepared to manage such situations via agency/organization policies and best practices. Such preparation cannot guarantee a risk-free Field Education environment, yet it can reduce such risk.

Policy: The social work field coordinator trains field supervisors and then the course instructor(s) teaches the students the importance of student safety. Student safety procedures are included in the Social Work Field Education Manual and the Alverno College BSW Field Supervisor Manual. Information about student safety is covered during the SW 483: Social Work Field Education course, including in the course syllabus, via course information on Moodle, and with in-class discussions.

Criteria: The Social Work Department believes that student safety is a priority. Social work field education (field coordinator, course instructor, and site supervisor) supports students' safety. Support occurs in many methods, such as the purposeful creation of procedures documented in the Social Work Field Education Manual and the Alverno College BSW Field Supervisor Manual. Then, the student and field settings follow the outlined procedures. The course instructor(s) and field coordinator are to ensure that the students and the field settings are aware as well as following the safety procedures. Safety is indirectly assessed via student seminar, weekly logs, weekly one-on-one supervision, and during site visits.

Procedure: The procedure is as follows:

- **Student Personal Vehicles**
 - Alverno College Social Work Students may NOT transport CLIENTS in their own vehicles. Students may drive their own car to the Field Education site appointments, meetings, trainings, home visits, etc. Students should negotiate expectations, such as mileage reimbursement, regarding using their own personal vehicle prior to driving for their Field Education site. To reiterate, Students may NOT transport clients in their own personal vehicles.

- **Physical Restraint**
 - Alverno College Students are NOT to perform physical restraint on clients, unless instructed, trained, and supervised by the Field Supervisor.

- **Home Visits**
 - Students may NOT conduct any home visits with clients without the Field Supervisor approval.

- **Critical Incident / Personal Injury**
 - For purposes of this policy, Critical Incident is defined as:
 - Injury to the Student and/or client under the immediate care/supervision of the Student,
 - Threat of violence to a Student by a client or field agency/organization staff,
 - Abusive behavior by the Student towards a client or agency/organization staff,
 - Law violation by the Student, or
 - Any event that could have a profound impact on the Student

 - In the event of a Critical Incident, the Student should:
 - Obtain medical attention if needed,
 - Immediately notify the agency/organization Field Supervisor of the incident,

- Establish with the Field Supervisor if further action (law enforcement involvement, etc.) is warranted, and
- Contact their Course Instructor within 24 hours of the incident and report what happened, who was involved, and where/when it happened. The Course Instructor will share the incident with the Field Coordinator.
- The Course Instructor will follow up with the Student to address any emotional/physical safety concerns and plans for the future.
- The college does not provide accident or health insurance for Field Education Students.

Alverno College Harassment, Violence, and Discrimination Policy (Title IX)

(As documented on the Alverno College website)

In keeping with its mission to promote the personal and professional development of all members of the Alverno community and to provide a safe and welcoming campus, Alverno College fosters a climate of mutual concern, respect, and caring. Alverno is committed to promoting a rich learning environment that is free of violence, discrimination, harassment, and other barriers to Students learning, healthy growth, and development. All members of the Alverno community (including Field Supervisors) are expected to conduct themselves in a manner that does not infringe upon the rights of others.

Alverno College, an institution dedicated to the education of women, pays particular attention to issues of harassment, discrimination or violence on the basis of sex, gender, pregnancy or parenting status. Conduct, whether intentional or unintentional, that results in discrimination, harassment, or violence toward a Student or employee is illegal and unacceptable, undermining the mission of the college. Such conduct, whether on or off campus, is expressly prohibited by the college and is considered a serious violation of human rights. The Social Work Department shares this strong commitment.

In alignment with federal Title IX regulations, Alverno College has procedures to receive, investigate, respond to and resolve complaints of discrimination, including harassment based on gender. Title IX violations include discrimination on the basis of sex or gender, gender identity, gender expression, and sexual orientation, and include sexual harassment, sexual exploitation, nonconsensual sexual acts, and sexual misconduct. This policy applies to conduct between men and women or between members of the same sex. In this policy, “discrimination,” refers generically and inclusively to all forms of discrimination based on sex or gender, including sexual harassment, sexual exploitation, sexual assault and sexual violence.

If a Student experiences any form of sexual harassment while in Social Work Field Education, they are strongly encouraged to notify the agency/organization Field Supervisor and the Course Instructor immediately. Additionally, Alverno College’s Title IX Coordinator is Sandra Siira, Executive Director of the Career Studio. For any issues related to gender-based harassment and discrimination, Students are encouraged to contact the Title IX Coordinator.

Social Media Policy – Social Work Department

During the orientation with the Student, it is highly encouraged to address social media within the field of Social Work, drawing particular attention to how social media may affect the organization both positively and negatively. Additionally, it may be helpful to have a discussion of the risks of providing personal information to a client/the community, including social media. The Social Work Department, with the support of the Social Work Advisory Council, have developed a social media policy. Even with the development of this policy, Students are encouraged to practice professional caution as well as follow the NASW Code of Ethics.

Due to Social Work professional standards and the obligation to follow the NASW Code of Ethics, Social Workers, including Social Work Students, are to continually assess the ethical and practice implications of social media use. Privacy, confidentiality, and the establishment/maintenance of professional boundaries must be considered as well as the necessary precautions to protect the Student/employees and clients.

It is acceptable that there are applications for social media within Social Work. Social media has a broad range of utility in Social Work practice. Social Work has many practical applications including education, advocacy, outreach, mobilization, fundraising, and evaluation. Social Workers are to be careful about how they may be branding their agency/organization or projects/programs. Additionally, it is the Social Worker's professional responsibility to maintain appropriate boundaries online as much as possible to protect both their privacy and the privacy of their clients, for examples via their field education placement agency.

The NASW Code of Ethics (2018) standards that are applicable to social media include:

- Social Workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons (Section 1.03i).
- Social Workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes (Section 1.06e).
- Social Workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients (Section 1.06f).
- Social Workers should be aware that personal affiliations might increase the likelihood that clients may discover the Social Worker's presence on Web sites, social media, and other forms of technology. Social Workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients (Section 1.06g).

- Social Workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients (Section 1.06h).
- Social Workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media (Section 1.07r).

Other important technology considerations regarding social media include:

Overall, texting, email, and social media are quick and effective ways to communicate with others, however, many ethical, legal, and clinical issues must be addressed when using these communication tools. The potential for unintentionally sharing protected information is significant and must be considered. In general, consider the security, privacy, and confidentiality of all communication methods and when in doubt seek consultation and supervision.

1. First and foremost, Students should be reviewing and adhering to all agency/organization guidelines and policies regarding the use of all means of technology in the agency. Students should be expected to exercise great care and professionalism in how they represent themselves, the Social Work Department, Alverno College, and the Social Work profession as a whole in any use of technology. For example, it is very easy for an outsider to misinterpret statements or images out of context.
2. Students should only use their agency/organization email address, agency phone number, and agency approved social media tools to communicate with clients. All correspondence should be of a positive and professional nature. Students should not give their personal email or personal phone number to clients. Additionally, Students should also be aware that if they do choose to communicate with clients by email, typically the agency/organization’s internet service provider generally retains all emails and could be read and monitored by the system administrator.
3. Students should not take and/or share photographs of clients without the client or the client’s guardian consent. It is a breach of confidentiality. Students should know and adhere to the agency’s policy on photographs and use of cell phone cameras.
4. Students should be aware that social media sites are public domains and any information can be accessed by anyone. Once information is in cyber space, it never goes away. It can become public and permanent.
5. Students should not ask or accept a current or former client as a “friend” on any social networking sites, unless approved by the field education placement site.
6. As a professional courtesy, Students should refrain from making any negative references or comments about their educational experience, such as anyone associated with Alverno College, such as their agency/organization, field supervisor, professors, guest speakers, those associated with the tours, colleagues, classmates, clients, or any client information on any social networking sites. If Students have

negative concerns or thoughts, they should practice professional conduct as outlined by the NASW Code of Ethics and the Social Work Student Handbook.

7. Students should maintain the appropriate and professional level of privacy settings. Students should be aware of the safety related concerns with the information that they make available about themselves and their family/friends/others online.

FIELD EDUCATION ROLES AND RESPONSIBILITIES

SW 483: Social Work Field Education roles and responsibilities for all involved are provided below. These lists are a guide and not considered an exhaustive list.

Responsibilities of the STUDENT are to:

1. Work with the Course Instructor to process and finalize field placements. Students are not to secure their own placements; they are to work with the Course Instructor. The Course Instructor makes placement decisions based on Student interests, skills, and strengths as well as the agency/organization strengths and needs. In addition, Alverno College and the Social Work Department's policies are taken into consideration.
2. Arrange their schedule so they can meet the practicum hourly requirements. Many agency/organizations are only open during certain hours. Students with limited time may have a difficult time securing a Field Education placement. Evening and weekend placements are difficult to secure, which could cause some Students to forfeit a practicum opportunity, pushing back their graduation. Thus, Students are encouraged to be as flexible as they can with their schedules as to open up more Field Education opportunities for themselves.
3. Make sure they are enrolled in the designated Field Education course. Students have to be successfully enrolled in the designated Field Education course. Once the Student has successfully enrolled in the designated Field Education course, the Course Instructor will then begin the process of dispensing the course fees to pay for National Association of Social Workers (NASW) Student membership and NASW Student liability insurance through NASW Assurance. Student's failing to meet this requirement will result in delaying the start of the Field Education placement.
4. Obtain all required criminal record clearances. Students will understand that Field Education placements may ask Students to complete a background check before offering a practicum opportunity. If the practicum does not request the Student to complete a background check, then Students are required to report to the Alverno College Human Resources Department to complete the caregiver background check process. Failure to meet this requirement will result in delaying the start of the Field Education placement or being removed from placement until Course Instructor receives documentation of clearances.
5. Take responsibility for obtaining and supplying any personal documentation that is required by a Field Education site.
6. Be at their field placement practicum for the required minimum of 420 hours. SW 483: Social Work Field Education requires that Students will complete a minimal of

420 hours total in their field placement practicum in one semester. Therefore, Students, must complete at least 420 hours, which calculates to 30 to 35 hours a week for 16 weeks for fall or spring courses or 40 hours a week for 12 weeks summer courses. One semester practicum gives the Student an advantage of becoming immersed into the position and truly understanding the role of a full time Social Worker in an agency/organization. Alverno College does not require Students to do field work during college assigned breaks or Final exam week. Students are not to end their placement prior to the last week of classes even if the 420 hours are completed. Exceptions in the scheduling of hours for the semester placement can be made only with written permission by the Course Instructor in consultation with the agency/organization Field Supervisor.

7. Complete the Learning Plan Contract within the first two (2) weeks of the semester.
8. Arrange a weekly schedule of fieldwork cooperatively with the agency/organization, adjusting the hours to allow for mutual needs. Students are permitted to work day, evening, and weekend hours. Students may not receive credit for night work (12 am to 5 am) yet exceptions to this rule can be made on a case-by-case basis. Students must take a minimum of half hour for lunch and for evening meals unless an exception is granted upon request to the Social Work Department.
9. Take responsibility for reporting to the field placement at the appointed times and notifying the appropriate person at the agency/organization promptly if for any reasons the Student cannot get to work on time, or will be unable to report to work. A pattern of repeated irresponsible tardiness and/or absence will result in removal from Field Education placement.
10. Alert the agency/organization Field Supervisor and/or the Course Instructor immediately if their safety is compromised.
11. Demonstrate satisfactory work habits in relation to agency/organization assignments, including confidentiality, using appropriate language, and professional behavior.
12. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
13. Observe the rules and policies that guide the agency/organization and their operation, including safety, use of technology, confidentiality of material, promptness, reliable and responsible general conduct and appropriate dress.
14. Read literature for orientation to the agency/organization or to deepen understanding required for delivering the agency/organization's services.
15. Take responsibility for inquiring and learning from involvement in the actual delivery of services within the assigned Field Education setting.
16. Accept and constructively use the supervision and feedback provided by the Field Education site.
17. Keep a weekly journal to be submitted to the Course Instructor on a regularly scheduled basis. Any hours not logged in their journal will not count toward the total hour requirement of the Field Education course.
18. Report to the Field Education class and other required meetings as scheduled. Time spent in Field Education class may be credited towards required Field Education

hours.

19. Thoroughly complete and turn in all Field Education forms in a timely manner. Fulfill all course assignments, requirements, and expectations.
20. Thoroughly read, comprehend, and follow the Social Work Field Education Manual and the Social Work Student Handbook.

Responsibilities of the Alverno COURSE INSTRUCTOR/FIELD COORDINATOR are to:

1. Aim to match the professional interests and goals of the Student with those of the agency/organization, in joint planning with the Student. Placements are not guaranteed.
2. Ensure the agency/organization the right to screen Students referred for practicum, and to accept or reject Students according to the demands of the agency/organization and the needs of its clients. Agencies/organizations are expected to comply with Equal Employment Opportunity regulations in making decisions regarding Students.
3. Provide the agency/organization Field Supervisor with background information of the Student within the limits of FERPA laws.
4. Ensure that each participating Student has general liability insurance, has completed a background check, and is a Student member of National Association of Social Workers (NASW) before beginning at the Field Education site.
5. Provide the agency/organization Field Supervisor with the Alverno College Social Work Field Supervisor Manual, which contains general information about Field Education as well as the Social Work Department.
6. Provide the Field Supervisor and the Student with any Field Education forms necessary for the Student to successfully complete the course.
7. Provide an orientation program for new agency/organization Field Supervisors.
8. Provide an ongoing educational program for Field Supervisors regarding supervision, Social Work curriculum, and current Social Work educational issues.
9. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
10. Provide opportunities for agency/organization Field Supervisors to evaluate the Alverno College Social Work Field Education Program and to participate in curriculum development.
11. Be available for telephone, Zoom, and/or face-to-face meetings or consultations as needed.
12. Withdraw the Student from the agency/organization if careful evaluation indicates that satisfactory learning is not taking place.
13. Schedule Field Education site visits with the agency/organization Field Supervisor and Student at the Field Education site or another agreed upon location.
14. Offer Field Education class and other meetings with Students as scheduled.
15. Maintain confidentiality of any information designated by the Field Education site as confidential.
16. Review Field Education forms completed by Students and/or Field Supervisors.

Responsibilities of the Agency/Organization FIELD SUPERVISOR are to:

1. Hold a CSWE-accredited baccalaureate (BSW) or master's (MSW) Social Work degree, have the ability to have social work licensure, as well as two (2) years of post-degree field experience. However, in the rare occurrence of the Field Supervisor not meeting these requirements, the Course Instructor will work with the Field Supervisor and the Student. Arrangements can be made for supervisors who have unique skills and/or opportunities, or who have an advanced degree in a related human service area. In this instance, the Course Instructor will work with the Field Education site and the Course Instructor is responsible to ensure the Social Work perspective is reinforced.
2. Provide the Course Instructor with a description of the professional activities planned for the orientation and for the semester placement.
3. Prior to the Student's arrival, arrange adequate working space and equipment necessary for the Student to complete assigned tasks.
4. Provide Student with an orientation to the organizations safety policies. Assist the Student as to how to introduce themselves to client population. The Field Education site must identify the Student as a Student/person in training status.
5. Provide the Student one (1) hour of regularly scheduled supervision each week and be available at other times for consultation with the Student.
6. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
7. Suggest reading materials for the Student, which will facilitate a deeper understanding of the agency/organization.
8. Assign the Student guided professional direct Social Work experiences tailored to the Student's individual needs and abilities and the agency/organization's needs and strengths. The experiences should stress baccalaureate level, generalist practice principles at the micro, mezzo, and macro levels and, as such, provide as broad a variety of Social Work interventions as possible within the framework of agency/organization purposes and structure. Opportunities for contact with diverse populations and oppressed persons should also be emphasized.
9. Supervise, monitor, and evaluate the Student's performance on tasks, activities, field assignments, the Nine (9) Social Work Competencies and associated behaviors and the ongoing development of the Learning Plan Contract.
10. Assist the Student with applying Social Work knowledge, skills, and values, such as the Code of Ethics, theoretical frameworks (strengths perspective), and concepts (person-in-environment and self-determination).
11. Submit written evaluations of the Student's performance on the forms provided by the Alverno College Social Work Department.
12. Take responsibility to communicate promptly with the Student and the Course Instructor as problems appear in the Field Education site. In situations where personal or potential injury occurred, report to the Course Instructor as soon as possible.
13. Attend Field Education meetings, workshops, and/or trainings, as scheduled.

14. Arrange for mileage reimbursement to the Student, if available and if agreed upon ahead of time, if a Student incurs mileage while performing a duty for the Field Education placement.
15. Be responsible for determining any tasks Students may not perform at the agency/organization due to either agency/organization or regulatory policies.
16. Assist the Student with the termination phase of practice with the clients. Assist the Student with the process of departing from the agency/organization.

FIELD SUPERVISOR OPPORTUNITIES

Alverno College Field Education Advisory Committee

The Student's Field Supervisor may be interested in joining the Field Education Advisory Committee. The purpose of the Field Education Advisory Committee is to advise on internal operations of Field Education, to discuss the educational outcomes of Field Education and expansion on community partners. In addition, it can provide a networking and supportive environment for Field Supervisors. The Field Education Advisory Committee is a branch of the Social Work Advisory Council.

Alverno College Field Supervisor Exit Survey

In an effort to continuously improve and to give Field Supervisors an opportunity to evaluate the Social Work Field Education program, Field Supervisors are requested to complete an exit survey at the end of a Field Education semester after hosting a Student. This survey will be used to assess the placement site as well as the overall Field Education program. The Field Coordinator and Department Chair will oversee this program evaluation process.

EVALUATING FIELD SETTING EFFECTIVENESS CONGRUENT WITH THE SOCIAL WORK COMPETENCIES

Policy: The field setting and the field supervisor must meet all eligible criteria for student field education placement, as to provide a high quality learning experience. The social work field coordinator with course instructor(s) must evaluate that the field supervisor (including task coordinator when used) and agency/organization provide a field setting where students are able to achieve all nine (9) CSWE EPAS social work competencies and associated behaviors and dimensions.

Criteria: The field setting and the field supervisor must meet all eligible requirements for student field education placement, as to provide a high quality learning experience. There are several methods of evaluating the effectiveness of the field setting. The Affiliation Master Agreement is one example and the Field Education Site Paper – Student Assignment is another example. Indirectly the field coordinator and course instructor(s) use all seminar classes, assignments, assessments, logs, and site visits as methods of evaluation

that the field setting and field supervisors are providing an effective field education experience.

Procedures: The procedures are as follows:

- The Field Coordinator ensures that the field setting is willing to be effective with practicing and applying the competencies prior to signing the Affiliation Master Agreement. Then prior to renewing the Affiliation Master Agreement, the field setting agrees to continue to be effective in practicing and applying the competencies.
- Each Field Setting is taught the nine (9) competencies including how to practice them as well as evaluate them. This training is held prior to the first student placement as well as Field Supervisors are willing to return each semester or at any point. Questions throughout the duration of the student placement are always welcomed and responded to on a timely basis.
- The Learning Plan Contract is used indirectly to assess the effectiveness of the field setting's ability to apply and evaluate the nine competencies. The Social Work Department celebrates each field setting's ability to apply all of the social work competencies and related behaviors, including the ability to assess/evaluate the student on the midterm and final assessment tool.
- The seminar, the weekly logs, the paper assignments, the site visits, and any other assessments listed below are used to indirectly evaluate the field setting's effectiveness.
- The Field Education Site Paper specifically asks students to describe their experiences at the field setting. This paper is used to assess and evaluate the field setting's ability to apply all of the nine social work competencies.
- The Agency/Organization Field Supervisor Exit Survey is given at the end of each semester to all related Field Supervisors. One of the goals of this tool is to assess their confidence to being a competent Field Supervisor, which includes the ability to apply and evaluate the nine social work competencies.
- Social work field coordinator connects with the field supervisor to assess their interest and motivation to commit to the field supervisor role on an ongoing basis.

CONCLUSION

Transitioning from academic learner in the classroom to a practicing Social Work Student is an exciting time in a Student's life. This manual is meant to provide Students with basic information and a basic framework of Social Work Field Education. Students should refer

to this manual as often as necessary. Additionally, SW 483: Social Work Field Education class seminar is another resource for the Student as it is designed to assist Students in Field Education with practical information as they move towards graduation. Please see the Alverno College Social Work Field Coordinator with any questions or concerns. The Social Work Department at Alverno College wants to see Students succeed in Field Education.

Appendix A:
Application to Social Work Field Education



Social Work Department

Application to SW 483: Social Work Field Education Form

This form serves as the Student application to SW 483: Social Work Field Education. SW 483: Social Work Field Education is a nine (9) credit course and is completed in the Social Work Department in the final semester of the undergraduate degree. This is the comprehensive Field Education course and requires a minimum of 420 hours to assess the Student’s ability to demonstrate all nine (9) of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) Competencies and related behaviors and dimensions. Students are expected to apply what they have learned via coursework and previous fieldwork to the SW 483: Social Work Field Education experience.

This application process is meant to help prepare you for the Social Work Field Education course. *Please read the following information and directions carefully.* Please be sure to ask the Course Instructor any questions you have about this application.

Part 1. Identifying Student Information:

Please complete the following information:

Date:

Student Name:

Student ID Number:

Email:

Phone Number:

Address:

Current Minor:

Anticipated Semester and Year of SW 483: Social Work Field Education:

Part 2. Application Requirements:

Because the Social Work Department wants each Student to be successful, only Students who meet and agree to the following requirements will be considered for Field Education. Please initial to indicate your ability and willingness to confirm and comply with the academic and professional standards/requirements as listed below. **Please initial after each statement:**

I confirm that I will complete and submit this Application to SW 483: Field Education Form to the Course Instructor. _____

I confirm that Social Work is my major. _____

I confirm that I am in good academic standing. _____

I confirm that I have completed or am currently enrolled in SW 200, PPS 229, SW 250, BSC 255, BSC 256, SW 300, SW 320, INTERN 383 or SW 325, SW 398 and SW 400 prior to enrolling in SW 483: Social Work Field Education. _____

I will attend a Group Pre-Field Education Meeting as lead by the Social Work Field Coordinator regarding SW 483: Social Work Field Education. _____

After attending the Group Pre-Field Education Meeting, I will complete a Student Interest Form and provide it to the Course Instructor expressing my site/placement interests in Field Education.

I will attend an individual session with the Course Instructor named the Individualized Plan for Field Education Meeting to discuss Field Education Site Placements and to gain the Course Instructor's approval before registering in SW 483: Social Work Field Education. Appropriate Students will be given approval to register for SW 483: Social Work Field Education in person. The Alverno College Online Field Education permit will be submitted by the academic and professional advisor. _____

I understand that once I have been given approval to register for SW 483: Social Work Field Education, I should register for SW 483: Social Work Field Education as soon as permitted through the Registrar's Office. It is essential that I understand that if I do not register in a timely manner, it may impact my ability to begin Field Education placement on time thus negatively impacting my hours and experience in Field Education. _____

I understand that I will go through an interview process for my desired Field Education Placement. I will have my cover letter, resume, and references updated for the interview process. _____

I understand that in SW 483: Social Work Field Education, I will need to demonstrate all nine (9) of the CSWE EPAS Competencies and related behaviors and the dimension of skills as outline in the Social Work Field Education Manual. _____

I understand that Field Education Placements will ask me to complete a background check and that I will have Student malpractice/liability insurance. The process for background checks, NASW membership and NASW RRG Student Liability Insurance will be facilitated with the Student by the Social Work Field Coordinator or Course Instructor as stated in the Social Work Field Education Manual. I understand that any past, current, or pending felonies, criminal charges, convictions, and/or penalties against me in any jurisdiction may make me ineligible for Field Education Placement. I further understand that I am required to disclose any past, current, or pending felonies, criminal charges, convictions, and/or penalties during the Field Education process.

I understand that Social Work Field Education Placements are not guaranteed until they are confirmed by the Course Instructor and the agency/organization Field Supervisor. _____

I understand that once the Course Instructor and the agency/organization Field Supervisor and I all agree to the Social Work Field Education Practicum, I cannot change my mind and look for a different Social Work Field Education Placement. _____

I understand that I am responsible for my own transportation to and from the Social Work Field Education Placement. It is my responsibility to ask if I am required to drive for this field placement.

I understand that I am required to complete a minimum of 420 hours in the Social Work Field Education course in one (1) semester. I understand that as a Student, I must have the time to meet the intense weekly time commitment of approximately 30-35 hours per week in SW 483: Social Work Field Education for a traditional, 16-week fall or spring semester OR 40 hours for a 12-week summer session. I will engage in self-reflection and create a plan on how they will achieve this goal. Students will share their plan when meeting individually with the Course Instructor. _____

I understand that besides completing a minimum of 420 hours at my Field Education site in one (1) semester, I will attend regular on-campus classes and successfully complete academic assignments/assessments. _____

I have read and understand the *Social Work Field Education Manual* and the *Social Work Student Handbook*. _____

I understand that in my Social Work Field Education practicum, I will be representing myself, Alverno College, and the Social Work Department. I will use professionalism, emotional maturity and use the Alverno College eight (8) abilities as I demonstrate the nine (9) Social Work competencies. _____

I confirm that I have read and willfully agree to abide by the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards and Indicators for Cultural Competence in Social Work Field Education. _____

Part 3. Informed Consent:

I understand that Student information may be released to the agency/organization Field Supervisor within the limits of Family Educational Rights and Privacy Act (FERPA) laws as stated in the Social Work Field Education Manual. I agree to the exchange of information between the Course Instructor and the agency/organization Field Supervisor for the purpose of arranging, placing and assessing the Student for the course SW 483: Social Work Field Education.

Please sign your name below in agreement and to acknowledge that you have completed this application entirely, honestly and to the best of your abilities.

Signature of Student Applicant

Date

Appendix B:
Student Interest Field Education Form



Social Work Department

SW 483: Social Work Field Education

Student Interest Social Work Field Education Form

SW 483: Social Work Field Education:

- Please complete the information below to guide the process of matching your interests with an appropriate field setting. *Please be aware that placements are not guaranteed.*
- Please remember that SW 483: Social Work Field Education requires a minimum of 420 hours.
- Please email this form to the SW 483 Course Instructor.
- Your Course Instructor will contact you to discuss your Field Education Placement.

Please Complete your Student Information:

- Student Name:
- Student ID Number:
- Date:
- Email:
- Phone Number:
- Expected Month and Year of Graduation:

SW 483: Field Education Practicum Interest Information:

- Things to consider: Types of Populations, Field Education Agencies/Organizations, desired city
- Consider transportation as you are responsible for your own transportation.
- Consider if you are looking for a placement that offers weekend hours as an option.
- If you already have a Placement Site in mind, did you google it and research all the different programs offered? Which program are you most interested in?
- **What are your Top 3 Preferences?**
 - 1.
 - 2.
 - 3.

Prior Field Education that you have completed:

- Name of Agency?
- What Population did you work with?
- Briefly, what were your responsibilities?

Appendix C:

Affiliation Master Agreement Form



Alverno College Social Work Department

Affiliation Master Agreement

The Alverno College Social Work Department appreciates your personal and your agency/organization's willingness to work together to provide a Social Work Field Educational experience to Social Work bachelor degree Students. The Social Work Department is looking forward to working with you and your agency/organization. The vision of the Social Work Department is driven to motivate life-long learners who are client-centered, adaptable, culturally respectful, knowledgeable, social justice change leaders. You and your agency/organization are assisting Students in being able to make the connection from academic learning to real world Social Work experiences. Your enthusiasm to be a key contributor in a Student's education is much appreciated and valued. Thank You!

Purpose of this Form: The Alverno College Social Work Department provides Students the opportunity to complement their academic preparation with direct practical Social Work experience. Your participation exhibits your interest and commitment to this Field Education program and to the growth and development of the Student as a future professional. We look forward to collaborating with you in this work/learning endeavor. In an effort to help clarify the roles and responsibilities of the Alverno College Social Work Department and The Agency/Organization Field Supervisor, Alverno College has developed this *re* to fully describe the mutual responsibilities. The Social Work Department hopes you find this form helpful.

Responsibilities of the Alverno COURSE INSTRUCTOR / FIELD COORDINATOR are to:

1. Aim to match the professional interests and goals of the Student with those of the agency/organization, in joint planning with the Student. Placements are not guaranteed.
2. Ensure the agency/organization the right to screen Students referred for practicum, and to accept or reject Students according to the demands of the agency/organization and the needs of its clients. Agencies/organizations are expected to comply with Equal Employment Opportunity regulations in making decisions regarding Students.
3. Provide the agency/organization Field Supervisor with background information of the Student within the limits of FERPA laws.
4. Ensure that each participating Student has general liability insurance, has completed a background check, and is a Student member of National Association of Social Workers (NASW) before beginning at the Field Education site.
5. Provide the agency/organization Field Supervisor with the Alverno College Social Work Field Supervisor Manual, which contains general information about Field Education as well as the Social Work Department.
6. Provide the Field Supervisor and the Student with any Field Education forms necessary for the Student to successfully complete the course.

7. Provide an orientation program for new agency/organization Field Supervisors.
8. Provide an ongoing educational program for Field Supervisors regarding supervision, Social Work curriculum, and current Social Work educational issues.
9. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
10. Provide opportunities for agency/organization Field Supervisors to evaluate the Alverno College Social Work Field Education Program and to participate in curriculum development.
11. Be available for telephone, Zoom, and/or face-to-face meetings or consultations as needed.
12. Withdraw the Student from the agency/organization if careful evaluation indicates that satisfactory learning is not taking place.
13. Schedule Field Education site visits with the agency/organization Field Supervisor and Student at the Field Education site or another agreed upon location.
14. Offer Field Education class and other meetings with Students as scheduled.
15. Maintain confidentiality of any information designated by the Field Education site as confidential.
16. Review Field Education forms completed by Students and/or Field Supervisors.

Responsibilities of the Agency/Organization FIELD SUPERVISOR are to:

1. Hold a CSWE-accredited baccalaureate (BSW) or master's (MSW) Social Work degree, have the ability to have social work licensure, as well as two (2) years of post-degree field experience. However, in the rare occurrence of the Field Supervisor not meeting these requirements, the Course Instructor will work with the Field Supervisor and the Student. Arrangements can be made for supervisors who have unique skills and/or opportunities, or who have an advanced degree in a related human service area. In this instance, the Course Instructor will work with the Field Education site and the Course Instructor is responsible to ensure the Social Work perspective is reinforced.
2. Provide the Course Instructor with a description of the professional activities planned for the orientation and for the semester placement.
3. Prior to the Student's arrival, arrange adequate working space and equipment necessary for the Student to complete assigned tasks.
4. Provide Student with an orientation to the organizations safety policies. Assist the Student as to how to introduce themselves to client population. The Field Education site must identify the Student as a Student/person in training status.
5. Provide the Student one (1) hour of regularly scheduled supervision each week and be available at other times for consultation with the Student.
6. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
7. Suggest reading materials for the Student, which will facilitate a deeper understanding of the agency/organization.
8. Assign the Student guided professional direct Social Work experiences tailored to the Student's individual needs and abilities and the agency/organization's needs and strengths. The experiences should stress baccalaureate level, generalist practice principles at the micro, mezzo, and macro levels and, as such, provide as broad a variety of Social Work interventions as possible within the framework of agency/organization purposes and structure. Opportunities for contact with diverse populations and oppressed persons should also be emphasized.

9. Supervise, monitor, and evaluate the Student's performance on tasks, activities, field assignments, the Nine (9) Social Work Competencies and associated behaviors and the ongoing development of the Learning Plan Contract.
10. Assist the Student with applying Social Work knowledge, skills, and values, such as the Code of Ethics, theoretical frameworks (strengths perspective), and concepts (person-in-environment and self-determination).
11. Submit written evaluations of the Student's performance on the forms provided by the Alverno College Social Work Department.
12. Take responsibility to communicate promptly with the Student and the Course Instructor as problems appear in the Field Education site. In situations where personal or potential injury occurred, report to the Course Instructor as soon as possible.
13. Attend Field Education meetings, workshops, and/or trainings, as scheduled.
14. Arrange for mileage reimbursement to the Student, if available and if agreed upon ahead of time, if a Student incurs mileage while performing a duty for the Field Education placement.
15. Be responsible for determining any tasks Students may not perform at the agency/organization due to either agency/organization or regulatory policies.
16. Assist the Student with the termination phase of practice with the clients. Assist the Student with the process of departing from the agency/organization.

Other General Considerations:

1. This agreement between the Field Education Site and Alverno College Social Work Department is valid for five (5) years, yet either party may request to terminate the agreement at any time.
2. This agreement may be terminated by Alverno College or the Field Education Site for good cause. Should the Field Education Site become dissatisfied with the performance of a Student, the Site may request termination of the Field Education arrangement. This should occur only after College personnel has been notified in advance and satisfactory resolution cannot be achieved. Conversely, the College may request termination of the arrangement for any Student not complying with the College guidelines and procedures for the Field Education, or if the Field Education Site does not uphold the responsibilities above, as long as the Field Education Site personnel has been notified in advance and satisfactory resolution cannot be achieved.
3. Alverno College shall be responsible for the negligent acts or omissions of its officers, employees, and agents acting within the scope of their employment or agency/organization, respectively, and for the negligent acts or omissions of its Students acting within the scope of their responsibilities in their educational department. The Field Education Site shall be responsible for the negligent acts or omissions of its officers, employees, and agents acting within the scope of their employment or agency/organization, respectively.

If you have any questions regarding this form, please call Luci Staudacher, Social Work Field Coordinator, at 414-382-6248 or email: luci.staudacher@alverno.edu

The Alverno College Social Work Department very much appreciates your investment in our Students and your commitment to participate in their Field Education.

Information and Signatures required:

Agency/Organization Name: _____

Address:

(Sign) Social Work Field Supervisor /Administrator

(Print) Social Work Field Supervisor /Administrator

Title: _____

Phone: _____

Email Address: _____

Date Effective: _____

Alverno College
Social Work Department
3400 S. 43 Street
Milwaukee, Wisconsin 53215

(Sign) Social Work Department

(Print) Social Work Department

Title: _____

Phone: _____

Email Address: _____

Date Effective: January 29, 2021

Appendix D:
Learning Plan Contract /Midterm and Final Assessment



Social Work Department

SW 483: Social Work Field Education

Learning Plan Contract / Midterm and Final Assessment Form

Student Printed Name, Signature and Date:

Agency/Organization Field Supervisor Printed Name, Signature and Date:

Name of Field Education Site:

Alverno College Social Work Course Instructor Printed Name, Signature and Date:

Course: SW 483: Social Work Field Education – 420 hours minimum total in Field Education

All parties sign this page at the beginning of the semester upon reviewing the Student’s recorded learning activities. This serves as agreement to the Learning Plan Contract

Purpose of this Form: This form serves multiple purposes. It is used as the Learning Plan Contract, the Midterm Assessment and the Final Assessment for Field Education. Field Education is the signature pedagogy of Social Work education. Field Education offers Students the opportunity to practice skills necessary to demonstrate achievement of Social Work competencies through observable behaviors. Field Education and the Learning Plan Contract are based on the nine (9) competencies and associated behaviors identified by the Council on Social Work Education (CSWE) as the standards for Social Work education. Each competency has specific behaviors to guide a Student’s learning activities. The Learning Plan Contract guides the Supervisor and Student in establishing tasks/activities that align with the behaviors and competencies. Both the Student and the Field Supervisor should mutually agree upon this plan. The Learning Plan Contract should serve as a map for the Student’s learning goals and experiences for the semester.

If you have any questions regarding this form, please contact your Course Instructor.

INSTRUCTIONS FOR COMPLETING LEARNING CONTRACT AND ASSESSMENTS

1. The Student, under the guidance of the Field Supervisor, is responsible for generating the tasks/activities that the Student will complete over the course of the semester. This is the Learning Plan Contract. Tasks and activities will assist the Student in developing the observable behaviors and the development of the competency as a whole. Once the Student and the Field Supervisor are in agreement with the tasks/activities for the Learning Plan Contract, all parties should sign the first page of the form.

2. At the middle and end of the semester, the Learning Plan Contract becomes the basis for assessing Student progress during Field Education. The assessment requires input from both the Field Supervisor and Student. Completing the assessment is ideally done as part of the supervision process and allows for further development of the relationship with the Student. It provides an opportunity for the Student and the Field Supervisor to discuss strengths and areas for growth, any difference of perspective regarding the Student's performance, and direction for the future. The last two (2) pages of this form are for the Midterm assessment and the Final – end of semester assessment.

3. At the middle (Midterm) and end of the semester (Final) Field Education, Field Supervisors are asked to assess the Student's performance using the learning activities identified within the Student's Learning Plan Contract. *The rating score is as follows:*

Exceeded – (4) Student demonstrates a high degree of competence, understanding, and proficiency. Able to initiate and add significant value.

Met – (3) Student demonstrates consistent growth and development, increased levels of understanding and proficiency. Able to function with independence.

Partially Met – (2) Student is aware but is having difficulties, demonstrates minimal evidence of competence, growth, and change; unable to demonstrate an adequate level of understanding and proficiency. Performance Improvement Plan required in collaboration with the Course Instructor.

Not Met – (1) Student has not developed in relation to this behavior/competency. The Student was unable to demonstrate a basic level of understanding and proficiency. Performance Improvement Plan required in collaboration with the Course Instructor.

*Performance Improvement Plan: A performance improvement plan is needed at the Midterm site visit for a practice area receiving a score of “partially met” or “not met.” Please note that a performance improvement plan can be implemented at any time during the semester should it be warranted. (Please the Social Work Field Education Manual and/or the Alverno College Field Supervisor Manual for further information.)

DIMENSIONS OF COMPETENCE: DEFINITIONS

KNOWLEDGE: The extent to which the Student demonstrates a knowledge base for the competency.

VALUES: The extent to which the Student demonstrates an understanding of Social Work values in relation to a specific competency and the ability to perform within a standard of professional

values. Core values, as defined by NASW, include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

SKILLS: Assessment of the Student’s practice skill set, what they are capable of doing, in relation to the competency.

COGNITIVE AND AFFECTIVE PROCESSES: Dimensions include:

1. Critical thinking: The Student’s ability to look at a person or situation from an objective and neutral standpoint, obtain as much data as possible from interviews, case notes, observations, research, supervision and other means, to assemble a plan of action, without allowing biases or prejudices to interfere.
2. Affective reactions: the way in which the Student’s emotions influence their thinking and behavior.
3. Exercise of judgment: the capacity to perceive and discern multiple sources to form an opinion.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

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

BEHAVIORS

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

Midterm Assessment Score:

Final Assessment Score:

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

Midterm Assessment Score:

Final Assessment Score:

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

Midterm Assessment Score:

Final Assessment Score:

4. Use technology ethically and appropriately to facilitate practice outcomes.

Midterm Assessment Score:

Final Assessment Score:

5. Use supervision and consultation to guide professional judgment and behavior.

Midterm Assessment Score:

Final Assessment Score:

3-5 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

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.

BEHAVIORS

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

Midterm Assessment Score:

Final Assessment Score:

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

Midterm Assessment Score:

Final Assessment Score:

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Midterm Assessment Score:

Final Assessment Score:

2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

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.

BEHAVIORS

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Midterm Assessment Score:

Final Assessment Score:

2. Engage in practices that advance social, economic, and environmental justice.

Midterm Assessment Score:

Final Assessment Score:

1-2 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE

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

BEHAVIORS

1. Use practice experience and theory to inform scientific inquiry and research.

Midterm Assessment Score:

Final Assessment Score:

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

Midterm Assessment Score:

Final Assessment Score:

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

Midterm Assessment Score:

Final Assessment Score:

2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

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.

BEHAVIORS

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Midterm Assessment Score:

Final Assessment Score:

2. Assess how social welfare and economic policies impact the delivery of and access to social services.

Midterm Assessment Score:

Final Assessment Score:

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Midterm Assessment Score:

Final Assessment Score:

2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

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.

BEHAVIORS

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

Midterm Assessment Score:

Final Assessment Score:

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Midterm Assessment Score:

Final Assessment Score:

1-2 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

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 interprofessional collaboration in this process. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

BEHAVIORS

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Midterm Assessment Score:

Final Assessment Score:

2. 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.

Midterm Assessment Score:

Final Assessment Score:

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Midterm Assessment Score:

Final Assessment Score:

4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Midterm Assessment Score:

Final Assessment Score:

2-3 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

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, 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.

BEHAVIORS

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of client and constituencies.

Midterm Assessment Score:

Final Assessment Score:

2. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Midterm Assessment Score:

Final Assessment Score:

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Midterm Assessment Score:

Final Assessment Score:

4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Midterm Assessment Score:

Final Assessment Score:

5. Facilitate effective transitions and ending that advance mutually agreed-on goals.

Midterm Assessment Score:

Final Assessment Score:

3-5 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

COMPETENCY 9: EVALUATE 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.

BEHAVIORS

1. Select and use appropriate methods for evaluating outcomes.

Midterm Assessment Score:

Final Assessment Score:

2. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Midterm Assessment Score:

Final Assessment Score:

3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Midterm Assessment Score:

Final Assessment Score:

4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Midterm Assessment Score:

Final Assessment Score:

2-4 MINIMUM LEARNING ACTIVITIES/TASKS WITH TIME FRAME AND MEASUREMENT (which demonstrate the dimension of skills of this particular competency)

MIDTERM INSTRUCTIONS FIELD EDUCATION ASSESSMENT SUMMARY

Instructions: The Midterm Field Education Assessment is an important tool for assessing Student performance during Field Education. Field Supervisors are strongly recommended to give accurate and candid feedback. The Midterm Field Education Assessment should be reviewed and signed by the Student and Field Supervisor, before being passed on to the Alverno College Course Instructor for review and assessment. The Student’s signature does not imply agreement with the assessment; it is an indication that the Student has had the opportunity to review it.

Recommend an overall Midterm score and check if a performance improvement plan is required:

Overall Midterm Assessment Score (1-4): _____

Performance Improvement Plan required (yes/no): _____

Midterm Field Supervisor Narrative: (Student’s strengths and growing areas)

Midterm Student Narrative: (Student reflects on professional development):

Number of hours Student has completed at Midterm: _____

*All parties sign upon reviewing and discussing the Midterm Assessment.

Student Printed Name, Signature and Date:

Field Supervisor Printed Name, Signature and Date:

Alverno College Social Work Course Instructor Printed Name, Signature and Date:

FINAL - END OF SEMESTER FIELD EDUCATION ASSESSMENT SUMMARY

Instructions: The End of Semester Field Education Assessment is an important tool for assessing Student performance during Field Education. Field Supervisors are strongly recommended to give accurate and candid feedback. The End of Semester Field Education Assessment should be reviewed and signed by the Student and Field Supervisor, before being passed on to the Alverno College Course Instructor for review and assessment. The Student’s signature does not imply agreement with the assessment; it is an indication that the Student has had the opportunity to review it.

Recommend an overall Final score:

Overall Final - End of Semester Assessment Score (1-4): _____

Final Field Supervisor Recommendations for the future: (please provide feedback on areas of growth for the Student):

Final Student Narrative: (Student reflects on professional development during Field Education):

Total Number of hours Student has completed in Field Education: _____

*All parties sign upon reviewing and discussing the Final – End of Semester Assessment.

Student Printed Name, Signature and Date:

Field Supervisor Printed Name, Signature and Date:

Alverno College Social Work Course Instructor Printed Name, Signature and Date:

Appendix E:
Role Expectation Form



Social Work Department

SW 483: Social Work Field Education

Role Expectation Form

Purpose of this Form: The Alverno College Social Work Department provides Students the opportunity to complement their academic preparation with direct practical Social Work experience. In an effort to help clarify the roles and responsibilities of the Alverno College Social Work Course Instructor, the Student, and The Agency/Organization Field Supervisor, Alverno College has developed this ***Role Expectation Form*** to fully describe the mutual responsibilities. The Social Work Department hopes you find this form helpful.

Student:

Name of Field Education Placement:

Name of Agency/Organization Field Supervisor:

Responsibilities of Alverno COURSE INSTRUCTOR / FIELD COORDINATOR are to:

1. Aim to match the professional interests and goals of the Student with those of the agency/organization, in joint planning with the Student. Placements are not guaranteed.
2. Ensure the agency/organization the right to screen Students referred for practicum, and to accept or reject Students according to the demands of the agency/organization and the needs of its clients. Agencies/organizations are expected to comply with Equal Employment Opportunity regulations in making decisions regarding Students.
3. Provide the agency/organization Field Supervisor with background information of the Student within the limits of FERPA laws.
4. Ensure that each participating Student has general liability insurance, has completed a background check, and is a Student member of National Association of Social Workers (NASW) before beginning at the Field Education site.
5. Provide the agency/organization Field Supervisor with the *Alverno College Social Work Field Supervisor Manual*, which contains general information about Field Education as well as the Social Work Department.
6. Provide the Field Supervisor and the Student with any Field Education forms necessary for the Student to successfully complete the course.
7. Provide an orientation program for new agency/organization Field Supervisors.
8. Provide an ongoing educational program for Field Supervisors regarding supervision, Social Work curriculum, and current Social Work educational issues.
9. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
10. Provide opportunities for agency/organization Field Supervisors to evaluate the Alverno College Social Work Field Education Program and to participate in curriculum development.

11. Be available for telephone, Zoom, and/or face-to-face meetings or consultations as needed.
12. Withdraw the Student from the agency/organization if careful evaluation indicates that satisfactory learning is not taking place.
13. Schedule Field Education site visits with the agency/organization Field Supervisor and Student at the Field Education site or another agreed upon location.
14. Offer Field Education class and other meetings with Students as scheduled.
15. Maintain confidentiality of any information designated by the Field Education site as confidential.
16. Review Field Education forms completed by Students and/or Field Supervisors.

Responsibilities of the Agency/Organization FIELD SUPERVISOR are to:

1. Hold a CSWE-accredited baccalaureate (BSW) or master's (MSW) Social Work degree, have the ability to have social work licensure, as well as two (2) years of post-degree field experience. However, in the rare occurrence of the Field Supervisor not meeting these requirements, the Course Instructor will work with the Field Supervisor and the Student. Arrangements can be made for supervisors who have unique skills and/or opportunities, or who have an advanced degree in a related human service area. In this instance, the Course Instructor will work with the Field Education site and the Course Instructor is responsible to ensure the Social Work perspective is reinforced.
2. Provide the Course Instructor with a description of the professional activities planned for the orientation and for the semester placement.
3. Prior to the Student's arrival, arrange adequate working space and equipment necessary for the Student to complete assigned tasks.
4. Provide Student with an orientation to the organizations safety policies. Assist the Student as to how to introduce themselves to client population. The Field Education site must identify the Student as a Student/person in training status.
5. Provide the Student one (1) hour of regularly scheduled supervision each week and be available at other times for consultation with the Student.
6. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
7. Suggest reading materials for the Student, which will facilitate a deeper understanding of the agency/organization.
8. Assign the Student guided professional direct Social Work experiences tailored to the Student's individual needs and abilities and the agency/organization's needs and strengths. The experiences should stress baccalaureate level, generalist practice principles at the micro, mezzo, and macro levels and, as such, provide as broad a variety of Social Work interventions as possible within the framework of agency/organization purposes and structure. Opportunities for contact with diverse populations and oppressed persons should also be emphasized.
9. Supervise, monitor, and evaluate the Student's performance on tasks, activities, field assignments, the Nine (9) Social Work Competencies and associated behaviors and the ongoing development of the Learning Plan Contract.
10. Assist the Student with applying Social Work knowledge, skills, and values, such as the Code of Ethics, theoretical frameworks (strengths perspective), and concepts (person-in-environment and self-determination).
11. Submit written evaluations of the Student's performance on the forms provided by the Alverno College Social Work Department.

12. Take responsibility to communicate promptly with the Student and the Course Instructor as problems appear in the Field Education site. In situations where personal or potential injury occurred, report to the Course Instructor as soon as possible.
13. Attend Field Education meetings, workshops, and/or trainings, as scheduled.
14. Arrange for mileage reimbursement to the Student, if available and if agreed upon ahead of time, if a Student incurs mileage while performing a duty for the Field Education placement.
15. Be responsible for determining any tasks Students may not perform at the agency/organization due to either agency/organization or regulatory policies.
16. Assist the Student with the termination phase of practice with the clients. Assist the Student with the process of departing from the agency/organization.

Responsibilities of the STUDENT are to:

1. Work with the Course Instructor to process and finalize field placements. Students are not to secure their own placements; they are to work with the Course Instructor. The Course Instructor makes placement decisions based on Student interests, skills, and strengths as well as the agency/organization strengths and needs. In addition, Alverno College and the Social Work Department's policies are taken into consideration.
2. Arrange their schedule so they can meet the practicum hourly requirements. Many agency/organizations are only open during certain hours. Students with limited time may have a difficult time securing a Field Education placement. Evening and weekend placements are difficult to secure, which could cause some Students to forfeit a practicum opportunity, pushing back their graduation. Thus, Students are encouraged to be as flexible as they can with their schedules as to open up more Field Education opportunities for themselves.
3. Make sure they are enrolled in the designated Field Education course. Students have to be successfully enrolled in the designated Field Education course. Once the Student has successfully enrolled in the designated Field Education course, the Course Instructor will then begin the process of dispensing the course fees to pay for National Association of Social Workers (NASW) Student membership and NASW Student liability insurance through NASW Assurance. Student's failing to meet this requirement will result in delaying the start of the Field Education placement.
4. Obtain all required criminal record clearances. Students will understand that Field Education placements may ask Students to complete a background check before offering a practicum opportunity. If the practicum does not request the Student to complete a background check, then Students are required to report to the Alverno College Human Resources Department to complete the caregiver background check process. Failure to meet this requirement will result in delaying the start of the Field Education placement or being removed from placement until Course Instructor receives documentation of clearances.
5. Take responsibility for obtaining and supplying any personal documentation that is required by a Field Education site.
6. Be at their field placement practicum for the required minimum of 420 hours. SW 483: Social Work Field Education requires that Students will complete a minimal of 420 hours total in their field placement practicum in one semester. Therefore, Students, must complete at least 420 hours, which calculates to 30 to 35 hours a week for 16 weeks for fall or spring courses or 40 hours a week for 12 weeks summer courses. One semester practicum gives the Student an advantage of becoming immersed into the position and truly understanding the role of a full time Social Worker in an agency/organization. Alverno

College does not require Students to do field work during college assigned breaks or Final exam week. Students are not to end their placement prior to the last week of classes even if the 420 hours are completed. Exceptions in the scheduling of hours for the semester placement can be made only with written permission by the Course Instructor in consultation with the agency/organization Field Supervisor.

7. Complete the Learning Plan Contract within the first two (2) weeks of the semester.
8. Arrange a weekly schedule of fieldwork cooperatively with the agency/organization, adjusting the hours to allow for mutual needs. Students are permitted to work day, evening, and weekend hours. Students may not receive credit for night work (12 am to 5 am) yet exceptions to this rule can be made on a case-by-case basis. Students must take a minimum of half hour for lunch and for evening meals unless an exception is granted upon request to the Social Work Department.
9. Take responsibility for reporting to the field placement at the appointed times and notifying the appropriate person at the agency/organization promptly if for any reasons the Student cannot get to work on time, or will be unable to report to work. A pattern of repeated irresponsible tardiness and/or absence will result in removal from Field Education placement.
10. Alert the agency/organization Field Supervisor and/or the Course Instructor immediately if their safety is compromised.
11. Demonstrate satisfactory work habits in relation to agency/organization assignments, including confidentiality, using appropriate language, and professional behavior.
12. Adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker.
13. Observe the rules and policies that guide the agency/organization and their operation, including safety, use of technology, confidentiality of material, promptness, reliable and responsible general conduct and appropriate dress.
14. Read literature for orientation to the agency/organization or to deepen understanding required for delivering the agency/organization's services.
15. Take responsibility for inquiring and learning from involvement in the actual delivery of services within the assigned Field Education setting.
16. Accept and constructively use the supervision and feedback provided by the Field Education site.
17. Keep a weekly journal to be submitted to the Course Instructor on a regularly scheduled basis. Any hours not logged in their journal will not count toward the total hour requirement of the Field Education course.
18. Report to the Field Education class and other required meetings as scheduled. Time spent in Field Education class may be credited towards required Field Education hours.
19. Thoroughly complete and turn in all Field Education forms in a timely manner. Fulfill all course assignments, requirements, and expectations.
20. Thoroughly read, comprehend, and follow the *Social Work Field Education Manual* and the *Social Work Student Handbook*.

Mutually Agreed upon Days and Times that Student will be at Field Education Placement:

Social Work Competencies:

The Field Education component of the Social Work Department clearly connects theoretical and conceptual contributions of classroom learning to Field Education. Once Students are in the field via their field placement, they are expected to demonstrate the CSWE competencies and meet outcomes/goals. Evidence of such learning is demonstrated in the assignments and assessments, the regular on campus class sessions as a group of related Students, and the one-on-ones and evaluations with the field site supervisor.

Via Field Education, Students are expected to demonstrate the nine (9) core competencies of the national Social Work accreditation body that identify the skills and behaviors associated with generalist level of practice. These CSWE competencies and their performance behaviors and dimensions are what guides the Students' academic learning and professional development.

Each competency has its own description and measurable behaviors. The following descriptions and practice behaviors are taken from CSWE's 2015 Educational Policy Accreditation Standards (EPAS) for Baccalaureate and Master's Social Work Departments:

(https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx).

A detailed description of the nine (9) core competencies are listed in the *Social Work Field Education Manual* and/or the *Alverno College Field Supervisor Manual* that is given to each Field Supervisor by the Social Work Department.

The Nine (9) Core CSWE Social Work Competencies are:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

The Alverno College Social Work Department very much appreciates your investment in our Students and your commitment to participate in their Field Education.

If you have any questions regarding this form, please contact the Course Instructor.

Signatures Required:

Agency/Organization Field Placement:

(Sign) Agency/Organization Field Supervisor

Phone: _____

Email Address: _____

Date Effective: _____

Student:

(Sign) Student

Phone: _____

Email Address: _____

Date Effective: _____

Alverno College
Social Work Department
3400 S. 43 Street
Milwaukee, Wisconsin 53215

(Sign) Social Work Course Instructor

Phone: _____

Email Address: _____

Date Effective: January 29, 2021

Appendix F:
Weekly Field Journal and Log Form



Social Work Department

SW 483: Social Work Field Education

Weekly Field Journal and Log Form

Student Name:

Name of Field Education Site:

Hours this Week:

Total Hours to Date:

Student - Describe Your Activity:

Student - Describe Your Connection from Classroom Theory to Field Education Practice:

Student - Describe Your Weekly Supervision:

Student - Describe how you are Progressing on Your Learning Plan Contract Goals and Your Progress on the Nine (9) CSWE EPAS Competencies:

Student Signature and Date

Field Supervisor Signature and Date

Appendix G:
Field Contact Information Form



Social Work Department

SW 483: Social Work Field Education

Field Contact Information Form

Date:

Name of Student:

Student Email:

Student Phone Number:

Semester and Year:

Name of Field Education Placement:

Field Education Address:

Name of Field Supervisor:

Field Supervisor Job Title:

Field Supervisor Email:

Field Supervisor Phone Number:

Student Emergency Contact Name, Relationship, and Phone Number:

Appendix H:
Performance Improvement Plan



Social Work Department

SW 483: Social Work Field Education

Performance Improvement Plan

A performance improvement plan is needed at the Midterm site visit for a practice area receiving a score of “partially met” or “not met.” Please note that a performance improvement plan can also be implemented at any time during the semester should it be warranted.

1. Identify the specific skill(s) or behavior(s) that needs improvement including goals to promote improvement with corresponding competency/behavior(s).

2. Identify the specific actions that the Student will take with time frames included.

3. List the supports that the Field Supervisor and/or the Course Instructor will provide.

4. Identify the time frame and process for review (face to face, phone, email, other).

5. Indicate how the plan will be measured to determine if the Student was successful in developing the needed skills/behaviors.

6. Potential next steps if skills/behaviors are not remediated.

Student Signature and Date

Field Supervisor Signature and Date

Course Instructor Signature and Date

Appendix I:
Field Supervisor Interest Form



Social Work Department

SW 483: Social Work Field Education

Field Supervisor Interest Form

Field Supervisor Interest Form is to be completed by Social Work Field Coordinator:

- Name:
- Date:
- Name of Agency/Organization:
- Job Title:
- Contact Information:
- Has a BSW or MSW degree from a CSWE accredited program?
- Has at least two (2) years of field experience at the agency/organization?
- Has a license or potential for Social Work license?
- Interest, motivation, and availability to foster a professional Social Work experience for a BSW Student?
- Able to provide positive orientation towards human diversity, non-discrimination towards staff, clients, and Students?
- Able to provide Students an orientation and discuss personal safety?
- Able to contact Course Instructor with concerns or issues regarding Student?
- Able to adhere to NASW Code of Ethics, NASW Social Work Standards and Indicators for Cultural Competency, and the CSWE EPAS Competencies that guide the Social Work professional performance, dispositions, and ethics while performing the role as a social worker?
- Availability to provide the Student one (1) hour of regularly scheduled supervision each week and be available at other times for consultation with the Student?
- Availability of experience for Students to practice a variety of BSW generalist Social Work skills?
- Able to submit written evaluations of the Student's performance on the forms provided by the Alverno College Social Work Department?
- Available for Field Supervisor Training?
- Agency willing to have time and space for an educational experience for Students?
- Agency new to having an Alverno College Student? Affiliation Master Agreement needed.
- Please email Social Work Field Coordinator your resume.

Appendix J:
Additional Agreement COVID-19 Form



**Social Work Department
Additional Agreement Regarding COVID-19 Pandemic**

This form serves as an addition to the Affiliation Master Agreement Form, to the Role Expectation Form, and to the Social Work Field Education Manual. This form serves as an effort to clarify the importance of safety for Alverno College Social Work Students who are completing their Field Education at their Field Site in person.

Purpose of this Form: In an effort to clarify the importance of safety and that the Field Education Site is providing a safe working environment, Alverno College Social Work Department has created this additional agreement form regarding the COVID-19 pandemic.

Name of Student:

Name of Field Education Site:

The Field Education Site will follow federal, state and local policies and procedures that are in place to provide a safe working environment, which includes following the Centers for Disease Control and Prevention (CDC) Guidelines, statewide recommendations/directives, local recommendations/directives, and the issuing of personal protective equipment (PPE) to the Student when deemed necessary.

Field Education Site: What are the guidelines that the Field Education site has put in place regarding COVID-19?

Students:

1. Please prepare yourself to follow the guidelines your Field Education Site has put in place regarding COVID-19 above and in your training. Please ask questions. Please communicate your concerns to your Field Supervisor and/or the Course Instructor. Your safety and well-being are our top priority.
2. Please practice the following safety guidelines, in all parts of your life:
 - a. Stay home if you are sick and contact your Field Supervisor to report your absence.
 - b. Wash your hands frequently (soap and water for 20 seconds), especially if visibly dirty.
 - c. Use an alcohol-based hand sanitizer if soap and water is not available.
 - d. Cover your cough or sneeze with a tissue and throw it away immediately.
 - e. Avoid touching your mouth, eyes and nose.

3. If you have questions or concerns, please contact the Course Instructor.
4. Alverno College has many resources available to help support Students through the COVID-19 pandemic. <https://www.alverno.edu/welcoming-you-back-to-campus>
5. By signing below, it is indicating that you understand that you are voluntarily agreeing to participate in your Field Education in person at your Field Education Site during the COVID-19 pandemic which comes with possible risk to you and your health. If you change your mind, please consult with your Field Supervisor and/or your Course Instructor about changing your plan of action. Please be aware that there are remote opportunities to work on social work competencies in which students can work on the required hours.

Signatures required for agreement and understanding:

Field Education Agency/Organization:

(Sign) Agency/Organization Field Supervisor /Administrator

Phone: _____

Email Address: _____

Date Effective: _____

Student:

(Sign) Student

Phone: _____

Email Address: _____

Date Effective: _____

Alverno College
Social Work Department
3400 S. 43 Street
Milwaukee, Wisconsin 53215

(Sign) Course Instructor

Phone: _____

Email Address: _____

Date Effective: _____