

SOCIAL WORK FIELD EDUCATION MANUAL

(Revised, January 2020)

SOCIAL WORK PROGRAM
DEPARTMENT OF SOCIOLOGY, SOCIAL WORK & CRIMINAL JUSTICE
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

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A Message to Future BSW Student Interns:

Welcome to your social work field education (internship) experience at Bloomsburg University of Pennsylvania. Although it is quite common for you to feel anxious and worried about your upcoming internship, it is the hope of the faculty and staff of the field education office that through thoroughly reading this manual a lot of your anxiety and worry will begin to be alleviated. This manual provides both narrative descriptions of various components of the field education process as well as the forms that are associated with field education and your internship.

Please take time to read through this entire manual and utilize it in the future as a reference and guide for your questions as well as a source for internship related paperwork.

Your internship will provide you with an abundance of learning about social work practice. We welcome you to the culminating phase of your social work education journey and hope that you find your field education (internship) experience to be both challenging and rewarding.

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Bloomsburg University of Pennsylvania
Bloomsburg, Pa. 17815

Mission Statement

Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

Value Statement

Bloomsburg University of Pennsylvania students, faculty and staff value:

- Collaboration
- Community
- Critical thinking
 - Diversity
 - Excellence
 - Integrity
 - Knowledge
 - Opportunity
- Personal and professional growth
 - Respect

Vision Statement

Bloomsburg University aspires to:

- » be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence
- » anticipate and address the changing needs of the Commonwealth
 - » be a diverse community that produces positive change.
 - » provide resources to maximize opportunities for success
 - » be a good steward of our resources and the environment
 - » develop individuals to be contributing citizens

Affirmative Action Statement

Bloomsburg University of Pennsylvania is committed to equal educational and employment opportunities for all persons without regard to race, religion, gender, age, national origin, sexual orientation, disability or veteran status.

Harassment and Discrimination Policy

Central to the mission of Bloomsburg University is the establishment and maintenance of an environment in which the dignity and worth of all individuals within the institutional community are respected. Therefore, it is the responsibility of each person on campus to respect the personal dignity of others and to demonstrate a basic spirit that precludes harassment and discrimination. While the university is committed to freedom of thought, discourse, and speech and the attainment of the highest quality of educational and academic pursuits, the university is compelled to establish this policy on behaviors that would interfere with these freedoms.

Harassment or discrimination in any context is reprehensible but of particular concern to an academic community in which students, faculty and staff must rely on bonds of intellectual trust and dependence. Therefore, harassment or discrimination will not be tolerated. Those inflicting such behavior on others are subject to the full range of institutional disciplinary actions, up to and including separation from the university, but also any legal action that may accompany such acts.

Social Work Program Overview

Social Work Program Mission Statement

The mission of the Social Work Program at Bloomsburg University is to prepare students for baccalaureate level generalist social work practice with a liberal arts foundation and a focus on critical thinking. Opportunities are provided for the student to gain social work knowledge, values, ethics, and skills to work with client systems of all types and sizes. An emphasis is placed on an appreciation for human diversity and a strong commitment to social and economic justice. Students are prepared through courses to engage in the social change process through interface with the regional community.

Definition of Generalist Social Work Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Social Work Program Goals

1. Provide a rigorous curriculum that integrates social work values and ethics and serves as the foundation for generalist social work practice with clients, client systems and social programs in multicultural environments. (EP; 2.1.6- 2.1.9)
2. Promote civic engagement and a commitment to advocacy to support human rights and social and economic justice. (EP; 2.1.3)
3. Prepare students with an understanding of human development and behavior in the social environment that focuses on both human diversity variables and the interrelationships of individuals, family, groups, organizations, and communities for assessment of strengths and needs in practice situations. (EP; 2.1.2, 2.1.5-2.1.9)
4. Provide field education that enhances the student's ability to develop critical thinking and that integrates theory and practice with specific attention to awareness of diversity, research-informed practice, practice-informed research, self-reflection and life-long learning. (EP; 2.1.1, 2.1.2 & 2.1.4)
5. Provide opportunities for professional development and continued education in the social work profession or related discipline. (EP; 2.1.1)

CSWE (EPAS Core Competencies)

The Social Work program at Bloomsburg University is an accredited BSW program by the Council on Social Work Education (CSWE). The social work program is guided by the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education. Please note the following chart that identifies the Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS) 9 Core Competencies and 29 practice behaviors rooted in essential knowledge, values and skills of social work practice (CSWE, 2015, pp.3-7).

Social Work Program's Core Competencies

It is the expectation that the student graduating from the Bloomsburg University Social Work Program will be able to:

- Demonstrate ethical and responsible behavior. (EP; 2.1.1)
- Engage diversity and difference practice. . (EP; 2.1.2)
- Advance Human Rights and Social, Economic and Environmental Justice . (EP; 2.1.3)
- Engage in research-informed practice and practice-informed research. . (EP; 2.1.4)
- Engage in policy practice. (EP; 2.1.5)
- Engage with individuals, families, groups, organizations and communities. . (EP; 2.1.6)
- Assess individuals, families, groups, organizations and communities. . (EP; 2.1.7)
- Intervene with individuals, families, groups, organizations and communities. . (EP; 2.1.8)
- Evaluate practice with individuals, families, groups, organizations and communities. . (EP; 2.1.9)

Field Education Overview

The Field Education faculty and staff recognize that beginning to think about a field education internship can produce a variety of emotions. It is very common for a student to feel overwhelmed, anxious, and scared, yet excited to have the opportunity to actually work with clients/ client systems. One of the ways to deal with this variety of emotions is to prepare for what is expected. This field manual can help you prepare for your field education experience. The contents of this field manual provide an outline of expectations of everyone involved in the field education internship process/experience. It also provides information related to the required paperwork tasks that will need to be completed throughout the field education internship.

The BSW program is designed to utilize generalist practice to prepare social work students for entry-level social work practice. Field Education is an essential component of the BSW curriculum. Paired with the academic learning from various social work

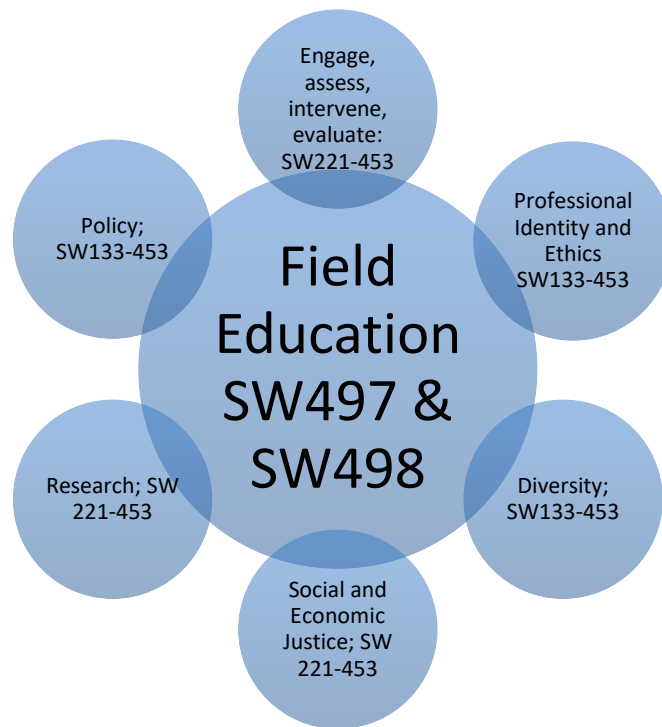
courses, the field education internship along with the senior integrative seminar class assists students to integrate academic classroom learning with real life agency experiences. Identified as the “signature pedagogy” of social work (CSWE, 2008, p.8), field education serves as the primary conduit in which all social work curriculum content is integrated. This integration of learning supports the transition from student to the beginning level social work practitioner.

Overall, field education is a collaborative partnership between Bloomsburg University, the student, and the field internship agency. Students are carefully matched with a field education internship that meets both their educational needs and their interests. BSW student interns may observe, participate in, or conduct interviews/ assessments with clients or client systems, develop and implement treatment goals/plans, provide case management services, conduct collateral interviews, attend staff/ treatment team meetings, participate in committees, assist in research, program development, evaluations, special projects or grant writing. The specific types of tasks will vary based on the type of agency and the availability of opportunities.

Students may intern in a variety of social service agencies that meet a broad range of needs of a variety of populations of clients/ client systems. Students may work with individuals, families, groups, organizations or communities. Under the mentorship of a social work professional, student interns will utilize social work knowledge, values and skills in order to provide basic social work services to those in need.

In the field education internship, each BSW student intern is able to explore and individualize his or her personal and professional social work experiences in order to attain a beginning level of social work practice competence. Prior to their internship, it is recommended that each student discuss with the Coordinator of Field Education their interests and desire to explore various learning opportunities. While a student intern is actively engaged in their internship, it is recommended that the student intern engage in an ongoing dialogue with their field instructor and liaison about various potential opportunities within the context of the internship placement.

Evaluation is an important tool to assess competence. All BSW student interns will be evaluated based on the 9 core competencies and 32 practice behaviors identified previously. Both the BSW student intern learning agreement and the end of the year BSW student intern evaluation will detail tasks related to these competencies as well as evaluate the competency level of the BSW student intern at the completion of their internship (See Appendix J). The following graph demonstrates the important relationship between the 9 core competencies, social work course content and how this relationship contributes to a successful experience in the field and seminar:



Field Education Basics and Criteria for Internship Selection

The Field Education faculty and staff, which consist of the Social Work Program Director, the Coordinator of Social Work Field Education and liaisons, work with each and every student, field instructor/task supervisor, and agency setting to ensure a quality educational experience for the BSW student intern. Although most, if not all, commonly asked questions can be clarified by reading this field education manual, if at any time you experience any concerns, issues, or questions, feel free to contact any of us for clarification or direction. Contact information for the Social Work Program Director, Coordinator of Field Education and the liaison(s) can be found on page 2 of this manual.

Each BSW student intern is required to complete a block internship placement of at least 400 hours prior to graduation. This is most commonly completed in the last semester of classes prior to graduation. For each credit of field education, 40 hours is spent in the agency. Occasionally, some students may need to complete several other non-social work credits after their internships are complete before graduation. In these situations, field education internships are to be scheduled and completed on a case-by-case basis at the appropriate academic interval once all social work courses are completed.

***Please Note:** Internships are only completed in either the fall or spring semesters. There are no Internships offered over the summer. The only exception to this is for CWEB students who will be completing a 975-hour internship. Both CWEB students completing their official Bloomsburg University 400 Internship (SW497) in the fall and spring semesters are eligible to start their CWEB internships in the summer semester.

Taken concurrently with the internship credits, a student intern will also attend a 3 credit Integrative Senior Seminar Course, which is held weekly for a 2.5-hour block of time. This seminar class is typically held on Mondays and taught by the Coordinator of Field Education.

Each field internship site/ agency is required to have a current affiliation agreement with the Bloomsburg University Academic Internship Office. Affiliation agreements remain current for five years, after which they will need to be updated and re- established with the field internship site/ agency. For a current list of agencies with affiliation agreements go to <http://www.bloomu.edu/s/998/index.aspx?sid=998&gid=1&pgid=1847>

Deciding on a Population and Internship Agency Site

Internships are a chance to explore new and challenging situations and settings. Completing an internship with a population that you have either have an interest in or know nothing about can equally provide a wonderful learning opportunity. Student interns are encouraged to give serious consideration to the type of population with whom they would like to work with during their internship. It is helpful if the student intern takes some time to talk over their thoughts and feelings with the field education faculty and staff as well as their family and friends. Field education faculty and staff are experienced social work professionals who are very willing and available to discuss the realities of a particular agency or internship with a student while they are undergoing the decision process.

****Please review the social work internship agency power point on the social work website to explore the diverse areas of practice in which you can complete your internship. This power point will also provide you with a comprehensive list of all past agencies where students completed internships and student testimonials. The power point can be found at: <http://www.bloomu.edu/social-work-field>**

Hometown and Distance Internships

Although students may feel compelled to choose an agency close to their home for reasons of convenience, cost savings, or future job opportunities, we strongly encourage a thoughtful review of the pros and cons of completing your internship away from the Bloomsburg University Campus. Things to consider when choosing a hometown placement outside of the Bloomsburg region are the following: (1) competition with other universities for BSW and MSW placements, (2) challenges obtaining Affiliation Agreements, (3) and inclement weather that can prevent travel to Seminar class.

**** Placements beyond 120 miles from Bloomsburg will need to be approved by the social work faculty and must be formally requested by the student during the semester preceding their internship.**

Things to consider for “goodness of fit” of internship placement

Consider the following when choosing an agency that is right for you:

- 1- Will the agency provide me with opportunities to learn and grow?
- 2- Will the agency provide me with opportunities that will challenge me and push me outside of my comfort zone?

- 3- Will I have reliable transportation and gas money to get to my internship without problems?
- 4- Will the training I receive at the internship prepare me for generalist social work practice?
- 5- Will the training I receive at the internship prepare me for graduate school education?

Local Internship Sites

Student interns are encouraged to strongly consider completing an internship in the Central Pa. region whenever possible. Reasons for choosing a local internship site include the following: (1) local agencies are familiar with BU field program policies and procedures, (2) many staff and supervisors have a BSW from BU, and (3) BU social work faculty often have relationships with many local agencies which can improve how well a student is matched to an agency.

****Please discuss your options thoroughly with the field education staff to consider what will be the best option for your individual needs.**

****Students should also consider not choosing an internship solely for personal reasons related to past history or personal connections with the population you are interested in working with. For example, if you have family members or friends who have been treated for mental health or substance abuse issues you may be drawn to work in these areas of practice. However please keep in mind that working in areas of practice that “hit close to home” can also be challenging and trigger emotions that resurface due to exposure. Being conscious of populations or environments that can trigger uncomfortable thoughts or feelings including posttraumatic stress (PTS) is important regardless of what type of internship you decide upon.**

Approving the Field Education Agency

Agencies that are selected as a Field Education site can be public or private, for profit or not for profit. Students are encouraged to seek out agencies that allow for opportunities to engage in direct client contact and macro level work. In collaboration with the agency, students are required to complete a Professional Profile and Agency Response form (See Appendix B) after completing their Social Work Internship Screening Questionnaire (Appendix A). Both of these forms are used to determine “goodness of fit” of the agency with student’s learning goals and the social work program. Agencies are approved as a Field Education site when they can provide field instructors that holds a CSWE-accredited baccalaureate or master’s social work degree.

****If an agency is unable to provide an on-site supervisor with a BSW or an MSW from a Council on Social Work Education (CSWE) approved program, student supervision may be obtained outside of the agency. It will be the responsibility of the Bloomsburg University Field Education program to ensure that the student will receive at minimum one hour of weekly supervision from a BSW or an MSW from a Council on Social Work Education (CSWE) approved program. In most cases this will likely be the BU Field Liaison or the BU Field Coordinator.**

Affiliated Agency Agreements

*Bloomsburg University's Academic internship office obtains and maintains affiliation agreements with each of the social work field education internship sites. A complete listing of these agencies can be found by searching the following link:
<http://www.bloomualumni.com/s/998/index.aspx?sid=998&gid=1&pgid=1793>

Each affiliate agency agrees to the following:

- 1) The agency will maintain current affiliation agreement with Bloomsburg University Academic Internship Office (affiliation agreements remain current for five years) *
- 2) The agency will provide adequate work space, telephone, supplies, and an orientation process to the agency; and, if possible, reimbursement to the BSW student intern for agency travel
- 3) The agency will provide each BSW student intern with the opportunity to interact with clients and staff of the agency on a regular basis
- 4) The agency will provide time for integrating learning supervisory conferences between the agency instructor/task supervisor and the BSW student intern, as well as conferences with the university faculty liaison
- 5) The agency will provide time for Field Education Instructors/Supervisors to attend orientation/training sessions conducted by the social work program or to complete on-line sessions available on the social work website.
- 6) The agency will provide the opportunity to BSW student interns to explore and implement social work values, ethical principles and ethical standards of the NASW Code of Ethics (1996 and Revised 2008)
- 7) The agency will complete any and all internship documentation as appropriate including participating in a mutual evaluation process to ensure the effectiveness of the field education experience

Each affiliate agency is asked to insure sufficient quality opportunities for a minimum of 400 hours of Social Work Field Education. These opportunities may vary based on the mission and vision of the agency, the population receiving services at the agency, as well as the context of practice of the agency.

Each agency has the prerogative at any time to discontinue its participation in hosting social work interns for interim periods or completely. The agency/ its representatives have the right to interview each prospective BSW student intern prior to accepting the BSW student intern. This interview process is essential to ensure that the BSW student intern and the agency/its representatives mutually agree that the BSW student intern's learning needs can be met through the resources available within the agency. The agency can refuse to accept a BSW student intern for a variety of reasons, including, but not limited to insufficient staffing resources, staffing changes, incongruent fit between agency and BSW student intern and limited or no available intern slots. If at any time, any agency representative has any questions or concerns, he/she should contact their agency Social Work Liaison, the Coordinator of Field Education or the Social Work Program Director (See page 2 for contact information).

Approving the Agency Field Instructor

Supervision is vital to the success of the field experience. Potential field supervisors are asked to complete a Professional Profile and Agency Response Form (See Appendix B) to ensure that both the potential field instructor and the student agree upon the placement match. The Bloomsburg University Field Education program is committed to providing equal opportunities for all constituents regardless of race, color, religion, disability, ancestry, national origin, age, gender, political and sexual orientation in accordance with state and federal laws. Field instructor's are assessed and approved according to the following criteria:

- A Social Work degree from a CSWE accredited program
- An agreement with participating in on-site or on-line field education instruction every 5 years or when the program changes
- A commitment to teaching and mentoring
- A commitment to providing weekly supervision for a minimum of one hour
- A commitment to the Program's Mission, Definition of Generalist Social Work Practice, Goals, and Objectives as well as the values, ethical principles, and ethical standards of the NASW Code of Ethics (1999).
- A commitment to provide ongoing evaluation and guidance while adhering to the BU social work program format and evaluation tools

The Bloomsburg University Social Work Program recognizes that field supervisors who hold non-social work degrees are a valuable part of the interdisciplinary team and provide diverse and meaningful instruction to students. However, when approving an agency field instructor it is important to consider how supervision from an instructor who holds a social work degree from a CSWE accredited program can provide learning opportunities that demonstrate the program and social work competencies. Field supervisors who hold a social work degree from a CSWE accredited program often have a knowledge base that is deeply rooted in the social work profession including a comprehensive understanding of the NASW code of ethics, application of social work theory and course content in the agency setting, the ability to provide meaningful demonstration of tasks that align with social work core competencies and practice behaviors, and the skills to foster confidence in a student's ability to become a generalist social work practitioner.

When appropriate professional social work supervision is not available and the use of the agency is deemed an educational advantage for a student, the social work faculty liaison or the field coordinator will serve as an MSW supervisor to ensure that the student is provided with appropriate learning opportunities to demonstrate program competencies. The faculty liaison and the field coordinator will maintain regular contact with the student and agency task instructor.

Integrative Senior Seminar Class & Field Education (Internship) General Information

The social work curriculum offers the Social Work Field Education Internship and the Integrative Senior Seminar Class in both the fall and spring semesters; these courses must be taken concurrently. The Field Education Internship is 10 credits (400 hours) and Integrative Senior Seminar Class is 3 credits. The Social Work Field Education Internship grade is a letter-graded course and thus counts toward the student's GPA. The Integrative Senior Seminar is a letter- graded course, and thus, counts toward the student intern's GPA. Both

the Social Work Field Education Internship and the Integrative Senior Seminar have specific requirements in order to obtain a satisfactory grade. The specific requirements are detailed in each individual course syllabus. These syllabi will be provided to you when you begin these courses.

The Integrative Senior Seminar Class will be offered on Mondays. If there are sufficient numbers of students, the seminar course will be offered at two different times on Mondays. Students will be randomly assigned to either the a.m. or p.m. sections of the course, unless there is a significant reason/ situation that needs to be considered for assignment to one or the other class.

Each student will negotiate with his/her internship agency the specific hours of his/her internship. Usually, students attend seminar class on Mondays and then attend their internship from Tuesday through Friday, working approximately 32 hours a week at their internship.

Special Considerations

Recording Time at the Internship Placement

The 2.5 hours spent weekly attending the integrative senior seminar class will **not** count toward the 400-hour internship. However the initial 8-hour seminar introduction class on the first day of class will count toward internship hours. Additionally, only time spent at the internship site will be counted toward internship hours unless otherwise approved by the Coordinator of Field Education. Approval for outside agency hours will only be considered if the student intern has completed the appropriate paperwork and the student has received the appropriate approval (See Appendix N).

Agency holidays, religious holidays, and travel time to and from the seminars are **not** included in the total number of required Field Education hours. Additionally, any time lost due to illness or for other reasons must be made up. If any lost hours are not completed within two weeks from the lost time, then a formal plan to complete missed hours must be developed by the student with approval from the field instructor/supervisor and the liaison and submitted to the Coordinator of Social Work Field Education for final approval. (See Appendix O)

The student is to negotiate with the agency field instructor/supervisor whether and when academic fall/spring vacation will be taken. It is the student intern's responsibility to communicate with his/her individual liaison whether or not his/her will be working through his/her break.

Any and all paperwork related to the internship placement is to be completed at the internship placement. This includes activity/ time sheets, learning agreements, process recordings, and evaluations. If the student intern opts to complete any paperwork outside of their internship, **the student is unable to count the hours outside of the internship for paperwork completion.**

Occasionally, it may be appropriate for a BSW student intern to attend an education seminar or workshop. If there is a seminar/ workshop that the BSW student intern field instructor/supervisor, liaison, or Coordinator of Social Work Field Education suggests that the

student intern attend, the student must complete a seminar/ workshop request form and obtain the approval from the field instructor/supervisor, liaison and Coordinator of Field Education in order to be able to count these hours toward their internship hours (See Appendix O) for the form to be completed.

Employer-Based Internship Placement

Students who are considering completing their field education in an agency where they are employed must have different work requirements and assignments than those of their job and must have a field education supervisor that is not the same as their direct work supervisor. All potential employer-based internship placements must be discussed with and approved by the Coordinator of Field Education. (Appendix D)

Dual Relationships within the Internship Placement Agency

It is strongly recommended that the student intern refrain from engaging in dual relationships in their internship agency. In order to avoid dual supervisory relationships, students who are considering completing their field education in an agency where they have a close personal relationship (family or friend) with the prospective field instructor/ supervisor or key agency personnel will not be approved. The Coordinator of Field Education will work with the student intern to insure an appropriate internship placement free of dual relationships.

International Field Education

The Social Work Program on a case-by-case basis supports International Field Education. In order to accommodate an international placement, exceptions will be made regarding attendance in SW498 (Field Seminar). The student is expected to complete all Field Education assignments and comparable alternative assignments for missing seminar class. Additional accommodations may also be made regarding field supervision and liaison site visitations. Students interested in this option will need to collaborate with the university internship office and the social work program to approve an international field education site and to ensure that they are in compliance with university policies regarding international experiences.

Paid Internships

Paid internships are rare but can be available for students in specialized areas of practice including Child Welfare and State or Federal Correction Agencies.

CWEB (Child Welfare Education for Baccalaureates)

CWEB provides exciting opportunities interested in working in child welfare agencies in Pennsylvania upon graduation. Eligible students for this program must follow academic and work requirements formulated by state, federal and university policies including a contractual agreement to accept employment in a public child welfare agency in Pennsylvania post graduation. Students who comply with these guidelines receive substantial financial support (monthly fellowship of \$680) for 8 months and the necessary skills for professional growth and advancement in their field. Students who complete the full 975-hour internship will also receive an additional fellowship award and will be exempt from the Pennsylvania Civil Service examination. Student's interested in the CWEB program should contact the Field Education Coordinator during the first semester of his/her junior year for additional information and application materials. Additional information can

be found on the social work website at: <http://www.bloomu.edu/social-work-child-welfare>

Distance Requirement

Agencies for Field Education are selected from within a 120-mile radius of the Bloomsburg University Campus. Internships outside of this radius will be considered for the following reasons:

- When the student's needs do not match experiences available within the geographic region
- When the student can demonstrate extenuating circumstances that make finding a placement within the 120 mile radius not favorable
- When the student requests an international placement

A student requesting an exception to the 120-mile radius rule will need to provide a letter with the Field Application that states specifically the reason the student is seeking an internship site outside of the 120 mile limit. The social work faculty will consider this request and the Field Coordinator will notify the student of the outcome regarding the decision within two weeks of the request.

Credit for Previous Experience

Students will not be approved for beginning their internship early nor will they receive credit from IPE or previous internships completed at programs attended prior to Bloomsburg University. Some students may benefit from going to their internship prior to the start of the semester however the time spent at the agency will not be counted toward the required 400 hours. Exceptions to receiving credit prior to the start of the semester will be taken into consideration when an agency requires students to complete x amount of hours prior to beginning the internship. If a student is placed in an agency that requires training prior to student seeing clients or beginning their internship, the student will need to provide a statement from their internship FI noting such a requirement. The Field Liaison and Field Coordinator will review all requests for approval.

Bloomsburg University Social Work Program does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of the field practice or of courses.

Criminal Records

Students may run into limitations finding field education sites when they have a criminal record. In order to navigate the internship process successfully students with criminal records are advised to meet with the Coordinator of Field Education early to discuss the best options for placement.

Unexpected Termination of Placement

Although the faculty works very hard with students and agencies to foster healthy and meaningful placements, unusual circumstances can result in an unexpected termination of placement. The following conditions can lead to an unscheduled termination:

- The student's failure to abide by the Field Education Agreement;
- The student's disregard for agency policies, protocol, or philosophy;
- The student's failure to submit assignments for Field Internship and Senior Seminar in a timely and satisfactory manner;
- The student's breach of the NASW Code of Ethics;
- The agency's failure to provide appropriate and adequate learning opportunities for the student to complete program objectives; or

The agency's failure to provide adequate and appropriate supervision including the following:

- Agency closure, change in regulations governing agency's activity, change in supervisor, or agency restructuring, which does not support internship requirements. Students will not forfeit hours any hours earned.
- Agency and/or field supervisor failure to demonstrate commitment to the values and ethics
- of social work practice in dealings with students, clients, and/or community.
- Agency and/or field supervisor failure to demonstrate commitment to the BU Social Work Program mission and program goals as an approved field site.
- Continuing placement jeopardizes student's personal safety.

If an unexpected termination of a student occurs, the social work faculty will meet to discuss an appropriate course of action, including one of the following options:

- The student will be placed in another agency in a timely manner;
- The student will complete the appropriate number of hours the following semester
- The student will work with the Field Coordinator on a specific assignment to obtain the remaining hours (this option will only be considered when the unexpected termination occurs within 2 weeks of the end of the semester)
- The student will fail SW497 (Field Education)

**** The Field Coordinator reserves the right to replace a student without adherence to procedures outlined in the policies and procedures in the event the student's rights have been violated, and/or it is felt that the education competencies cannot be met in that setting.**

Evaluation of Field Education

Evaluation of student performance in the field centers on the student's ability to demonstrate competency with program objectives, practice behaviors, and generalist practitioner skills within the context of the agency. Grades for Field Education are determined by the Field Liaison and include the following:

- completion of Field Education assignments
- completion of Learning Agreement within required time period
- midterm and final evaluations completed by the agency field instructor
- final senior capstone service learning project presentation
- completion of 400-hours within 15 weeks

Field Education Student Internship Application Process

The Bloomsburg University Academic Internship Office maintains a current listing of the agencies with current affiliation agreements. This listing can be found by searching the following site <https://intranet.bloomu.edu/internships>

Additionally, the Social Work Field Education Office maintains a listing of agencies that may consider hosting a BSW student intern. When considering potential internship agencies, it is helpful to consult the above-mentioned lists to obtain an idea of the agencies that have hosted a BSW student intern in the past. **PLEASE NOTE:** Just because an agency has an active affiliation agreement that does not guarantee that the agency will be able to host a social work intern.

If a student doesn't find an agency that he/she is interested in or that is in an area of study or geographic location that he/she desires, he/she is asked to discuss his/her individual learning needs with the Coordinator of Social Work Field Education. **Prospective student interns are asked not to investigate potential internships without consulting with the Coordinator of Social Work Field Education.** If a student does this, he/she may potentially place a prospective internship at risk. Oftentimes, agencies do not want to speak to students who are just "internship shopping"; they only want to consider student interns that are serious about a potential internship and who meet certain criteria, which vary from one internship site to another.

The following internship application process explains the steps and procedures necessary to acquire an agency internship field placement:

Step 1: Social Work faculty will consider the readiness of the student to commence Field Education (SW497). This will occur on an ongoing basis with particular focus during the semester before the student is scheduled to enter the field. The following criteria will need to be met by the student in order to proceed to acquire an agency internship field placement.

- 1) **Successful completion of all social work prerequisite courses:**
 - SW133 Introduction to Social Work & Social Welfare;
 - SW221 Human Behavior in the Social Environment;
 - SW240 Social Work Statistics
 - SW250 Research Methods for Generalist Social Work Practice;
 - SW297 Introductory Practice Experience in Social Work;
 - SW334 Social Work Practice with Individuals and Families;
 - SW450 Social Work Practice with Groups and Groups at Risk;
 - SW452 Social Work Practice with Organizations and Communities;
 - SW453 Social Welfare Policy and Services
- 2) **Successful academic and professional accomplishments as evidenced by:**
 - Demonstrated potential in applying expected program personal and

- professional standards (Code of Ethics) in the practice situation.
- Ability to assume responsibility for one's own learning and to use collaborative supervisory consultation
- Demonstrated use of the problem solving process (critical thinking)
- Ability to manage human change and growth process for self and others
- Demonstrated academic integrity.
- Demonstrated use of the problem solving process (critical thinking) throughout all social work curriculums.
- Maintaining at least a 2.2 GPA.

*** If a student is deemed not ready to begin his/her internship, he/she will be notified by the Social Work Program and Field Directors.**

Step 2: The student **must attend an introduction to field education introductory orientation meeting** during the semester prior to Field Education (specific dates to be announced by the Coordinator of Field Education).

Step 3: The student **must submit a Curriculum Vitae (CV) and the completed Social Work Internship Screening Questionnaire** (see Appendix A) at a specific date identified by the Coordinator of Social Work Field Education in the semester prior to field education. If student interns are unsure of how to write a CV or require some assistance to do so, it is recommended that they seek out assistance from the career development center <http://www.bloomu.edu/careers>. Additionally, Appendix C in this manual provides some basic guidelines for resume writing.

Step 4: Students will arrange for an individual appointment with the Coordinator of Social Work Field Education to discuss their learning needs and the agencies that exist to match those needs. As a result of these appointments, potential agency placements will be identified and contacted by either the student or the Coordinator of Social Work Field Education. If the coordinator contacts the prospective agencies, he/she will then provide the student with names and phone numbers to contact the prospective internship site(s) to schedule an initial interview with the agency. Student will also work with field coordinator to prepare for interview and will review the Interview question guide (See Appendix S) to prepare for the interview.

Step 5: Student safety and safety of clients is crucial. **Each student is REQUIRED to ensure that all required clearances as well as student liability insurance are secured. EACH student is REQUIRED to obtain the following by the date specified** (dates will be announced on a semester by semester basis).

- a) The Pennsylvania State Police Request for Criminal Record Check*
(www.psp.state.pa.us/psp/cwp/view.asp?A=4&Q=48275)*
- b) The Pennsylvania Child Abuse History Clearance* (required for working with children/adolescents, 0-17)
(<https://www.compass.state.pa.us/cwis/public/home>)

- c) FBI clearance (if student is going to be working with children **OR** its requested by agency)
(<http://www.pa.cogentid.com/index.htm>)
Bloomsburg University Bookstore provides this service *
- d) Student liability insurance
(http://www.naswassurance.org/student_liability.php?page_id=12)
*
An affordable option is that provided through student membership in NASW. You can apply for both student NASW membership and liability insurance by going to the NASW website: www.socialworkers.org ; and www.NASWinsurancetrust.org.

***See Field Education/Internship bulletin board outside of the Coordinator of Field Education's Office for further information.**

**** PLEASE NOTE:** If you will be interning in a different state, you will need to obtain the appropriate clearances for that state.

Step 6: The student will arrange an interview with the prospective agency to discuss learning needs and to discover the resources the agency has to offer. It is recommended that the student intern take a copy of all of their clearances and liability insurance as well as their CV to this interview. While at the interview, the student will obtain the information necessary to complete the **Professional Profile & Agency Response Form** (See Appendix B) and return this sheet to the Field Director/Coordinator or the Field Liaison by the date provided in the Policy course. The goal is to seek a match of learning needs and agency resources. The agency representative will determine agency willingness and ability to meet the learning needs. The Director/Coordinator and Field Liaison of Social Work Field Education will serve as the mediators between the student and the agency in the event of questions, obstacles or exceptions. Mutual agreement between the agency and the student is necessary for the placement to be confirmed by the Field Education program. The student will also need to confirm that the agency will be in agreement with signing a Bloomsburg University Affiliation Agreement if one does not exist and obtain a job-internship description from the agency if there is not one on file in the Department. **It is the responsibility of the student to confirm with the Field Education program if a current job description is on file and if not to obtain one from the internship agency.**

****Preparing for the Interview***

Preparing for the interview is an important part of obtaining an internship. Many agencies will expect students to come prepared with thoughtful questions and knowledge of the agency. Potential agency field supervisors will expect students to demonstrate professionalism and critical thinking. Students should be engaged and treat the internship interview as if they were applying for a job. The semester prior to the internship students will engage in class mock interviews with the field coordinator or will have opportunities to meet with the field coordinator to role play interviews. Students should also use the pre-internship interview guide (**See Appendix S**) to prepare for the interview.

Step 7: After the interview, the **student will discuss with the Coordinator of Social Work Field Education the potential internship**. If the agency and student intern are in agreement and the coordinator/liaison can additionally assure that the student's needs can potentially be met with that particular agency, the coordinator/liaison will **confirm the placement** with the agency and the student.

Step 8: The student shall complete the **Electronic University Application for Internship (Form 509)**, available on the Bloomsburg University Professional U Web site at:

<https://intranet.bloomu.edu/internships>

A 509 submission tutorial can be found at

http://departments.bloomu.edu/alumni/How_to_submit_a_509_eForm.pdf

Step 9: **All required paperwork MUST be submitted to the Field Education Team** in the time specified in order to be registered for senior seminar class and an internship. If all of the required paperwork is not received by the Field Education office in a timely manner, then a student intern will not be able to begin his/her internship. If the paperwork is not submitted prior to the beginning of the semester, the Coordinator of Field Education in conjunction with the Social Work Program Director may ask the student to wait until the following semester to begin his/her internship.

***** See Appendix T for a Student Field Internship Application Process Checklist**

Expectations, Roles & Responsibilities

Expectations of the Student Intern

Please keep in mind as a BSW student intern that you not only represent yourself, you also represent Bloomsburg University and the social work profession on a whole. Please make sure to be professional at all times. This includes professional attire, language, behavior, and general demeanor. Please follow the guidelines below when considering your role:

Professional Attire

- a. Follow the agency dress code
- b. Ask about agency dress code when you are at your interview and observe what others are wearing including how tattoos and piercings are addressed
- c. Be comfortable but professional
- d. Cut back on accessories for safety and to avoid personal loss
- e. Consider keeping hair and makeup simple

Professional Behavior and General Demeanor

- a. Remember that you are being judged on your professionalism at all times
- b. Refrain from slang terms, derogatory language and telling an inappropriate joke
- c. Arrive on time, complete assigned tasks; treat others with respect and dignity and only use your cell-phone for work related tasks
- d. Be present and mindful of how your body language and actions affect others

****Remember to keep most of your personal belongings at home. Some agencies like correctional facilities will require you keep things like keys, wallets and purses either locked up or in your vehicle. The best way to know what is required in regards to personal belongings is to ask!**

Role and Responsibilities of Student Intern

As a Student Intern you are expected to:

- 1) Attend the Field Education Orientation (from 8 am until 5 pm on the first day of class (for the semester). **A Total of 8 hours for attendance at the field education orientation seminar can be applied to your internship hours.** Please remember to log this time on your first (week #1) time sheet and indicate field education orientation on the time sheet).
- 2) Read the Social Work Field Manual and sign related documentation (Social Work Field Education Code of Conduct/ Ethical Guidelines, Appendix F)
- 3) Comply with agency standards and requirements as well as all of the policies and procedures of the Social Work Field Education component of your education (field manual) and the NASW Code of Ethics. Please refer to <http://www.nasw-pa.org/associations/772/files/code%20of%20ethics.pdf> for the NASW Code of Ethics. (** Violations of the Code of Ethics may result in the termination of field placement, and a failing grade for the field course if the violation is determined to be on the part of the student by the field education faculty and program director)

- a. Ensure prompt and regular attendance at the internship site; if an emergency or illness arises and you are unable to attend your internship, please notify your field instructor/ supervisor ahead of time
 - b. Honor all policies and procedures of your internship agency including policies specifically directed toward confidentiality
 - c. Demonstrate respect for agency property, rules and regulations, staff and clients
 - d. Maintain a regular and consistent dialogue with your agency field instructor/ staff regarding any alterations to your schedule
 - e. Complete any tasks that your field instructor assigns to you in a timely manner
 - f. If applicable comply with employer-based internship policy while demonstrating completion of tasks that differ from those associated with regular employment.
- 4) Actively engage in the field education experience for advancing one's own learning
- a. Build upon classroom learning through engaging in active use of social work knowledge, values and skills (integrative learning)
 - b. Utilize supervision regularly and appropriately including developing an agenda for supervisory conferences
 - c. Capitalize on opportunities to demonstrate initiative, independence and responsibility (core professional behaviors)
 - d. Enhance critical thinking skills through work with a variety of clients/ client systems
 - e. Apply the NASW Code of Ethics to practice (professional values and principles)
 - f. Engage in self- assessment and reflection on a regular basis through exploration of feelings, opinions and ideas
 - g. Develop an awareness of various systems of delivery of services within the geographic area of your internship site
 - h. Explore and discuss learning experiences with your field instructor, liaison and with your peers in integrative seminar class
- 5) Complete all required internship and agency paperwork
- a. Complete regularly assigned journals and process recordings
 - b. Complete time/activity sheets on a weekly basis.
 - c. Complete any agency documentation as directed by field instructor/ agency staff
 - d. Ensure completion of student field evaluations
 - e. Complete all assignments from the integrative senior seminar class
- 6) Engage in ongoing dialogue with your liaison regarding your internship
- a. Discuss and clarify any issues, concerns or difficulties promptly
 - b. Discuss and clarify any questions related to your internship placement
 - c. Discuss any workshops or seminars that will enhance your learning/ knowledge
 - d. Obtain initial approval for attendance at any workshops or seminar

Expectations of the Field Education Field Instructor/ Task Supervisor & Supervision

The field instructor for baccalaureate students must hold a CSWE-accredited baccalaureate or master's social work degree.* In the event that there is no available employee with a social work degree the student can be assigned a task supervisor with a non-social work degree. An off-site field instructor who holds a CSWE accredited social work degree will also support student's who are assigned task supervisors. The off-site instructor will be assigned by the BU Field Coordinator and will provide at minimum one hour of weekly supervision. Typically the BU Field Liaison will be assigned this role.

Overall, a Field Instructor and a Task Supervisor have the same role and are expected to complete the same tasks during the student's internship placement with the exception that the Task Supervisor is not "required" to provide one hour of weekly supervision. The task supervisor/field instructor has the multiple tasks of being a "teacher in the field," a superior, a mentor, and a professional role model. The following are the minimum tasks expected from the instructors/supervisors who have been approved by the social work program and who have agreed to instruct/supervise a student placed within an agency for a designated semester:

Expectations of Field Instructor and Task Supervisor

- 1) Complete the **Professional Profile and Agency Response** form and forward it to the coordinator of Field Education (Appendix B)
- 2) **Take part in the Interview of** each prospective student intern prior to placement (if possible and available)
- 3) Attend the field education instructor/supervisor **training session** or complete the on-line **training session**.
- 4) Provide **adequate space and physical facilities** for the student intern
- 5) Provide the student intern with an **orientation to the internship agency** including:
 - a) Overview of the agency policy and procedure manual as well as agency budget and funding sources
 - b) Opportunities to visit community resources utilized by the agency and its client(s)
 - c) Overview of charts and documentation related to agency policies and procedures
 - d) Opportunities to attend new employee training sessions and workshops as available and appropriate
 - e) Identify recommended readings that are appropriate and relevant
- 6) Complete or assist the field instructor in the development of a **plan for student intern tasks/assignments** including:
 - a. Structure a workload or reasonable volume and complexity considering individual student learning needs

- b. Provide a variety of tasks/assignments that permit depth and breadth as well as involvement with various methods that correspond with the individual student learning needs
- 7) Complete or collaborate with the field instructor and the student intern on a mutually agreed upon **learning agreement** related to the student's learning needs and the agency expectations (Appendix J)
- 8) Provide **regular formal supervision** through weekly meetings (minimum of one hour for FI's) and informal meetings (as needed) to support ongoing discussion related to achievement of tasks and assignments, exploration of feelings and concerns, and overall discussion related to the agency, agency client(s), and profession of social work. Review, make narrative comments and discuss process recording when assigned (Appendix H) review, verify and sign student intern's weekly time/activity reports (Appendix G).
- 9) Field Supervisors are all expected to adhere to the NASW Code of Ethics. Violations in Code of Ethics may result in termination of the field placement and discontinued use of the agency until issues can be resolved and the agency is further approved by the University Internship Office.

PLEASE NOTE: If issues or concerns are present, contact the liaison immediately. Contact information provided on page 2 of this manual.

- 10) Assist student intern with the **integration of course content** in the core content areas of policy, practice, human behavior, research and ethics (as appropriate).
See page 6 for core competencies and practice behaviors
- 11) Include the student intern in **ongoing operations of the agency** such as staff meetings, workshops, agency conferences, board meetings when available and appropriate
- 12) Complete **Mid-Term Evaluation** of the Student Intern by adding feedback and direct observations of student intern (Appendix L)
 - a) Task Supervisors should collaborate with FI when needed with this task
- 13) Complete **End of the Semester Evaluation** of the Student Intern by adding feedback and direct observations of student intern (Appendix L)
 - a) Task Supervisors should collaborate with FI when needed with this task
- 14) Complete the Agency Instructor/Supervisor **Electronic Evaluation of SW Program and Field Liaison**, to provide **feedback and suggestions** in order to continually improve policies and procedures related to field education and the entire social work program.
- 15) Provide the student intern with a **letter of recommendation** as appropriate upon completion of their internship

Field Supervisor Orientation, Instruction & Training

Field orientation, instruction, and continued dialogue with agencies are an integral part of the social work field program at Bloomsburg University. Orientation and instruction begin the moment the field agency agrees to accept the student for an internship and involves the following:

Introduction to the Bloomsburg Social Work Program via the Field Education website found at <http://www.bloomu.edu/social-work-field>. This website provides agency field instructors with basic information regarding the field program and access to important documents including the field manual, student learning plan, professional profile, evaluation tools and a field instructor training power point.

An electronic Field Supervisor Welcome Packet. This packet includes basic information about the program, expectations for students, field supervisors and field faculty as well as important field documents and a review of the senior capstone service-learning project. Also included in this orientation packet are field supervisor articles that provide insight and direction for new and seasoned field supervisors.

On-site orientation facilitated by the program Field Liaison during the initial site visit within the first 2 weeks of the internship. This orientation involves a brief review of the field program, student assignments, the senior capstone service-learning project, linkage of the field experience to the senior seminar course, the field learning agreement and the evaluation process, expectations of students, supervisors and field faculty, and the completion of the program Letter of Agreement and Ethical Code of Conduct forms.

Formal field training workshops are held twice a year, once in the fall and once in the spring. Agency instructors/supervisors are expected to attend workshop and training session(s) presented by the program on a regular basis and at **minimum every 5 years** unless they report training through another university within the 5 year time period. The goal of these sessions is to inform and advise field instructors/ supervisors regarding program mission; definition of generalist social work practice; goals; objectives; curriculum; field education objectives; procedures, roles and responsibilities; rights; and evaluation techniques. The CSWE EPAS core competencies and practice behaviors as well as social work program policy will also be topics for discussion for field instructor training(s). Additionally, other seminars may be offered on relevant social work topics. These training sessions also provide a time for professional consultation and development with faculty and agency colleagues. Field education instructors/supervisors and faculty are encouraged to suggest ideas for, and participate in, the training session(s). **Please Note, because we allow students to complete their internship at agencies outside of the local area we understand that coming to training can be challenging, so we offer web-based training and information that we expect all supervisors to review before the student begins their internship. This training will be sent out to all supervisors within 1-2 months of students start date.**

*The training link can be found at: <http://www.bloomu.edu/social-work-field>

Ongoing dialogue and support from the field program are provided to field supervisors throughout the internship process. Field supervisors are told during the initial orientation that they can access the field liaison and the field coordinator for support or guidance whenever necessary throughout the internship. The field supervisor also receives a mid-term check from the program field liaison to promote successful outcomes for all parties.

A Bloomsburg University Social Work Program Internship and Professional Development Expo is held annually in the spring to further facilitate ongoing dialogue between faculty, students and local and regional social service agencies and graduate education programs. This Expo also offers on occasion a training workshop on various topics that relate to current day social work practice.

Expectations of the Field Liaison

***Please note that in the absence of a Field Liaison, the Field Coordinator will be expected to complete the tasks listed in this section.*

The Liaison is a staff member who supports and monitors compliance with the policies and procedures of the field education component of the student learning experience. The liaison serves as a bridge between the school, agency, and student intern assuring that each student intern has a meaningful internship experience. Liaisons are proficient with the CSWE, EPAS competencies and practice behaviors. Liaisons also provide consultation, mediation, problem resolution, and off-site supervision (when necessary). Liaisons have the ability to provide additional meetings/ discussions with either the field instructor/ supervisor or student intern on an individual basis as needed.

The field liaison and or the field coordinator will provide ongoing monitoring of student throughout the internship. The degree of monitoring will depend upon availability of a BSW or MSW level supervisor from a CSWE accredited program at the student's agency. The field liaison will provide professional social work supervision when it is not available and the use of the agency is deemed an education advantage for a student. In this role the field liaison is expected to:
Coordinate with the agency the assignment of workloads for student.

- Coordinate with the agency the assignment of workloads for student.
- Work closely with the agency task supervisor who will continue to have administrative responsibility for the workload of student.
- Be responsible for the learning of the student as spelled out under Agency Field Education Instructor/Supervisor section of this field manual (see pp. 23-24).
- Coordinate with the task supervisor so that procedures prescribed for Field Education instructors/supervisors can be met.
- Provide feedback to the student, sign learning agreement (see Appendix J), midterm evaluation, and final evaluation (see Appendix L) with input from task supervisor and significant others.

Liaison Tasks

- 1) Provide ongoing and regular coordination between the university/social work program, internship agency, and student throughout the semester
- 2) Assist student interns with agency internship selection
 - a. Meet with prospective student interns in a field education introductory orientation meeting to discuss the internship process and required paperwork
 - b. Interview prospective student interns to explore their individual learning needs as needed

- c. Explore, match and secure potential agency internship placements for prospective student interns
 - d. Provide guidance and direction to both student interns and agency representatives regarding the internship placement process
 - e. Confirm internship placements with the prospective internship agency
 - f. Provide field instructors/ supervisors and student interns with a packet of information related to the upcoming internship including relevant dates, times and expectations of the program (calendar and electronic copy of the social work field manual)
- 3) Meet with agency field instructor/ supervisor and student interns at the beginning of the internship experience (within the first few weeks of the semester) to:
- a. Review content of the field education manual (including the 10 core competencies and 41 practice behaviors)
 - b. Provide suggestions for how to utilize student intern(s) appropriately in the context of the internship agency
 - c. Discuss deadlines of field education paperwork
 - d. Review and evaluate the learning agreement goals and tasks
 - e. Assist in identifying individualized learning needs of student and any obstacles in meeting them
 - f. Review contact information for the field education faculty and staff and report any changes in the agency information to the Coordinator of Field Education
 - g. Discuss the integration of the senior seminar class and the internship
- 4) Provide ongoing support and direction to both the field instructor/supervisor and student intern
- a. Provide clarification and mediation as needed between the agency field instructor/ supervisor, student and/ or program
 - b. Maintain regular contact with both the student intern and field instructor/ supervisor throughout the semester
 - c. Review and provide feedback for ongoing field internship paperwork including: learning agreement, process recordings, mid- term evaluation, end of the semester evaluation, and other paperwork as appropriate and needed
 - d. Review internship paperwork for accuracy and timely completion
 - e. Provide offsite social work supervision to student interns as necessary and appropriate
 - f. Attend and assist in the coordination efforts of any and all field instructor and student intern trainings and seminars including the internship expo
- 5) Meet with agency field instructor/ supervisor and student interns at the end of the internship experience (within the last few weeks of the semester) to:
- a. Review and evaluate the learning agreement goals, task completion,

- competency level
- b. Review all internship paperwork for accuracy and timely completion
- c. Gather narrative information and/or survey data related to field instructor and student intern feedback and suggestions
- d. Discuss the potential for future social work internships at the agency site
- 6) Maintain student intern field education files
- 7) Update the Coordinator of Field Education on the progress of student interns and any concerns or issues related to their internship on a regular basis as well as in writing mid- semester (Appendix L)
- 8) Recruit and secure additional field education agency sites as necessary and appropriate
- 9) Provide coordinator of Field Education/ Director of the Social Work Program with feedback related to various field education policies and procedures including feedback regarding field education placements, such as appropriateness of agencies and agency instructors/supervisors, the need for orientation and the need for training.
- 10) Assist the Social Work Program Director/ Coordinator of Field Education with other duties as necessary and appropriate
- 11) Complete Syllabus for Field Education Class and update as needed to align with CSWE guidelines

Expectations of the Field Education Coordinator/Director

The Coordinator of Field Education is a faculty member who has the responsibility of insuring compliance with all of the policies and procedures of the field education component of social work education at the university. The Coordinator of Field Education is responsible to ensure compliance with CSWE, EPAS standards in relation to field education in order to support quality field education experiences. The Coordinator of Field Education will have one quarter reassigned time each fall and spring semester to fulfill field education roles and responsibilities.

Typically the Coordinator of Field Education is the Faculty Member assigned to teach the Integrative Senior Seminar Class(es). As such the Coordinator of Field Education is responsible for developing and updating the Syllabus for the Integrative Senior Seminar Class as well as the Field Education (Internship) Syllabus.

Coordinator of Field Education Tasks

- 1) Provide supervision as needed to liaison(s)
- 2) Oversee all field education placements through regular communication with liaison(s)
- 3) Recruit, screen, review and approve agencies for field education placements according to established standards and criteria for agency selection
- 4) Explore and process new agency requests for student placements
- 5) Work collaboratively with the academic internship office to secure

- affiliation agreements for new internship agencies as well as to update existing agency sites
- 6) Develop and maintain professional relationships with field education internship agencies
 - 7) Coordinate the record keeping of data bases for student interns, field instructors, and agency information with the assistance of the liaison and the department administrative assistant
 - 8) Update information for and conduct student intern orientation on a regular basis
 - 9) Organize and facilitate a workshop/training session for field education instructors on a regular basis
 - 10) Organize and facilitate with the leaders of the social work club, Director of the Social Work Program and Liaison(s) a regular Internship Expo every Fall and Spring semester
 - 11) Assure that accreditation requirements are met through:
 - a. Complete initial revision of the social work field manual including forms and policies as needed and appropriate
 - b. Complete ongoing updates to the social work field manual including forms and policies as needed and appropriate
 - 12) Work with the Social Work Program Director and Liaison(s) on other tasks as needed and required
 - 14) Develop and update the syllabi for the Integrative Senior Seminar Class

Social Work Program Director

The Social Work Program Director is the administrative supervisor of the Coordinator of Field Education and will also provide supervision at times to the Field Liaison. The Social Work Program Director is responsible for the administration of the social work program curriculum and policies.

Bloomsburg University Social Work Program Field Education Incident Reports, Field Reviews, Grievances and Appeal Rights of Students

Field Education Incident Reports

A student intern, agency task supervisor, field instructor, or the field liaison can initiate/complete a field education incident report if any safety or ethical concern arises that affects the student intern. If a student intern, agency task supervisor, or field instructor completes this form, then the form should be handed in to the field liaison for review, comments and signature prior to submission of this form to the Coordinator of Field Education.

A safety incident is any occurrence that involves an individual's physical or emotional safety in the course of conducting their duties and responsibilities in the field. Ethical concerns involve any occurrences that are not in accordance with the practice procedures set forth by the NASW Code of Ethics, Bloomsburg University, the host internship agency policy and procedures, and any other governing policy for the social work profession.

If either a safety or ethical incident occurs, then this form (Appendix P) should be completed and handed in immediately.

PLEASE NOTE: Each agency has its own process to report any safety and ethical concerns, which should also be followed. Additionally, each agency has its own mechanism to report and document any accidents or incidents within the context of the agency or as a part of conducting agency work. These agency incident reports will also need to be completed in addition to the field education incident report. Please discuss this with your agency task supervisor/field instructor.

*Depending on the nature of the field education incident report a field review may be initiated.

Field Reviews

If a student is experiencing difficulties in his/her internship placement as either identified by the student, field instructor/ supervisor, liaison, Coordinator of Field Education or the Social Work Program Director, a field review meeting will be scheduled to discuss the issues, concerns, difficulties or problems (Appendix Q). The goal of this meeting is to further explore the issue(s), concerns, difficulties or problems in order to develop a corrective plan of action.

In the corrective plan of action clear tasks will be identified and assigned to the appropriate person(s) to ensure compliance with the corrective plan (Appendix R). As

part of this corrective plan of action, a specific date will be set to review the progress related to this plan of action. If issue(s), concerns, difficulties, or problems continue to exist, there will be consideration of the nature of the issue(s), problems, concerns or difficulties and a determination will be made for appropriate further action by the Social Work Program Director.

If any of the parties relevant to the field review is unable to attend the scheduled review in person, they may submit a signed and dated narrative related to the issue or concern being addressed through the field review. This narrative will be distributed to those attending the field review, and the information contained within the narrative will be discussed in the context of the field review meeting. A copy of this narrative should be attached to the field review plan for future reference.

Grievance and Appeal Rights of Students

If a student is dissatisfied with the placement, he/she is asked to indicate the nature of the dissatisfaction in writing to the faculty liaison. The faculty liaison will meet with the student to further discuss his/her concerns, write a narrative summary of the nature of the student intern's dissatisfaction, including a summary of the their conversation related to the matter, and consult the Coordinator of Field Education/ Social Work Program Director.

Consideration will be given to concerns and, with appropriate justification; a new placement will be sought. If there isn't appropriate justification for a new field placement to be considered, then a field review (see above) will be called to further explore solutions. The liaison, Coordinator of Field Education and the student will work collaboratively to secure another field placement when appropriate and necessary.

If a student disputes an evaluation by the agency instructor/supervisor and/or the faculty liaison, which then results in failure of field education or removal from an agency, that student may request an appearance before the social work faculty, which includes the Field Education Coordinator and the Program Director. The student is expected to present an opinion along with documentation on the matter and may also have someone present for additional representation or support. The student would have the right to appeal the decision of the committee to the Dean of the College of Liberal Arts.

Appendix A:
Social Work Internship Screening Questionnaire

Bloomsburg University
Social Work Internship Screening Questionnaire

For Fall or Spring Internship (year) completed form due by:

Name:	
E---mail Address:	
Current Local Address:	
Home Address:	
Phone number (with area code):	

Have you completed all the required courses? Yes No

****If you are currently taking a course(s) listed please place an IP (in progress) behind the appropriate one(s).**

SOCWORK221 Human Behavior in the Social Environment;
 SOCWORK250 Research Methods for Generalist Social Work Practice;
 SOCWORK334 Social Work Practice with Individuals and Families;
 SOCWORK450 Social Work Practice with Groups and Groups at Risk;
 SOCWORK452 Social Work Practice with Organizations and Communities;
 SOCWORK453 Social Welfare Policy and Services

Have you completed all of your coursework (GEPs), Foundational Courses (Math and English), Requires social work courses (Biology, Psychology Life Span, Political Science 120)? Yes No

If no, explain

Are you planning on living on campus while completing your internship? Yes No

If you are planning on living at your home instead of campus; where is your home (area)?

Will you have access to a car or transportation? Please explain

Do you have any ideas in terms of the population(s) that you would like to work with? If so, specify...

Do you have any idea of where you would like to intern? If so, please specify? (List agency name, address, and contact person if you know of one)

Do you know anyone at this agency? If so, please specify the nature of the relationship.

Do you have or have you had any legal issues (charges, arrests, probation, etc.) that will impact your clearances? Yes No If yes, please be prepared to discuss during your individual meeting

Thanks for taking the time to complete this form. Now, please make sure to hand in your form and schedule an interview with Dr. Erdley-Kass or the current Field Liaison.

**** Please note that you will need to obtain approval from Dr. Erdley and the social work faculty to continue with your internship application if you do not meet the eligibility guidelines (completed coursework).**

Appendix B

Bloomsburg University Professional Profile and Agency Response Form

Bloomsburg University Professional Profile and Agency Response Form

Please complete the following professional profile and agency response to interview to determine goodness of fit for the student internship placement and provide guidance to the student regarding the next steps for the internship placement process.

Student:	Semester for Internship:	Date form completed:
Field Supervisor Name:	Title:	
Agency Name:		Phone
Agency Address:		Email:
Professional License	Professional Education/Degree	
Years of experience in the social service field and experience with field education and supervision of an intern.		

Agency Response to Student Interview

I (Agency Interviewer) _____ have met with
(Student) _____

on (date) _____ regarding the possibility of a social work field internship at
(agency) _____ under my supervision for the (Fall/Spring) _____
semester, (year) _____ .

I have read and understand the expectations and responsibilities of the university, student, agency and field supervisor as they relate to the BSW field internship experience at Bloomsburg University and am in agreement with all of the expectations as they relate specifically to my supervisory role.

I will: (Circle One)

Accept the student for the requested internship

Not accept the student at this time

Comments:

Signature _____ Title _____

**** (Student) Please complete the additional Agency questions below in collaboration with your agency contact person:**

Please circle the answer that best describes your agency

1. My agency setting is:

Public For Profit Private Sectarian Not for Profit Non Sectarian

2. The service area covered by my agency is

County City-Wide Regional

3. The characteristics of client's served at my agency are

African American Asian Caucasian Hispanic Other

Rural Urban Low income Middle-income

4. The population served at my agency is

Under 2,500 2,500-10,000 10,000-50,000 50,000-100,000 Over 100,000

5. The client population served at my agency is (circle all that apply)

Child Welfare Family Services School Social Work Health/Medical

Mental Health Corrections Community Organization

Developmental Disabilities Domestic Violence Homelessness

Chemical Dependency Aging Women

Other: (Explain) _____

6. Please describe the staff composition (number of staff, number of BSW's, number of MSW's and number of other degrees)

7. Will the student require an automobile? Yes No

8. Can your agency accommodate a student with a disability? Yes No

9. Will the student have opportunities to attend conferences/trainings? Yes No

10. Please describe what basic practice skills and knowledge the student must possess to successfully complete an internship at your agency.

11. What clearances or medical tests will be required for the student to complete an internship at your agency?

12. Do you have a current Affiliation Agreement with Bloomsburg University?

Yes No

If No, will your agency have any conflicts signing an Affiliation Agreement?

If Yes, please explain

13. Does your agency provide liability coverage for student interns? Yes No

If Yes, please provide a letter from the agency signed by the field instructor and agency administrator stating coverage that will be provided.

14. Do you have a job description specifying the student job duties as a social work intern? Yes No

15. Will the student's field supervisor have a social work degree from a CSWE accredited program? Yes

No

If No, is there anyone in the agency or known to the agency with a social work degree from a CSWE accredited program that would be in agreement with providing at minimum 1 hour of weekly supervision to student during his or her internship? If Yes, please explain.

** Please note that the student will need a brief intern/job description provided to the BU Internship Office to schedule their internship. This description should accompany this completed form. If more time is needed to complete a description, please email the completed form to the field coordinator at serdley@bloomu.edu as soon as possible.

Date completed and returned to Social Work Field Education Office _____

Appendix C
Guidelines for Curriculum Vitae

Guidelines for Curriculum Vitae

A Curriculum Vitae (CV) is a very important part of your professional identity. CV's are a narrative method to reflect all of your strengths and achievements. There are many different ways to construct a resume and many different schools of thought in terms of what information should be included in a resume. Bloomsburg University has a Career Development Center that has many resources related to employment including tips on resume writing. Please take some time to explore what the BU Career Development Center has to offer to students and alumni at <http://www.bloomu.edu/careers>.

Each prospective student intern is asked to submit a professional CV along with the Social Work Internship Screening Questionnaire to the Coordinator of Field Education as a part of their pre-internship meeting. Prospective interns are asked to bring a copy of their resume along with any current clearances with them to their agency internship interview.

Some of the common elements to a CV are: name, address, contact phone number(s) and e-mail, an employment objective, information on educational background, work history, volunteer history, professional clubs and organizations, honors and achievements, references. Please see the example on the following page.

PLEASE NOTE: Only specify items such as GPA if it is a strength for you. For example, if your GPA is above 3.5, include it. If your GPA is less than 3.0, do not list it on a resume. If you have been inducted into an honor society or received an award, list it on your resume.

Please see the following example of a CV.

Ima Helper

123 Self-Care Avenue, Bloomsburg, PA 17815

570(389-0000); email: Helper1@gmail.com

Objective

To expand my knowledge and experience in the field of social work by learning the necessary skills needed to work with children.

Education

Bloomsburg University of Pennsylvania

May 2014

Major: Social Work, Concentration: Children, Family & Youth

GPA: 3.2

Related Experiences Social Work

Behavioral Specialists Incorporated, BSI, Inc.

January 2014-May 2014

400 Hour internship: Completed social work internship at Behavioral Specialists Incorporated. Provided supportive interventions to youth in partial hospitalization program. Facilitated groups and coordinated activities with youth, families and caseworkers.

Danville Area Community Center; DACC

Fall 2012

80 Hour Internship: Completed introductory practice experience for social work program. Assisted other staff members at DACC with after school program for youth ages 5-12).

Companion

June 2010-June 2011

Provided supportive care to older adult in companionship program at Temple University
Assisted older adult with grocery shopping, cleaning, and self-care

Employment

Sales Associate

February 2012-May 2014

Operated cash register, assisted customers as needed and assisted with stocking

Organizations and Community Service

National Association of Social Workers

Delta Phi Epsilon Sorority

Phi Alpha National Honor Society for Social Workers

Relay for Life, Participant and Fundraiser

Danville State Hospital

Honors

Dean's List

Fall 2012, Spring 2013

President of Delta Phi Epsilon

Fall 2013

Student Athlete Award

Spring 2014

References Available Upon Request

Appendix D

Employer-Based Internship Placement Form

EMPLOYER-BASED INTERNSHIP PLACEMENT FORM

Occasionally, it may be appropriate for a prospective student intern to consider completing their internship at a social service agency where they are employed. If a prospective student intern wants to complete an internship at their place of employment, this form needs to be completed and submitted to the Coordinator of Field Education for review when the student submits the Social Work Internship Screening Questionnaire (blue form). The Coordinator of Field Education will review the request and either approve or deny the student intern's request in a timely manner.

Name of Student	
Name of Agency (where employed)	
Address of Agency (where employed)	
Phone Number of Agency	
Title of employee (student)/ Department (if applicable)	
How long have you been employed at this agency?	
Name of Current Supervisor	
Title of Current supervisor/ Department (if applicable)	
Phone Number of Supervisor (with extension)	
Proposed Internship Field Instructor Name	
Proposed Internship Field Instructor Title/ Department	
Proposed internship Field Instructor Phone Number (including extension)	

Please describe your current job duties at the agency:

Please describe your proposed job duties (as an intern) at the agency:

Please describe why interning at your current place of employment is appropriate:

This form received by the Coordinator of Field Education on:

This request was: APPROVED DENIED (because):

Appendix E

Letter of Agreement for Social Work Field Education between Agency, Program & Student Interns

LETTER OF AGREEMENT FOR SOCIAL WORK FIELD EDUCATION BETWEEN
AGENCY, PROGRAM, AND STUDENT INTERN

Semester: _____

The Field Education Instructor/Supervisor and Student Intern will need to review and sign this form.

Please make two copies: one for the Field Instructor/ Supervisor and one for the student intern.

Please return the original to the **Coordinator of Field Education or the
Field Liaison** within the first week of field placement.

Student Intern: _____

Agency: _____

Address: _____

- I. The student intern will be in the agency for up to 15 weeks, from _____ to _____: **400 total hours** for the equivalent of 10 credits. The student intern will concurrently be attending an Integrative Seminar Class on **Mondays during an am or pm session**. The **2 ½ hours of seminar class time are not** included in the total field hours.
- II. The student intern will exhibit the practice behaviors and core competencies through the practice tasks and assignments mutually agreed upon by the student intern and the instructor/supervisor, with feedback from the faculty liaison. These practice tasks/assignments will be defined specifically in the Field Education **Learning Agreement and evaluated throughout the semester through various means including process recordings, direct observation, consultation, mid--- semester evaluation, etc. culminating in the end of the semester competency based evaluation.**
- III. The agency **Field Education instructor/supervisor** will recognize the student as a Field Education student intern and to that end will **provide appropriate experiences and instruction**. The agency instructor/supervisor agrees to provide adequate agency resources including regular supervision to allow maximum learning for the student intern per the roles and responsibilities for Field Education identified in the Field Education Manual.
- IV. Student intern and client safety is a crucial part of social work practice. The **student intern** is required to **obtain his/her own liability insurance**. Student interns are also required to obtain criminal clearances and child abuse clearances. Additionally if the student intern will be working with children/adolescents, he/she is required to obtain an FBI clearance. **Verification of liability insurance and clearances are required before the student intern begins his/her field education experience. Students should bring copies of their clearances and liability insurance to the Field Instructor/supervisor within the first week of placement.**
 - Student interns need to complete any **safety training(s)** that are required of agency staff.
 - Student interns need to complete any **other pertinent training(s)** that are required of the agency staff.
 - **Student interns should not transport clients in their own vehicles.** Student interns who are requested to transport clients in an agency vehicle must be covered by the agency vehicle insurance policy and a verification of agency vehicle insurance coverage needs to be presented to the Field Education Coordinator prior to any event in which a student intern is involved in transporting clients in an agency vehicle.

V. The Social Work Program will provide the student intern and the agency instructor/supervisor with the following:

- A **concurrent integrative seminar class** for student interns is scheduled on Mondays (Times vary from semester to semester)
- **Coordinator of Field Education** to oversee the Field Education Internship Experience for student interns and provide assistance to agency instructors/supervisors and faculty liaisons as needed.
- A designated **faculty liaison** will make a minimum of two visits with the agency instructor/supervisor and student intern and will maintain regular contact with both the field instructor and student intern throughout the semester to negotiate the tasks/activities of the Field Education Learning Agreement, discuss any issues or concerns, and to process the student intern's accomplishments in terms of the practice behaviors and core competencies. **Face-Face visits can be substituted with phone, skype, or face-time meetings on a case-by-case basis when all parties are in agreement.** Additionally, the faculty liaison is able to provide consultation to the agency instructor/supervisor on any issues that arise with the field education internship placement.
- A **grade for the student intern** that is directly correlated to the degree of accomplishment/level of competency that the student intern has achieved in terms of a successful internship placement in preparation for future professional social work practice.
- **Workshop(s) and training(s)** relevant to professional social work practice.

VI. Contact Information

Field Education Director

Shiloh D. Erdley-Kass, DSW, MSW
2120 McCormick Center for Human Services
400 East Second Street
Bloomsburg, PA 17815
serdley@bloomu.edu

Field Liaison

Tammy Carson, MSW, MPA
2137 McCormick Center for Human Services
400 East Second Street
Bloomsburg, PA 17815
tcarson@bloomu.edu

_____/	____/
Field Education Student Intern	Date
_____/	____/
Agency Field Education Instructor/Supervisor	Date
_____/	____/
Coordinator of Field Education	Date

Appendix F

Social Work Field Education Code of Conduct/ Ethical Guidelines/Protection of Privacy

Bloomsburg University Social Work Program Field Education Code of Conduct/ Ethical Guidelines/Protection of Privacy

All those taking part in field education opportunities are expected to adhere to guidelines for ethical, responsible professional conduct. This is necessary for the benefit and protection of the student interns themselves, as well as for the clients, placement agencies, field instructors/ supervisors, liaison(s), instructors, and the university. Prior to beginning their internship, student interns are required to review the entire National Association of Social Work Code of Ethics. Student interns are expected to adhere to all of these ethical guidelines as well as all the specific policies and procedures of their host internship agency. If, at any time during the field education placement, students are in a situation in which they have questions/concerns about a potential ethical dilemma, student interns must contact their agency field instructor/ supervisor and or faculty liaison immediately.

Commitment to Clients (NASW Code of Ethics: 1.01 Commitment to Clients; 1.02 Self---Determination)

Social workers' primary responsibility is to promote the well--- being of clients. Social workers respect and promote the right of clients to self--- determination and assist clients in their efforts to identify and clarify their goals.

Confidentiality: (NASW Code of Ethics: 1.07 Privacy and Confidentiality)

Social workers should protect the confidentiality of all information obtained in the course of professional service. The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific written permission of the client. The only exceptions to this area are cases in which the client may be dangerous to themselves or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies and authorities be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.

Recognition of Qualifications and Limitations: (NASW Code of Ethics: 1.04 Competence)

Students must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon students that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their field instructor/ liaison/ instructor.

Identification as Student Intern: (NASW Code of Ethics: 1.04 Competence)

Students will explicitly identify themselves as interns to their clients, to agency staff, in any and all documentation including reports, and in any other professional activities. They will not misrepresent their training, qualifications, or status. Students who will be at a placement for a limited time will inform the clients of that limitation at the beginning of their work and will consider it in their work with clients.

Conflict of Interest/ Dual Relationships: (NASW Code of Ethics 1.06 Conflict of Interest)

Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should not take unfair advantage of any professional relationship. Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or harm to the client. Students will refrain from clinical work with persons with whom they are already involved in other types of relationships. Such “dual relationships” may inhibit their effectiveness and may jeopardize both the client and the trainee. For example, it would not be ethical for a trainee to take as a client someone who was a fellow student. Similarly, coworkers, friends, and others should not be seen as clients. Additionally, it is strongly recommended that the student intern is not supervised in any capacity by someone with whom he/she has an already established relationship (for example, friend, family member, existing co---worker, supervisor, etc.).

Recording Keeping/ Documentation: (NASW Code of Ethics 3.04 Client Records)

Student interns will accurately and reliably maintain written and other records as required by their placement agency and the Bloomsburg University Social Work Program (Field Education). Documentation should be completed in a timely fashion and secured to ensure confidentiality and privacy at all times.

Prohibition of Physical Contact, Sexual Relationships/ Conduct or Harassment: (NASW Code of Ethics**1.10 Physical Contact, 1.11 Sexual Harassment, 1.09; 2.07, Sexual Relationships, 2.08 Sexual Harassment)**

Under no circumstances shall student interns become involved in sexual or romantic relationships of any sort with clients of their internship placement agency. Students will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing the clients). Social workers should under no circumstances engage in sexual activities or sexual contact with current or former clients, whether such contact is consensual or forced. Social workers should not engage in any sexual contact with relatives of clients or other individuals with which the client maintains a close relationship.

Social workers should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over which they exercise professional authority. Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest.

Self---Awareness and Monitoring: (NASW Code of Ethics 1.12 Derogatory Language; 4.04 Dishonesty Fraud and Deception)

Student interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, they should inform their field instructor/ supervisor and liaison.

Social workers should not use derogatory language in their written or verbal communication to or about clients. Social workers should use accurate and respectful language in all communications to and about clients. Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception.

*** **PLEASE NOTE:** If any safety or ethical issues occur related to the student intern/ internship, please make sure to complete Appendix P (Field Education Incident Report Form) immediately.

Educational Record: Educational records consist of “records, files, documents, and other materials which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution” (FERPA, 1974, 1232g[a][4][A]). For the purposes of the field internship at Bloomsburg University, student records also include disciplinary records.

Ethical Discussion with Field Instructor/ Supervisor:

Student interns must discuss the ethical standards of their field placement with their field instructor/ supervisor.

Student Intern Statement of Understanding:

I, the undersigned student intern, understand that I am expected to adhere to the values, ethics, and standards of the social work profession. My signature below certifies that I have read the NASW Code of Ethics and the Bloomsburg University Social Work Field Manual and agree to abide by them. My signature also certifies that I am aware of and agree to abide by all policies and procedures of the internship placement agency. By signing this form I certify that all information contained in my internship application record is accurate and complete to the best of my knowledge. So that my educational needs can best be met, I consent to sharing all of the information contained in my educational record, including that which is disclosed in my internship application, to be shared with potential or actual field instructors. This consent includes records and documents that would otherwise be protected under FERPA and applies to information currently in my educational record, as well as information that will be added during my tenure in the social work program.

Student Intern Signature

Date

Field Instructor/ Supervisor Verification Statement:

I, the undersigned field instructor/supervisor, have provided the student intern with an awareness of the policy and procedures of the internship agency and agency standards of ethical behavior. I have reviewed the ethical standards of the internship field placement/ internship agency with the student intern. My signature certifies that I agree to not share any information from student’s educational record with any agency staff members and that all information regarding student will be disposed of upon the completion of the internship placement.

Task Supervisor/ Field Instructor Signature

Date

Liaison or Field Coordinator Verification Statement

I, the undersigned liaison, have discussed with both the field instructor/ supervisor and student intern the expectations of ethical behavior both from the professional Code of Ethics as well as from Bloomsburg University Social Work Field Manual standards.

Liaison/Field Coordinator Signature

Date

Appendix G

Social Work Field Education Time Sheets



BSW FIELD PLACEMENT TIME SHEET: Bloomsburg University

Student _____ Field Placement Site: _____

Field Supervisor _____ Field Liaison: _____

Semester (pick one) Fall _____ Spring _____ Year _____

Week	Dates	Mon	Tue	Wed	Thurs	Friday	Sat/Sun	Total Hours	Total to Date

List 3 Activities you completed this week:

Field Supervisor Signature _____

Week	Dates	Mon	Tue	Wed	Thurs	Friday	Sat/Sun	Total Hours	Total to Date

List 3 Activities you completed this week:

Field Supervisor Signature _____

****Please make copies of this template every two weeks for your records.**

Student			Agency			Supervisor			
Week	Dates	Monday	Tue	Wed	Thurs	Friday	Sat/Sun	Total Hours	Total Hours to Date
15									
List three activities you completed this week:									
Supervisor Signature _____									

Student			Agency			Supervisor			
Week	Dates	Mon	Tue	Wed	Thurs	Friday	Sat/Sun	Total Hours	Total Hours to date
16									
List three activities you completed this week:									
Supervisor Signature _____									

** Final Time Sheet

Student Signature _____

Field/Task Supervisor Signature _____

****Students are required to submit a completed time sheet at the end of the term and no later than the last day of finals. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section. Falsification of hours will result in disciplinary action and potential removal from field placement.**

Comments:

Appendix H

Explanation of Process Recordings & Sample Format

Bloomsburg University Social Work Program Explanation of Process Recordings & Sample Format

Students will complete 4-process recording during their internship placement. Process recordings are a chance to explore what you are experiencing at your field agency. They are a great way to practice your writing skills as well as focus your ideas for your supervisory conferences with your internship supervisor. Good process recordings will contain information about something that you feel strongly about, one way or another. For instance, something that you think was a conflict, a great idea, a new methodology that you never saw, etc.

Each student intern will process 4 session with a client or client system (an individual, family, group, organization or community) or any other meaningful interaction that is related to a client or client system that is related to the integration of social work curriculum content from the five course content areas (Policy, Human Behavior, Practice, Research, Ethics). For example, a supervisory session, an agency team meeting or client staffing, an approved continuing education workshop, a meeting with a community agency on behalf of the client(s), etc. can all be suitable topics for a process recording. Your focus is on the interpersonal communication process, verbal and non-verbal, between you and the client/system, as well as your awareness of your cognitive (thinking), affective (feelings), and subsequent behavior functioning. **Students will be asked to complete two recordings that focus on direct practice and two that focus on mezzo and macro level practice.**

After writing your process recording, please submit it to your social work field instructor for review and comments. Some field instructors will write a lot of comments on your process recordings, others may not comment much and prefer to discuss the recording in your weekly supervisory conferences, while other field instructors choose to do both, write comments on the process recording and discuss things thoroughly in your weekly supervisory conference. Make sure to have a conversation with your field instructor so that you will be aware of the way in which they choose to provide supervision in relation to the process recordings.

Please Note: If you are in a setting where you will not have a chance to engage with a client or client system, you can use an interaction with a coworker, supervisor, or outside agency for your process recording. In this case your background of the client/person you are interacting with will likely be much shorter.

Process Recording Format:

Setting: Where did the interaction take place? Describe the setting

Why this interaction was selected: Why did you choose this particular interaction? Relevance to your learning process.

Client background: biopsychosocial history of client. (Age, ethnicity, gender, h/o medical, D&A, mental health, family, ADL's) or Agency/Community background

Purpose: What was the purpose of the meeting (intake, follow up, rapport building, goal setting etc..)

Tuning in: Who was present for the meeting

Section 1

Setting	
Why this interaction was selected	
Client background or Agency/Community background	
Purpose	
Tuning in:	

Section 2

Content: The content in your process recordings will include the discussion verbatim that you had during your interaction. You do not need to put this in direct quotes. This can also focus on the interaction that you witnessed at the mezzo or macro level.

Skills Used: This section will include the skills that you perceived that you used during the interaction. (Engagement, affirmation, summarizing, validation, empathizing, offering solutions, reflection, clarification, open/close ended questions, explaining etc..) When processing a mezzo/macro level interaction be sure to note the skills that you witnessed being used in the setting.

Gut Reaction: This section will include your immediate reaction to the questions and responses that occurred during your meeting. You should put in this section what you were thinking and feeling but did not say to the client/client system). Again, if you are processing a mezzo/macro level interaction, report your gut reaction to what you witnessed.

Thoughts: In this section you will need to put what you thought about the interaction. This is the place where you use your critical thinking skills and write what you think about the process that is happening between you and the client. For example "I believe that there is truth to what this client is saying and I also have wondered how effective the program is that he is a part of." Also here you can discuss your thoughts on what you think might be happening in the meeting among the groups members or whatever interaction you may be processing at the macro level.

Content	Skills Used	Gut Reaction	Thoughts	FI Comments
Worker: Client:				

Section 3:

1. Post interaction final thoughts and endings: (Describe how the interaction ended)
2. Impression and Analysis
 - a. What was your overall impression of the meeting?
 - b. How do you understand the client(s) system's situation and behavior or the dynamics of the group process?
 - c. Briefly characterize your role(s) in the meeting or the role of other individuals in the meeting if you observed an interaction
 - d. Discuss what intervention skills you perceived were not useful
 - e. Discuss whether or not you believe that you achieved your goals (why or why not?)
Discuss what you could improve upon for next time. If you observed a meeting or interaction at the mezzo/macro level discuss whether or not you believe the group achieved their goals and what they could improve upon for next time.
3. Plan/contract for future interventions
 - a. What have you and the client(s) decided to work on?
 - b. Discuss briefly your next steps

(*Adapted from Temple University, MSW Harrisburg Program June 2014)

APPENDIX I

Journal Submission Format and Example

*Journaling provides you with an opportunity to reflect upon what you are learning in your field placement and to integrate these experiences with your education. Please see Journal Reflection Questions below that can be incorporated into the journal summary of your learning experiences. Additional topics for your journal can be found in your textbook in the gray shaded areas of the chapters. These questions provide interesting subject matter that can be reflected upon in your journal. Also, please consider all content information that you have received thus far in all of the classes (policy, human behavior, ethics, research, practice and any electives) that you have taken in your academic career. Each one of these classes provides potential subjects that can be discussed in your journal. **(You will be expected to submit a total of 5 Journal entries over the course of your internship at specified dates on your syllabus)***

Journal Reflection Questions (You will be expected to address at least 5 of these questions in your Journaling)

- What are your “first impressions” of your agency using your five senses (Assignment originally developed by Terry Mizrahi, PhD). What did you see, hear, smell, feel and what was your “gut feeling” (intuition) about the agency culture and environment.
- What “oppressed” population or population---at---risk is served by your agency? Talk about how oppression affects your clients and their families on a daily basis and whether or not you see different forms of oppression.
- What are some ethical issues that you recognize in your agency and how are these issues addressed?
- What does advocacy look like in your agency on both micro and macro levels?
- How do policies at your agency affect the at---risk population served and how it society’s value system reflected in these policies (agency/state/federal policies can be discussed)
- How has your view of the population served at your agency changed throughout your internship?
- What surprises you about the role of the social worker in your agency and what more would you like to learn while in this agency? Have your future career plans changed as a result of this internship and why?
- What policy---making arena in the mezzo or macro environment can you become involved with to advocate for the oppressed at---risk group at your agency? How would you go about approaching this entity?
- What theoretical concepts have been useful in understanding working with clients at your internship and what challenges have you encountered or anticipate encountering integrating theory with practice?
- What is your experience with implementing termination activities in your agency and has this process been more or less challenging than you expected?

BU Field Work Reflective Journal FORMAT

- Section 1:** **Cover Page** (includes contact information for all parties) (1pg.)
Section 2: **Activity Log** (until it is no longer required by coordinator) (1pg.)
Section 3: **Weekly Event Analyses** (analyze one event every two weeks) (1pg.)
Section 4: **Biweekly Learning Summary** (Review progress with Learning Plan Contract/Competencies) (1pg.)

Journal Section 1: Cover Page

Please include the following on your cover page: Date, Name, Agency name and address, Field Instructor's name and Field Coordinator's name.

Journal Section 2: Activity Log

Your first 3 journals of the semester are to include this Activity Log. This is completely different and separate from your Cumulative Hours Log. The purpose of this assignment is to help you focus on individual events and tasks rather than issues and situations. Additionally, this chart provides information to you and your field liaison regarding the kinds of activities you are doing during the day at your placement.

****Please only pick one or two days of the week to record your activities.** For the **TWO** days chosen record each daily activity and the time spent on that project. Then, provide a rating to each activity. The activity ratings are based on your perception of their learning value with a scale of 1 (low) to 10 (high). After reviewing the log in your first few journals your liaison will let you know whether you are to continue keeping a time log or can stop.

Date:	Total Hours:	
Hours Worked:		
Daily Activity	Hours	Rating

Journal Section3: Event Analysis

Analyze one event bi---weekly using the DAC model (description/assessment/contract). The DAC model provides a framework for gathering information, applying understanding to what is occurring, and determining appropriate next steps. Please use this format for your single event analysis. You will analyze one event every two weeks. **This analysis should be 1page.**

Description/Data: (Describe one event that occurred during the biweekly period in detail, including both **objective (facts)** and **subjective (personal reaction)** components.)

Assessment/Understanding: (Apply one or more concepts learned in academic courses to the event. Concepts should be carefully explained; Use APA style to cite textbooks.)

Contract/Plan: (Develop a plan for possible next steps for your learning in this area based on your analysis.)

Journal Section 4: Learning Summary

Describe your progress with your Learning Plan Contract and the CSWE Competencies. Select 2 competencies that you have touched on during this two---week period. Explain activities, which helped you to demonstrate the associated practice behaviors. **This summary should be 1 page**

You must cover ALL 10 competencies over the course of the semester. For each journal, select 2 competencies to address. Be sure to select different competencies with each journal so that you have covered all 10; some competencies will be addressed twice.

[illegible]

COMPETENCY :

COMPETENCY :

Example Journal

**BSW Field Journal Section 1
EXAMPLE
*Cover Page: Field Contact Information***

Entire Journal to be submitted electronically on D2L by the due date.

Date: September 10, 2013

Student Name: Samuel Student

Agency Name: Agency XYZ

Agency Address: 111 Sutton Drive, Nowhereland 18888

Field Instructor's Name: Isabelle Instructor

Field Instructor's Phone and Email: 570-555-5555

Field Coordinator: Dr. Erdley

BSW Field Journal Section 2

EXAMPLE

Activity Log Form

Entire Journal to be submitted electronically on D2L by the due date.

Your first few journals of the semester are to include this Activity Log. This is completely separate from your Hours Log (above).

The purpose of this assignment is to help you focus on individual events and tasks rather than issues and situations. Additionally, this chart provides information to you and your field liaison regarding the kinds of activities you are doing during the day at your placement.

Record each daily activity and the time spent on that project. Then, provide a rating to each activity. The activity ratings are based on your perception of their learning value with a scale of 1 (low) to 10 (high). After reviewing the log in your first few journals your liaison will let you know whether you are to continue keeping a time log or can stop.

<i>Date: February 1, 2012</i>	<i>Total Hours: 7</i>	
<i>Hours Worked: 8:30 am - 4:30 pm</i>		
Daily Activity	Hours	Rating
Home visit with caseworker	2	8
Read article on family preservation	1	6
Unit meeting	1	7
Transport client to and from interview	3	2
Lunch	1	N/A
Total Field Hours (do not count lunch)	7.0	7

BSW Field Journal Section 3

EXAMPLE

Event Analysis

Entire Journal to be submitted electronically on D2L by the due date.

The following is a sample event analysis. The intent of including this is simply to guide you; your analysis does not need to look exactly like this. **This analysis should be 1-2 pages.**

Description (Example)

(Objective) I was accompanying JS, CYA caseworker, and we conducted a home visit at about 2:00 PM. The mother was lying on the couch and appeared to be asleep. Two infant children were in the room with her and the TV was on. The children were on the floor and eating off a plate containing snack food that was covered with ketchup. A cat was licking off the plate as well. Cat litter had been spilled in the corner and was spread around the room. The 5 – 6 year old child who answered the door walked away from us and went to the back room and we could hear him banging around like he was cleaning off the table. JS attempted to rouse Ms. _____ but she continued to sleep in spite of calling her name. When JS spoke to Ms. _____ about our planned appointment for a home visit she denied knowing about it and wanted us to leave. JS said that we needed to talk to her because she had missed her most recent appointment at the office and had not taken her 2 younger children to the doctor's office as she had agreed. Ms. _____ started to give several excuses as to why she had not been compliant in the past month.

(Subjective) I was shocked and sickened to see the conditions of the home. My first reaction was anger and my second was fear of catching something just by being there. One of the babies on the floor appeared to be ill, with bad color and a vacant look in her eyes. The older one was busy with toys and food and appeared not to be interested in us - or who we were. She did watch her mother very closely and appeared to be afraid when their mother yelled at the little one. Ms. _____'s excuses were all plausible at some level but she presented them with such anger and defensiveness that they were hard to believe. My anger and interest in how JS was handling this situation eventually overcame my fear of catching something and I was able to pay attention to the discussion between them.

Assessment (Example)

The concept of systems that we learned about in SOWK 202 helped me to understand this situation. I tried to focus on why I was in the situation, and how many things needed to be done so that this mother could improve the lives of her children. Contacting the landlord about hot water would be one example of intervening in the environment rather than directly with the in Practice I, such as eye contact and personal space and how they important during this visit. I was

able to see signs of depression and knew about Bi-Polar Disorder when I read about her history in the record. I recalled this from the Social Work and Mental Health course.

I also recall from SOWK 102, we read many stories about social workers going into peoples' homes and all the issues that involves. This helped me understand that I was both a guest in her home and a professional with responsibilities and a specific purpose for being there. I have accompanied social workers on other home visits as part of earlier volunteer placements but always felt awkward about not fitting in and feeling like an intruder.

Contract/Plan (Example)

If I was the caseworker for this family, I would continue to make home visits whenever possible and, at the same time, require Ms. _____ to come to the office on a regular basis. I would focus on getting her back on medication for her depression and having a very basic, but very specific, plan for something to do each day. Over time I would hope to build up to 2 or 3 specific things she could "contract" to do each day and I would work with her on developing resources to help with getting these things accomplished. As part of the agency support services I would contact my supervisor about arranging other housing through the section 8 vouchers, or at the very least start working on her landlord to improve housing conditions. At some point I would try to have Ms. _____ start again on the parenting classes at either CYA or another agency in town. There are also support groups that may be able to be of benefit to her and, together, we could explore the various programs available to her.

BSW Field Journal Section 4

EXAMPLE

Biweekly Learning Summary

Entire Journal to be submitted electronically on D2L by the due date.

Describe your progress with your Learning Plan Contract and the CSWE Competencies. Select 2 competencies that you have touched on during this two week period. Explain activities which helped you to demonstrate the associated practice behaviors. **This summary should be 1-2 pages.**

You must cover ALL 10 competencies over the course of the semester. For each journal, select 2 competencies to address. Be sure to select different competencies with each journal so that you have covered all 10; some competencies will be addressed twice.

.....

COMPETENCY 1: *Identify as a professional social worker and conduct oneself accordingly.*

I went to court for the first time this week and am learning how the court process works for reviewing children in foster care. Having observed court before helped but I was really, really nervous about being there “officially.” I was able to have a long discussion with the agency attorney and feel that I was able to make him see the progress Mrs. _____ was making on her reunification plan. The original plan had been to temporarily place her child in foster care but I used my knowledge of the law (from last week’s training) instead of a personal appeal about the child to get a change in what was proposed to the judge.

COMPETENCY 4: *Engage diversity and difference in practice.*

I am learning about the mental health services in Lancaster so I can access them for CYA clients. I have two clients with long term mental health issues and, although I have always been deathly afraid of MH, I have worked very hard to identify similarities in the interventions appropriate to practice in MH and Child Welfare. The differences are clear but approaching them from a “what do I do” perspective has made it possible for me to overcome my fears.

(adapted from Millersville BSW Field Instruction Manual: Retrieved on July 15, 2013)

APPENDIX J
FIELD EDUCATION STUDENT LEARNING PLAN & SAMPLE

Bloomsburg University Social Work Program

BSW Field Education Learning Agreement

(All information needs to be completed)

Student Name	
Address	
Agency Name	
Agency Address	
Agency Field Supervisor (FI) or Task Supervisor (TS)	
Title of FI or TS	
Phone Number of FI or TS	
Email Address of FI or TS	
Name of Field Coordinator or Field Liaison	

Agency Schedule

Day	Monday	Tuesday	Wednesday	Thursday	Friday/Saturday
Hours					

Agency Supervision Schedule

Day of Week _____ Time: _____

Signatures

Student _____ Date _____

Field Instructor/Task Supervisor _____ Date _____

Field Coordinator or Liaison _____ Date _____

Guidelines for the BSW Field Learning Plan

1. The purpose of the Field Education Learning Agreement is to identify the specific learning tasks of the internship as related to the **9 EPAS core competencies and the 32 practice behaviors** as well as the curriculum of the Bachelor's Degree Program of the School of Social Work, Bloomsburg University. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.
2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Field Learning Plan should reflect the required learning for BSW level and term of field placement. The Student submits the plan by the appropriate due date to the Field Liaison and Field Coordinator. **The learning agreement is expected to reflect collaboration between the student, field instructor/task supervisor and the faculty Liaison/coordinator.**
3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.

4. The Student's Field Liaison and Field Coordinator review and approve the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Liaison and the Field Instructor.
5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Liaison
6. The tasks identified on this Field Education Learning Agreement will be evaluated by the field instructor/task supervisor both mid---semester and at the end of the semester to determine the competency level of the student intern.
7. The University Faculty Liaison/or the Field Director will serve as an MSW Instructor/Supervisor whenever the agency instructor/supervisor is not a BSW or MSW.
8. A copy of the Field Learning Plan is placed in the Student's academic folder

BSW Field Learning Plan

Competency #1: Demonstrate Ethical and Professional Behavior (EPAS Competency 2.1.1)

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:

Practice Behaviors (demonstration of..)	As evidenced by... (specific tasks)	Due Dates
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Practice Behaviors (demonstration of..)	As evidenced by... (specific tasks)	Due Dates
makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
uses technology ethically and appropriately to facilitate practice outcomes; and		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
uses supervision and consultation to guide professional judgment and behavior.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Recognize the role and value of leadership in the social work profession and identify the following: personal leadership characteristics, agency culture as it relates to leadership and the impact of leadership on client outcomes.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of

Competency #2: Engage Diversity and Difference in Practice (EPAS Competency 2.1.2)

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:

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
applies and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
presents themselves as learners and engage clients and constituencies as experts of their own experiences; and		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (EPAS Competency 2.1.3)

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:

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
engages in practices that advance social, economic, and environmental justice.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Competency #4: Engage In Practice-informed Research and Research-informed Practice (EPAS Competency 2.1.4).....

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:

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
uses practice experience and theory to inform scientific inquiry and research;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
use and translate research evidence to inform and improve practice, policy, and service delivery.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Competency #5: Engage in Policy Practice (EPAS Competency 2.1.5)

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:



Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
assesses how social welfare and economic policies impact the delivery of and access to social services;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.6)

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:

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.7)

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:

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
collects and organize data, and apply critical thinking to interpret information from clients and constituencies;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
within clients and constituencies; and		
selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.8)

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:

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies; and		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
Facilitate effective transitions and endings that advance mutually agreed-on goals		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.9)

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:

Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
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Practice Behaviors	As evidenced by... (specific tasks)	Due Dates
selects and use appropriate methods for evaluation of outcomes;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
critically analyzes, monitors, and evaluates intervention and program processes and outcomes; and		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester
applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		<input type="checkbox"/> 1 st 4 weeks <input type="checkbox"/> Mid Semester <input type="checkbox"/> End of Semester

BSW Sample Learning Plan Examples of Task and Specific Activities

Competency 1- Demonstrate Ethical and Professional Behavior

Practice Behavior (demonstration of)	As evidenced by... (specific tasks)
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;	<ul style="list-style-type: none"> -Student will identify ethical dilemmas and will identify specific codes for making ethical decisions -Student will define any problems arising from a conflict in ethical codes (NASW, personal, client system, agency -When confronted with an ethical issue, Student will identify the appropriate code that addresses the issue. -Student will maintain agency and client confidentiality. -Student will uphold NASW Code of Ethics, specifically codes as they apply to field education. (will take agency HIPPA and confidentiality training) -Student will discuss ethical dilemmas during supervision and demonstrate initiative in discussing ethical issues in supervision and staff meetings -Student will identify potential strategies to resolve ethical dilemmas and will demonstrate emerging knowledge of ethical decision- making models as observed by FI
uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<ul style="list-style-type: none"> -Student will keep a journal to record reflections. -Student will assess actions with supervisor. -Student will seek feedback and guidance and utilize it appropriately.
demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;	<ul style="list-style-type: none"> -Student will identify self as a student intern when communicating with staff and clients (will wear intern name tag, and identify self as a student at all times) -Student will engage in assigned tasks appropriate for generalist practice (will rotate thru agency depts.. to experience various functions and sw roles) -Student will follow agency dress code and dress appropriately at all times. -Student will treat clients and staff in a respectful and non-judgmental manor and will demonstrate positive relationship-building communication with staff and clients -Student will use clear and understandable language when communicating with staff and clients. -Student will review procedures manual and attend orientation
uses technology ethically and appropriately to facilitate practice outcomes; and	<ul style="list-style-type: none"> -Student will demonstrate awareness of agency policy regarding use of technology and verbalize to FI -Student will use email and phone communication as directed by agency policy -Student will practice healthy boundaries as outlined in agency policies and NASW Code of Ethics

use supervision and consultation to guide professional judgment and behavior. .	<ul style="list-style-type: none"> -Student will be prepared for supervision and will arrive promptly and prepared to engage in weekly supervision. -Student will seek supervision appropriately outside of formal meeting times and will also seek guidance from supervisor when needed
Students recognize the role and value of leadership in the social work profession and are able to identify the following: personal leadership characteristics, agency culture as it relates to leadership and the impact of leadership on client outcomes	<ul style="list-style-type: none"> -Student will demonstrate knowledge of agency culture and the ways in which leadership is used throughout -Student will demonstrate understanding of personal leadership skills and characteristics -Student will integrate leadership practices taught in the social work curriculum in practice and identify how leadership behaviors (collaboration, challenging processes, mentoring, encouragement, providing resources and inspiration) impact job satisfaction, agency culture and client outcomes.

Competency 2- Engage Diversity and Difference in Practice (EPAS 2.1.2)

Practice Behavior	As evidenced by... (specific tasks)
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	<ul style="list-style-type: none"> -Student will be able to describe the impact of culturally diverse factors at all system levels (micro, mezzo, and macro). -Student will demonstrate effective and culturally competent interviewing skills. -Student will identify how agency policies and procedures affect diverse populations eligible for services. -Student will demonstrate cultural sensitivity when working with our diverse population, which will be reflected in strength-based interactions with clients
present themselves as learners and engage clients and constituencies as experts of their own experiences; and	<ul style="list-style-type: none"> -Student will keep a journal to record reflections. -With the direction of the field instructor, student will develop appropriate strategies for managing biases effectively in order to practice without discrimination. -Student will be able to work with clients of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues. -Based on supervisory observation and student reports, S will demonstrate culturally appropriate responsiveness -Student will assess impact of current agency policy and procedures on diverse populations. -Student will design or redesign program's policies and procedures to increase access to and best practices for vulnerable populations. -Based on classroom and field learning, S will identify areas in which agency could improve its responsiveness to minority groups -Student will present suggestions for improvement at staff meeting

<p>apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Student will keep a journal to record reflections.</p> <ul style="list-style-type: none"> -Student will be able to identify personal values, beliefs and assumptions evoked in relation to the demands of the agency setting. -With the direction of the field instructor, student will develop appropriate strategies for managing biases effectively in order to practice without discrimination. -During supervision, S will be able to define her values and assumptions that are challenged by her work in the agency and role play culturally sensitive and effective alternatives
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Competency 3- Advance Human Rights and Social, Economic and Environmental Justice (EPAS 2.1.3)

Practice Behaviors	As evidenced by... (specific tasks)
<p>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p>	<ul style="list-style-type: none"> -Student will be able to identify and describe forms and mechanisms of discrimination and oppression. -Student will be able to identify agency policies and structures that adversely affect client systems. -Student will identify underserved needs of population served by agency.
<p>engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> -Student will assist in the development of a staff training on diversity issues and co-lead a brainstorming session on how agency can improve both internally as well as in its interactions with broader systems to address discriminatory policies and systems -Utilizing client and staff communication, case record document review, and current demographic analyses, S will engage in on-going program needs assessment -Student will report findings at staff/team meetings and assist in the development of program enhancements.

Competency 4- Engage in Practice-Informed Research and Research-Informed Practice (EPAS 2.1.4)

Practice Behaviors	As evidenced by... (specific tasks)
use practice experience and theory to inform scientific inquiry and research;	<ul style="list-style-type: none"> -Student will be able, in consultation with field supervisor, to identify agency problem or issue that needs to be addressed and formulate a problem statement. -Student will be able to identify potential participants and plan to gather data. -Student will be able to discuss the effect of research on agency practice and/or policy. -Student will have access to and review current data and outcome measures -Student will share the research proposal outline with supervisor, begin to develop a potential research project, and outline a data collection plan -Student will be able to verbalize how the research project could benefit the program.
apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	<ul style="list-style-type: none"> -Student will be able to identify various models of assessment and prevention relevant to population served by agency. -Student will be able to compare and contrast models of assessment and prevention. -Student will demonstrate the ability to evaluate the efficacy of assessment and prevention models relative to population served. -Student will be able to identify sources of knowledge (ex. Theoretical, Service Delivery Systems, Evidence- based Practice). -Student will be able to distinguish which sources are relevant to client population served by agency.
use and translate research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> -Student will conduct thorough literature review addressing practice issue. -Student will discuss her/his conclusions with supervisor. -Student will use supervision to discuss the development of her research project and be able to form a study hypothesis -Student will keep supervisor abreast of progress and present findings at staff/team meeting at conclusion of study

Competency 5- Engage in Policy Practice (EPAS 2.1.5)

Practice Behaviors	As evidenced by... (specific tasks)
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<ul style="list-style-type: none"> -Student will describe social policies, laws, practices that impact the client system or delivery of services. -Student will identify key stakeholders. -Student will review state and county legislation on _____ and describe the potential impact on clients -Student will define how the agency partners with local resources in the provision of services -Student will accompany FI to several local forums involving key policy and resource partners
assess how social welfare and economic policies impact the delivery of and access to social services;	<ul style="list-style-type: none"> -Student will describe social policies, laws, practices that impact the client system or delivery of services. -Student will describe services and resources provided by the agency to its client systems.
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<ul style="list-style-type: none"> -Student will describe services and resources provided by the agency to its client systems. -Student will identify and work with key stakeholders. -Student will collaborate with agency to identify tasks to help resolve an identified social problem that is impacted by policy at the agency, community, local, state or federal level -Student will verbalize an understanding of how changes in policy can help clients to overcome an identified social problem

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

Practice Behaviors	As evidenced by... (specific tasks)
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	<ul style="list-style-type: none"> -Student will be able to identify issues related to transitions over the course of the life cycle. -Student will be able to relate social work perspectives and related theories. -Student will be able to complete comprehensive, culturally sensitive, bio-psycho-social-spiritual assessments on clients and client systems. -During supervision and in staff/team meetings, S will elucidate an understanding of client challenges from a life transition perspective -Student will apply learned theories to agency observations and experiences and discuss in supervision -Student will observe staff conducting assessments for 1 month and discuss with task supervisor and field instructor -Student will be able to evaluate environmental impact upon client's presenting concerns. -Student utilizes eco-systems theory to assess and intervene to address client's presenting concerns.
use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ul style="list-style-type: none"> Student will be able to "start where the client is". -Student will be able to establish rapport with the client system. -Student will be able to create and maintain a therapeutic relationship with clients. -Student will demonstrate growing effectiveness in her relationship building and sustaining skills as observed by task supervisor -Student will demonstrate appropriate boundaries and engage in strength-based partnerships with clients as observed by task supervisor

Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.7)

Practice Behaviors	As evidenced by... (specific tasks)
collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<ul style="list-style-type: none"> -Student will be able to gather relevant data in an organized manner. -Student will be aware of, and can appropriately utilize, standardized measurement and diagnostic tools. -Student obtains clients records follow agency policy. -Under supervision, student interprets client data as appropriate. -Student will complete strength-based assessments with at least 4 clients, will secure informed consent to request data from outside sources, and will request this documentation in a timely manner. -At team meetings, S will effectively articulate summaries of her assessments, and auxiliary documentation to assist in the development of a tentative treatment plan for clients.
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;	<ul style="list-style-type: none"> -Through the interviewing process, the student will identify at least three areas of strength. -Through the interviewing process, the student will identify at least three areas of challenge. -Utilizing the 4-quadrant summary assessment, S will identify at least 3 strengths and 3 challenges for at least one of the clients she has been assigned -Student will be able to evaluate environmental impact upon client's presenting concerns. -Student utilizes eco-systems theory to assess and intervene to address client's presenting concerns. -After observation, S will conduct 4 assessments successfully on her own as measured by task supervisor
develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	<ul style="list-style-type: none"> -Student, in concert with client system, will be able to develop clear and timely service goals. -Student will be able to develop measurable objectives designed to meet agreed upon goals. -In partnership with at least one client, S will select an intervention strategy. Documentation of the strategy will include an informed consent form signed by the client that defines the intervention, why it was mutually selected, and a contract that specifies a tentative duration of the treatment -In partnership with at least two clients, S will develop goal plans with measureable outcomes
select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<ul style="list-style-type: none"> -Student will be able to select from an array of intervention strategies. -Student will be able to describe selected intervention and discuss why particular strategy has been chosen. -In partnership with at least one client, S will select an intervention strategy. Documentation of the strategy will include an informed consent form signed by the client that defines the intervention, why it was mutually selected, and a contract that specifies a tentative duration of the treatment

Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.8)

Practice Behaviors	As evidenced by... (specific tasks)
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	<ul style="list-style-type: none"> -Student will be able to implement and continually assess progress towards goal attainment. -Student will be able to revise intervention plan accordingly. -With assigned client, S will review progress on weekly basis. If client shows no improvement, S will, in partnership with client, adjust intervention
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	<ul style="list-style-type: none"> -Using a theoretical framework, student and client work together toward goal attainment. -During supervision, S will describe theory that informs her treatment, and how she has partnered with client in their work together
use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<ul style="list-style-type: none"> -Student identifies ways in which inter-professional team works to ensure 'best practices' for client (client system) -Student demonstrates knowledge regarding roles of inter-professional team and benefits of working in an inter-professional setting
negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	<ul style="list-style-type: none"> Student connects client to appropriate resources and referrals to promote goal attainment. -Student advocates for needed services for client -Student will consult task supervisor when referrals to other agencies are required to assist client -Student will both prepare client for self- advocacy and intervene when necessary (with input from task supervisor).
Facilitate effective transitions and endings that advance mutually agreed-on goals	<ul style="list-style-type: none"> -Student will be able to assess successful goal attainment and plan termination accordingly. -Student will be able to successfully terminate in the helping process. -With client, S will continuously review contract to assess progress toward goal and begin to discuss termination if appropriate -When/if goal is achieved, S will end formal relationship with a follow-up plan in place

Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.9)

Practice Behaviors	As evidenced by... (specific tasks)
select and use appropriate methods for evaluation of outcomes;	<ul style="list-style-type: none"> -Student will identify various approaches to best evaluate outcomes -Student will demonstrate knowledge of evaluation practices -Student will collaborate with FI and FC to identify the best evaluation approach for clients and for their final service-learning project
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<ul style="list-style-type: none"> -Student will demonstrate knowledge of the impact of theory and context on evaluation process -Student will identify variables in the social context that could potentially impact evaluation process or outcomes -Student will demonstrate knowledge of self-determination and various aspects of human behavior on evaluation and outcome measures
critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	<ul style="list-style-type: none"> -Student will be able to continuously evaluate intervention, not only at termination, but throughout process. -Student will be able to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving outcomes. -Student will be able to develop future recommendations for favorable outcome strategies for goal attainment. -With client, S will continuously review contract to assess progress toward goal. -Student will utilize weekly sessions to assist client measure progress toward goal and modify intervention when warranted -Follow-up plan will include strategies to assist client incorporate gains into daily living
apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<ul style="list-style-type: none"> -Student will demonstrate knowledge of impact of findings from service –learning project on all levels of practice -Student will present findings from service learning project to agency and will include application of findings to practice -Student will identify strengths and potential future changes with evaluation process at the agency that could lead to improved outcomes for clients and client systems.

Appendix K: Examples of Measurable Tasks, Activities ad Practice Behaviors

Examples of Measurable Tasks to Achieve Practice Behaviors

I will refer and assist my clients to services from the appropriate local social service agencies relevant to their specific concerns. (*Identify specific concerns and appropriate social service agencies*)

I will reflect on and discuss in my process recordings and in supervision the impact of stressful and emotional situations and how they can impact my professional conduct.

I will continue to learn and develop my vocabulary and professional demeanor by seeking clarification of unknown professional terminology through asking clarifying questions as necessary and appropriate.

I will maintain professional conduct when dealing with stressful and emotional situations within the realm of social work practice. I will develop a self-care plan in order to address stressful and emotional situations.

I will arrive at my internship placement at least 10 minutes prior to my start time and continue to engage in productive work until my agreed upon designated departure time.

I will abide by the agency professional dress code and address any questions regarding the dress code to my field instructor/ task supervisor for clarification.

I will maintain professional roles and boundaries by maintaining individuals' confidentiality when discussing my internship in integrative senior seminar class.

I will utilize weekly supervision to ask questions, discuss concerns, address ethical issues, review progress and future work, and grow in self-awareness.

I will arrive at my weekly supervisory meeting prepared to discuss any cases, concerns, or questions that I may have and engage in discussions with my field instructor/ task supervisor regarding any relevant information about the nature of the work I am asked to perform at my internship agency. As part of this plan I will develop a weekly list of questions and concerns prior to my supervisory meeting.

I will utilize process recordings and activities from the integrative senior seminar class to identify my own biases and values that may align or interfere with my professional role as a social worker.

I will read and refer to the NASW Code of Ethics and the agency policy and procedures manual of my internship agency in order to ensure that I am engaging in appropriate, ethical social work practice as a student intern at my agency.

I will identify ethical dilemmas promptly and engage in a discussion with my field instructor and brainstorm appropriate and reasonable potential problem solving methods.

I will utilize several sources of information including relevant course work materials and current evidence-based practice research and methods when planning to run a group session at my internship agency.

I will document any and all conversations in the client record (chart) as directed by my field instructor/ the agency policies and procedures in a timely fashion and utilizing appropriate professional language and terms.

I will present information from a completed psychosocial assessment to the treatment team in order to

supplement the current information that was received by a previous treatment source.

I will attend the agency training/seminar related to cultural competency and assessment techniques mandated by the internship agency and reflect on my experiences through a process recording and my journal for the integrative senior seminar class.

I will interview other social workers and related social service professional employed at my internship agency and at least three referral agencies to learn about their roles and responsibilities as well as the types of services they provide to clients.

I will critically consider ways in which individuals and families may be oppressed or marginalized due to the new sliding fee scale that was recently implemented at my internship agency and reflect on my thoughts and feelings in my journal for integrative seminar class as well as discuss these thoughts and feelings with my field instructor.

By the end of the internship I will become more aware of the availability of social services for a population of interest to me (*for example abused women*) by securing information from various domestic violence and victims resource agencies in the local community.

I will read two research articles and review training tapes related to the effects of budget cuts to social service agencies in the community serviced by my internship agency.

I will assist my field instructor/ task supervisor with a current research project (*specify the name*) that they have recently initiated to determine client satisfaction with agency services.

I will integrate information from classroom content/learning and my field experiences when meeting with families to identify family concerns and issues and encourage use of family strengths to negate the negative effects of these concerns and issues.

I will work in conjunction with other social work and related social service interns to develop a student intern handbook for my internship agency that reflects all essential information that future interns may need when completing an internship at this agency.

I will utilize the principles of ecological theory (person and environment) and the strengths perspective when completing an intake assessment /interviewing individuals and families that are seeking services from my internship agency.

I will participate in attending lobby day and meet with my local congressman to discuss how current legislation regarding budget cuts affects the clients that are serviced by my internship agency.

I will participate in an informational event (*specify the name*) sponsored by my internship agency to increase awareness about domestic violence and its impact on families.

I will work with other interns at my internship agency to obtain, free informational pamphlets and brochures on relevant topics for our agency clients that can be displayed in the agency waiting room.

I will work with a bi---lingual intern to help add important and relevant information on signs and literature in Spanish to help serve the growing Spanish population that is served at the internship agency.

I will meet with the Executive Director and the Clinical Director at my internship agency to discuss how the changing context of the local community has affected the agency and the services provided at the agency.

I will engage in active listening to learn about clients and their families in order to learn about their daily struggles and achievements and discuss appropriate and relevant interventions that can assist them to lessen their struggles.

I will attend regular weekly treatment team meetings and actively listen to the information exchanged between hospital professionals. I will ask my field instructor for clarification of information as needed and critically reflect on my experiences through my process recordings and journal for integrative senior seminar class.

I will discuss with clients their goals, assist them develop their goals into treatment goals and document these goals on the agency treatment plan form. I will seek supervision from my field instructor to ensure that I have accurately depicted the client goals on the treatment plan.

I will assist my field instructor distribute client surveys and secure feedback from clients related to their experiences with seeking services from my internship agency in order to compile outcome data that can be utilized when developing revisions to agency policy and procedures.

I will discuss with my field instructor/ task supervisor ways in which to prepare for the conclusion of my internship including talking to clients about my departure.

I will research other groups related to domestic violence that are offered in the local area and identify a gap in the services provided in order to further collaborate with agency professional staff to develop a proposal to develop a group that addresses this service gap. I will then, seek out potential funding sources (grants) for which the agency can apply in order to receive funding to provide the services.

Appendix L

Midterm and Final Evaluation of Student Intern Progress & Performance

Bloomsburg University Midterm and Final Competency Field Evaluation

BSW EVALUATION OF THE COMPETENCIES AND PRACTICE BEHAVIORS

Student _____

Field Instructor: _____

Task Supervisor (if appropriate): _____

Agency: _____

University Faculty Liaison: _____

Course: (SWK 497 and 498) Field Work in Social Work

NOTE: This form is available electronically at the Social Work program website

<https://www.bloomu.edu/social---work---field>

Directions: Please use this evaluation to assess the student on the nine competencies and 32 practice behaviors. At the midterm, the student should also use this form for a self- assessment. Submit both the self-assessment and field instructor's assessment to the faculty liaison. At the end of the semester, the field instructor only completes the assessment. For each practice behavior, please complete the scale provided. For each competency, please provide a narrative description as indicated.

Basic Professional Proficiency & Ethical Conduct
Answer Code for Evaluation Items

NA. Not applicable or not enough information to form a judgment.

1. Far Below Expectations - needs much improvement, a concern.
2. Below Expectations – needs some improvement to meet standards.
3. Acceptable – meets standards at average level for interns.
4. Above expectations – performs above average level for interns.

I. Basic Work Requirements

- ___ Arrives on time.
- ___ Uses time effectively.
- ___ Informs supervisor and makes arrangements for absences.
- ___ Reliable, completes requested or assigned tasks on time.
- ___ Completes required total number of hours or days on site.
- ___ Is responsive to norms about clothing, language, etc. on site.

Comments:

II. Ethical Awareness and Conduct

- ___ Knowledge of general ethical guidelines
- ___ Knowledge of ethical guidelines of internship placement
- ___ Demonstrates awareness and sensitivity to ethical issues
- ___ Personal behavior is consistent with ethical guidelines
- ___ Consults with others about ethical issues if necessary

Comments:

BSW FIELD EVALUATION INSTRUMENT
EVALUATION OF THE PROGRAM EDUCATIONAL OBJECTIVES

The BSW program includes three broad goals. The first goal is educational in nature and includes 9 competencies that are integrated throughout the curriculum. The competencies have been formed on the basis of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) of 2015. Each course in the major highlights those competencies that more closely relate to the core purpose. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for practice. Accompanying these competencies are practice behaviors that we expect students to achieve. The competencies are the desired learning result that will demonstrate to program faculty and internship field supervisors the extent to which students are prepared for practice upon graduation. The following ranking chart will be used throughout the assessment to evaluate the student's performance.

Ranking	Expectation
1=Limited Demonstration	The intern has not met the expectations in this area
2= Satisfactory Demonstration	The intern has met the expectations in this area and completes assigned tasks and activities suggesting that they are gaining knowledge and experience.
3=Sophisticated Demonstration	The intern demonstrates the ability to consistently complete tasks and activities with minimal supervision and their initiative and commitment to learn exceeds expectations.

I
N

INSTRUCTIONS

The standard by which an intern is to be compared is that of a beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you rate according to the following scale.

Please circle the number/response that best represents your assessment of the student's performance in the competency area specified. You are encouraged to write comments to expand upon any competency statement as this feedback is especially helpful in grade determination.

IMPORTANT: This form should be typed and the same form saved and used for both the midterm and final evaluations. After completing this form, all parties should keep copies with the faculty liaison providing a signed copy for the student file.

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 interprofessional 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:

<u>Practice Behaviors.</u> Social Workers;	Midterm	Final
make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1 2 3	1 2 3
use reflection,self-care and self- regulation to manage personal values and maintain professionalism in practice situations;	1 2 3	1 2 3
demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1 2 3	1 2 3
use technology ethically and appropriately to facilitate practice outcomes; and	1 2 3	1 2 3
use supervision and consultation to guide professional judgment and behavior.	1 2 3	1 2 3
Students recognize the role and value of leadership in the social work profession and are able to identify the following: personal leadership characteristics,	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm comments		
Final Comments		

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:

<u>Practice Behaviors.</u> Social Workers:	Midterm	Final
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1 2 3	1 2 3
present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1 2 3	1 2 3
apply self-awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm Comments		
Final Comments		

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:

<u>Practice Behaviors.</u> Social Workers;	Midterm	Final
apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1 2 3	1 2 3
engage in practices that advance social, economic, and environmental justice.	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm Comments		
Final Comments		

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:

<u>Practice Behaviors.</u> Social Workers;	Midterm	Final
use practice experience and theory to inform scientific inquiry and research;	1 2 3	1 2 3
apply critical thinking to engage in analysis of quantitative and qualitative research methods and	1 2 3	1 2 3
use and translate research evidence to inform and improve practice, policy, and service delivery.	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm Comments		
Final Comments		

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:

<u>Practice Behaviors.</u> Social Workers;	Midterm	Final
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1 2 3	1 2 3
assess how social welfare and economic policies impact the delivery of and access to social services;	1 2 3	1 2 3
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm Comments		
Final Comments		

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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

<u>Practice Behaviors.</u>	Midterm	Final
Social Workers;		
apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	1 2 3	1 2 3
use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm Comments		
Final Comments		

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. Social workers:

<u>Practice Behaviors.</u> Social Workers;	Midterm	Final
collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1 2 3	1 2 3
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;	1 2 3	1 2 3
develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1 2 3	1 2 3
select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm Comments		
Final Comments		

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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

<u>Practice Behaviors.</u> Social Workers:	Midterm	Final
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1 2 3	1 2 3
apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1 2 3	1 2 3
use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 2 3	1 2 3
negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1 2 3	1 2 3
Facilitate effective transitions and endings that advance mutually agreed-on goals	1 2 3	1 2 3
Overall Ranking	1 2 3	1 2 3
Midterm Comments		
Final Comments		

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:

<u>Practice Behaviors.</u> Social Workers;	Midterm			Final		
select and use appropriate methods for evaluation of outcomes;	1	2	3	1	2	3
apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	1	2	3	1	2	3
critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1	2	3	1	2	3
apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	1	2	3
Overall Ranking	1	2	3	1	2	3
Midterm Comments						
Final Comments						

Midterm

Signature of Field Instructor: _____ Date: _____

_____ I agree with the evaluation

_____ I do not agree with the evaluation

My field instructor and faculty liaison or Field Coordinator/Director have discussed this evaluation with me, and I have received a copy.

Signature of Student:

_____ Date: _____

Faculty Liaison/Field Coordinator Signature:

_____ Date: _____

AS PART OF THE MIDTERM EVALUATION: Please check one of the following:

_____ This student has excelled in field placement by performing above expectations for interns. If an appropriate position for a beginning level social worker were open at this agency, this intern would be considered among the top candidates for this position.

_____ This student has met the expectations of the field placement. The student is ready for beginning level social work practice.

_____ This student is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance as documented in this report.

Comments:

Final

Signature of Field Instructor: _____ Date: _____

_____ I agree with the evaluation

_____ I do not agree with the evaluation

My field instructor and faculty liaison or Field Coordinator/Director have discussed this evaluation with me, and I have received a copy.

Signature of Student:

_____ Date: _____

Faculty Liaison/Field Coordinator Signature:

_____ Date: _____

AS PART OF THE FINAL EVALUATION: Please check one of the following:

_____ This student has excelled in field placement by performing above expectations for interns. If an appropriate position for a beginning level social worker were open at this agency, this intern would be considered among the top candidates for this position.

_____ This student has met the expectations of the field placement. The student is ready for beginning level social work practice.

_____ This student is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance as documented in this report.

Comments:

Appendix M
Liaison/Field Coordinator Mid-Semester Report

**Bloomsburg University Social Work Program
Liaison Mid-Semester Report**

(Submit to the Coordinator of Field Education one week after the mid-semester evaluations are due)

Name of Intern	# of Process Recordings	# of Hours Completed	Mid- Semester Evaluation (satisfactory or unsatisfactory)	Comments/ Concerns

Field Liaison

Date Submitted

Appendix N

Workshop/ Training Student Intern Approval Form

Bloomsburg University Social Work Program Seminar/Workshop Student Intern Approval Form

There may be seminars/workshops conducted outside of your internship agency that are relevant to your work at your internship agency that you would like to attend. In order for these seminars/workshops to be counted as field internship hours, the student intern must obtain the approval of their field instructor, liaison, and Coordinator of Field Education.

In addition to completing this form, the student intern must also submit a copy of the seminar/workshop agenda, brochure, flyer and attached it to this form.

Initially, the student interns will need to discuss with their field instructor/ task supervisor the relevance of this seminar/ workshop to their work as an intern at their internship agency and obtain the signature of their field instructor/ task supervisor and then give this form to their liaison for review and approval. Once the liaison has reviewed the information and if he/she feels this is a valuable learning experience, this form and information related to the seminar/workshop will be given to the Coordinator of Field Education. Once the Coordinator of Field Education reviews the form and grants approval the original form will be kept in the student's field file, and a copy of the approval will be given to the student to keep for their records.

Due to the timeliness of this approval, the student intern is asked to submit any requests for seminars/workshops to be considered for field internship hours to be submitted at least 2 weeks prior to the seminar/workshop.

If attendance at the seminar/ workshop is denied, then the student will be given an explanation by whomever denied the approval as to the reason(s) for the denial.

Bloomsburg University Social Work Program
Seminar/Workshop Student Intern Approval Form
(please attach seminar brochure, flyer or narrative)

Student Intern: _____

Proposed Title of Seminar/ Workshop: _____

Date of Request: _____

Reason for Request: (please specify why you feel attendance at this seminar will enhance your learning)

My signature below indicates that I support the above named student intern to attend the above mentioned seminar/ workshop, and I agree that this seminar will be a valuable learning experience and that the time spent at this seminar/workshop should count toward toward the student intern's hours.

Field Instructor/ Task Supervisor	Date
-----------------------------------	------

Field Liaison	Date
---------------	------

Coordinator of Field Education	Date
--------------------------------	------

Request denied because:

Appendix 0

Missed Internship Hours & Plan Form

**Bloomsburg University Social Work Program
Missed Internship Hours & Plan/ Form**

Student Intern: _____

Time Frame of Missed Internship Hours: _____

Reason for Missed Internship Hours: _____

Please identify below the specific plan to make up the missed hours at your internship and obtain the necessary signatures on this plan.

Student Intern	Date
----------------	------

Field Instructor/ Task Supervisor	Date
-----------------------------------	------

Field Liaison	Date
---------------	------

Coordinator of Field Education	Date
--------------------------------	------

Appendix P

Field Education Incident Report

Bloomsburg University Social Work Program Field Education Incident Report

The attached incident report form should be used whenever a safety or ethical concern arises affecting the student intern. A student intern, agency task supervisor/field instructor or the field liaison can complete this form. **If this form is completed by the student intern, task supervisor, or the field instructor, then the form should be handed in to the field liaison for review, comments, and signature prior to submission of this form to the Coordinator of Field Education.**

A **safety incident** is any occurrence that involves an individual's physical or emotional safety in the course of conducting his/her duties and responsibilities in the field.

Ethical concerns involve any occurrence(s) that are not in accordance with the practice procedures set forth by the NASW Code of Ethics, Bloomsburg University, the host internship agency policy and procedures, and any other governing policy for the social work profession.

This form should be completed and forwarded to the Coordinator of Field Education for follow-up within one week of the incident/concern.

Reported by: _____

Date: _____

Date/ Time Incident Occurred: _____

Place of Occurrence: _____

Student Intern Name: _____

Name of Agency: _____

Address of Agency: _____

Phone Number of Agency: _____

Task Supervisor (if applicable) : _____

Field Supervisor: _____

Field Liaison: _____

Other persons/ witnesses involved: (if applicable)

Name: _____ **Phone:** _____

Name: _____ **Phone:** _____

Details of Incident: Please provide a detailed narrative related to the safety/ethical concern and any actions that were taken. Please make sure to sign your name and date after your narrative description of the safety or ethical concern.

This section to be completed by the Field Education Department:

This report was received on _____ y _____ Name _____ Title _____
Describe any and all actions taken.

Outcome and Plan:

Reviewed by the Coordinator of Field Education on: _____

Signature of the Coordinator of Field Education

Reviewed this Incident Report with: _____ **Dr. Shane Jaynes, Social Work Program Director**

**Chair, Sociology, Criminal Justice, &
Social Work Department**

_____ **Dr. James Brown, Dean, College of Liberal Arts**

_____ **Other (please specify)** _____

Additional Comments:

Appendix Q

Field Review Request Form

**Bloomsburg University Social Work Program
Field Review Request**

Student Intern: _____

Field Review Requested by:

- ___ Student Intern
- ___ Field Instructor/ Task Supervisor
- ___ Field Liaison
- ___ Coordinator of Field Education
- ___ Director of Social Work Program

Please identify the reason or concern related to the request for a field review below:

Signature of Person Requesting the Review

Date

___ Request Received on _____

___ Request Reviewed by: _____

Scheduled Date of Field Review: _____

(all parties will be notified of the scheduled date of the field review by e- mail)

Appendix R
Field Review Plan Form

**Bloomsburg University Social Work Program
Field Review Plan**

Student Intern: _____

Date of Field Review: _____

Field Review Attendees: ___ Dr. Shane Jaynes
 ___ Director of Field Education:
 ___ Field Liaison:
 ___ Student Intern:
 ___ Field Instructor:
 ___ Other (please specify)

Summary of Field Review:

Plan:

Form completed by: _____

Comments:

Appendix S

Pre-Internship Interview Guide

Student Internship Interview Guide

Bloomsburg University of Pennsylvania

Prior to the internship the student should do the following:

Investigate the goals and mission of the potential agency (review website, pamphlets and speak to other students who have completed their internship at the agency). Be clear about what your expectations are of your internship and of the agency (Are you interested in the following? Client contact, a variety of experiences, additional training outside of the agency, non-traditional hours etc.)

The internship interview should cover the following:

- A review of the Bloomsburg University Social Work Field Education requirements
- Initial forms that need to be completed and provided for the internship
- Goals and expectations of student and agency

Use this guide to ensure you cover all the important aspects of your internship

- 1- Provide information about why you are interested in the agency
- 2- Ask the agency questions about the following:
 - a. Mission and History (How long has the agency been operating and has it changed over time due to funding or other factors?)
 - b. Culture of Agency (How do staff get along and how is leadership structured? Are the staff social workers or are there a variety of disciplines represented at the agency?)
 - c. What programs are offered? (You should know some of this already from your pre-review of the program)
 - d. Population served
- 3- Ask the agency what they expect of you and overall of social work interns
- 4- Provide the agency with information about the social work program requirements including the following:
 - a. Professional Profile and Agency Agreement Form
 - b. Job/Internship Description
 - c. 400 hour time requirement including dates of internship
 - d. Weekly supervision from BSW/MSW or regular contact with a Task Supervisor if student receives weekly supervision from BU Faculty
 - e. Collaboration on development of field learning plan
 - f. Completion of mid-term and final student evaluation
 - g. Access to the BU social work field education website as an additional resource that provides access to the field manual and other resources
 - h. The need for an Affiliation Agreement if one does not exist
- 5- Be sure to leave the interview with a clear understanding of the agency and knowledge of if the agency will be a “good fit” for you and the agency. Make sure the Professional Profile and Agency Agreement form are completed or discuss when the interviewer can complete and get the form to you along with the job description.

Appendix T
Bloomsburg University Student Internship Checklist

Bloomsburg University Student Internship Checklist		
Step	Description	Due Date
Step 1	Successful Completion of all social work prerequisite courses Successful Completion of 80 Hour Introductory Practice Experience as evidenced by personal and academic achievement. Student's must demonstrate a minimum GPA of 2.2	Fall/Spring Semester of Senior Year
Step 2	Attend Introduction to Field Education Orientation meeting	Fall/Spring Semester of Senior Year (Held during 1 st three weeks of Policy Class)
Step 3	*Complete Curriculum Vitae (CV) *Complete Social Work Internship Screening Questionnaire (See Appendix A and C of Field Manual)	Early Fall/Spring Semester of Senior year (Semester preceding internship)
Step 4	Appointment with the Field Director and/or Field Liaison and review of interview process and interview question guide (See Appendix T of FM)	Early Fall/Spring Semester of Senior year (Semester preceding internship)
Step 5	Interview with prospective agency. Take on interview the following <ul style="list-style-type: none"> CV and copy of clearances to interview Agency Professional Profile & Agency Response Form (See Appendix B of Field Manual). 	Student should begin interviewing within the first two months of the semester preceding their internship.
Step 6	Field Coordinator will collaborate with student and prospective agency regarding potential placement and confirm placement and agreement of agency to sign a BU Affiliation Agreement (AA) and an internship job description if one does not exist.	No later than the final class in the semester preceding the internship
Step 7	Social Work Field Clearances and Liability Insurance (It is suggested that you confirm clearances upon interview and have applications processed no later than the month before finals.)	No later than the final class in the semester preceding the internship
Step 8	Student Completes Electronic University Application for Internship (Form 509) available on the BU Professional U website (must have job internship description to complete the online form)	No later than the final class in the semester preceding the internship
Step 9	STUDENTS WILL BE UNABLE TO BEGIN THEIR INTERNSHIPS UNTIL ALL PAPERWORK INCLUDING CLEARANCES AND STUDENT LIABILITY INSURANCE ARE GIVEN TO THE FIELD COORDINATOR	No later than the day preceding student's first day of their internship