

Bachelor of Social Work Program



Field Handbook

Contents

Field Education	3
The Signature Pedagogy of Social Work	3
Glossary of Field Terminology	4
Learning Experiences in Field: Generalist Practice	4
Roles and Responsibilities	5
Field Agency.....	5
Brescia University.....	6
Students.....	7
Field Instructors	7
Task Supervisors.....	9
Director of Field Education	9
Field Liaisons.....	10
Agency Assignments	11
Selection of Agencies and Field Instructors.....	11
Admission to Field.....	12
Student Orientation to Field Education.....	12
Reassignment – Termination Procedures.....	12
Field Placements in a Student’s Employing Agency	13
Criteria for Successful Completion of Field.....	14
Monitoring Students	14
Field 1/Seminar.....	14
Field 2/ Seminar.....	15
Clock-Hour Requirements	15
Travel Reimbursement.....	16
Transporting Agency Clients	16
Professionalism.....	17
Professional Liability Insurance.....	17
Student Accountability and Professional Behavior.....	17
Scholarly Learning.....	17
Field Instructor’s Evaluation.....	48
Student Evaluation of Field Practicum	49
Student Request for Agency Reassignment	50

Field Education

The Signature Pedagogy of Social Work

The importance of the field instruction component in the social work curriculum is reflected in the Council of Social Work Education's 2015 Educational Policy and Accreditation Standards. Field education is the signature pedagogy for social work and the manner in which future practitioners are educated and socialized to the profession.

Field instruction is an element of the formal curriculum that teaches future social workers to think, to reflect, and to act ethically and with integrity. The field placement provides opportunities for generalist and specialized practice opportunities that allow students to apply theoretical and content knowledge that they learn in the online classroom setting.

Classroom instruction and the Field Practicum are interrelated and hold equal importance in the preparation of professional social workers. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria that measure performance of the operationalized social work competencies. The courses Field 1 and Field 2 are taken in successive semesters in the same agency. Exceptions to this are extremely rare, and must receive special approval from the Director of Field Education.

The program requires field education, focusing on generalist practice skills, to total 450 clock hours (170 hours in Field I and 280 hours in Field 2). In addition to clock hours spent in an agency, each Field course requires participation in a concurrent weekly seminar. Field instruction allows the student to integrate the "knowing" and "doing" of professional practice. The seminars provide a setting where students discuss ideas and professional concerns, seek information from peers and program faculty, provide a forum for class-field learning integration, and offer the opportunity to process the frustrations, questions, and challenges of daily practice. Ethical decision-making is processed and discussed, and continuing education and growth is fostered by discussion.

Glossary of Field Terminology

Director of Field Education: The Director of Field Education provides overall management of the Field Education component of the Program. The Director of Field Education, along with the Program Director, approves all Field placements. The Director of Field Education serves as the nexus between the student, the Field Agency, the Field Instructor, and Field Liaison.

Field Instructor: The Field Instructor is a social worker who holds Masters of Social Work Degree from a CSWE accredited program and who will supervise the field student's practicum. The Field Instructor provides a minimum of two hours per week of direct supervision/consultation. The Field Instructor will be on-site at the Field Agency.

Field Liaison: Field Liaisons are Brescia University faculty assigned to teach the weekly seminar component of Field Education. Field Liaisons ensure that the student's internship experiences are educational and meet established learning objectives by integrating curriculum content and student activities within the Field Agency. Field Liaisons oversee the student's progress in connecting CSWE competencies and skill development through discussion, assignments, and evaluation of the student's progress. Field Liaisons are responsible for assigning a grade for the course.

Task Supervisor: In rare and pre-approved instances, a Task Supervisor may be used in the event a Field Agency does not have a social worker on staff who meets CSWE education and/or practice experience requirements for Field Instructors. Task Supervisors are Field Agency employees who work in conjunction with an outside Social Worker, who provides Field instruction. Task Supervisors maintain regular contact with the Field Instructor in arranging activities and monitoring a student's progress in the Field Placement.

Field Placement/Internship/Practicum: The Field Placement or Internship is an integral part of the social work student's formal education requirements, consisting of an ongoing work assignment at an agency or organization providing services, and which allows the student to apply social work theory, values, ethics, and competencies to practice. The Field Placement is directly supervised by the Field Instructor.

Field Seminar: Field Seminar is the academic component of the social work student's Field education. In addition to the Field Placement/Internship, students are required to attend the weekly Field Seminar online class, which is designed to integrate curriculum content with direct practice knowledge and experiences.

Learning Plan (sometimes referred to as the Learning Contract): Similar to a treatment plan or service plan commonly used at social service agencies, the learning plan is just that: a plan for what experiences the student will engage in to achieve Student Learning Outcomes.

Learning Experiences in Field: Generalist Practice

The field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. All Generalist Practice field placements provide students with the following learning experiences:

- a. Opportunities to learn and practice generalist social work, including micro, mezzo, and macro approaches grounded in a person-in-environment framework, using critical thinking at all levels and a range of empirically-supported interventions.
- b. Regular weekly supervision to discuss the integration and application of classroom learning and to maintain ethical practices.
- c. Timely orientation and observational experiences so that students may move quickly into supervised direct service responsibilities.
- d. Opportunities to participate in the problem-solving or planned change process over time so they can experience the process of engagement, assessment, intervention, and evaluation.
- e. Opportunities to work with and on behalf of clients from marginalized populations and advocate for human rights, social, economic and/or environmental justice.
- f. Encouragement to identify and address the impact of context on professional practice.
- g. An environment in which to engage in critical reflection upon their practice and the development of a professional identity as a social worker.
- h. Supervision that emphasizes and supports ways to build on strengths, resiliencies, and the unique gifts of all human beings in ways that promote their well-being.
- i. Encouragement and support to engage diversity and build cultural competence.

NASW. (n.d.). Clinical social work. Retrieved from <https://www.socialworkers.org/practice/clinical-social-work>

Roles and Responsibilities

The importance of an appropriate field setting cannot be overemphasized as it is in this context that a student seeks to fulfill experiential learning needs, and develop practice skills. Without the partnership of the Field Agency, the social work program would be unable to meet its educational goals and fulfill its mission.

Field Agency

The Field Agency in which the student is placed and Brescia University become partners in preparing students for professional generalist and advanced generalist social work practice. The Field Agency provides the student with the opportunity to apply the knowledge, test the theory, and practice the skills learned in the classroom.

An agency is expected to

- Have a well-established and well-organized service delivery system. Within this system, the student will be expected to fulfill responsibilities appropriate to the experience.

- Recognize the importance of the field instruction process and make arrangements for the Field Instructor to provide the student with consultation. The Field Instructor should allow for a minimum of two hours per week in scheduled consultation on issues related to the field practicum.
- Select field instructors who meet the CSWE accreditation criteria and can satisfactorily perform the responsibilities of field instructor.
- Provide a safe workspace, the educational support necessary for student learning, and the supplies and physical space needed to carry out assigned tasks.

Brescia University

The University is expected to

- Provide practicum agencies with the policies that describe the objectives, content, policies, and procedures of the field education program.
- Support the Field Agency in its efforts to provide educationally-directed field experiences.
- Provide orientation, training, and consultation to field instructors and other appropriate field agency staff about field education.
- Provide field agencies with information about each prospective student's interests and related work/volunteer experiences.
- Collaborate with practicum agencies on decisions about student placements.
- Maintain ultimate responsibility for the administration of field education, including decisions which will affect the progress of the student such as grades, credits, and field hours in the agency.
- Provide a designated member of the faculty to serve as Field Liaison for each student placement.
- Establish policy and procedures to resolve student, field instructor, agency, or faculty field instructors' disagreements.
- Verify that students have liability insurance coverage.

Students

Students are expected to

- Find a suitable agency in the student's community that is able and willing to meet the requirements of the program.
- Work with the agency Field Instructor and Field Liaison to develop and follow a Learning Contract that meets the educational needs of the student.
- Develop an agenda for regular supervisory conferences.
- Notify the faculty Field Liaisons as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between students and Field Instructors.
- Maintain a learner attitude, being open to new information, approaches, and ideas.
- Follow the NASW Code of Ethics.
- Bring experiences from Field to the Seminar for discussion, protecting the confidentiality of clients.
- Master the technology used by the agency.
- Follow the policies and procedures of the agency and conform to agency norms.
- Maintain student liability insurance.
- At the end of the practicum, fill out a questionnaire regarding the student experience at the agency assigned. [Continued use of approved agencies/Field Instructors is dependent on the agencies' ability to meet the educational needs of the field practicum students.]
- Students are *not* expected to pay a fee to receive supervision from a Field Instructor. Students who are asked to do so are urged to contact Brescia's Director of Field Education.

Field Instructors

Field Instructors work at agencies and are responsible for the field experiences of students who are placed in those agencies. Field Instructors are primarily responsible for providing the educational experiences and feedback that build competence and socialize students to the

profession. It is recognized that Field Instructors offer their time and expertise to support their profession and prepare new practitioners.

Field Instructors are expected to

- Provide to the Brescia University Director of Field Education their resume, reflecting their education and work experience. They are also asked to review field training and orientation materials, which will be provided by Brescia University.
- Hold a CSWE-accredited master or bachelor of social work degree *and* have at least 2 years social work practice experience. In rare cases where a social worker with these credentials is unavailable, alternative supervision arrangements may be made using both a Task Supervisor within the agency and a qualified Field Instructor external to the agency.
- Meet with the Field Liaison at periodic intervals to discuss practicum assignments and student performance.
- Initiate consultation with the Field Liaisons as soon as possible if either the student, Field Instructor, or Agency experience difficulties that may interfere with the student's placement.
- Participate in school-sponsored trainings, meetings, or online resources as needed.
- Orient the student to the practicum, including introduction to staff, the facility, office procedures, information management systems, agency mission, funding, organizational chart, services provided by the agency, client demographics, practice methods, the agency's place in the social service network, and policies and procedures related to safety.
- Provide the student with ongoing evaluation and feedback of his or her practice.
- Create an environment in which the student feels safe to explore and learn.
- Act as a role model to the student.
- Collaborate with the student and Field Liaison to develop a Learning Contract that will help the student integrate classroom knowledge with the field experience.
- Assign readings, process recordings, or other learning assignments as needed and as appropriate.
- Hold the student accountable to the NASW Code of Ethics.

Task Supervisors

Task Supervisors are employed by the agency, may or may not have a degree in Social Work, and are responsible for supervising the student's day-to-day activities. All agencies will not necessarily use a task supervisor. Occasionally, after prior approval, a student may be placed in an agency that is unable to provide onsite social work supervision. In such cases, the agency and the Director of Field Education will work together to locate a qualified social worker to provide off-site instruction and supervision. This person will be the official "Field Instructor." The Task Supervisor is an employee of the agency and provides task supervision.

The Task Supervisor is expected to

- Participate with the student, Field Instructor, and Field Liaison in developing the student's learning contract.
- Supervise, monitor, and evaluate the student's performance on assignments.
- Help the student in understanding the agency's structure, mission, goals, services, policies, and procedures.
- Identify and provide resources within the agency to help the student complete assignments specified in the learning contract.
- Aid the student in problem solving.
- Help the student to understand the culture and political structure of the agency, including relationships with colleagues, staff, and other professionals.
- Provide ongoing feedback to the student, and periodic feedback to the Field Instructor and Field Liaison.

Director of Field Education

The Director of Field Education is expected to

- Approve all agency field placements. Approval is dependent upon the agency's willingness to accept students and to provide the necessary opportunities and experiences for achieving the educational outcomes of the program. The Director of Field Education will
- Provide assistance and consultation on issues related to the field practicum.
- Take a lead role in developing, reviewing, and evaluating all components of the field education curriculum.
- Approve Field Instructors and Task Supervisors.

- Provide orientation and training materials to Field Instructors and Task Supervisors.
- Resolve problems that affect field education of students.
- Provide guidance as needed that helps students to successfully complete field education.

Field Liaisons

Field Liaisons are faculty employed by the University who teach the Field Seminar. Field Liaisons are expected to

- Maintain contact with the Field Instructor through conference calls, synchronous face-to-face meetings, e-mails, and mid-term and the end-of-semester evaluations. In the event a problem should arise requiring the Field Liaison's attention, additional agency contact via emails and conference calls will occur.
- Evaluate the student's performance in the practicum and assigns grades, in collaboration with the field instructor and the student.
- Inform and consult with the Director of Field Education about field-related problems that may require intervention.
- Help the student to make connections between classroom knowledge and its application in the field experience.
- Facilitate student peer support, sharing, peer consultation, and analysis of practicum experiences.
- Act as a role model to promote professional, ethical practice.

Agency Assignments

Selection of Agencies and Field Instructors

Students are responsible for procuring appropriate field agency settings with qualified Field Instructors for the field practicum requirement. When selecting possible field agencies, students should take into consideration the learning opportunities available within the agency and how those learning opportunities fit within their desired professional goals. Following are criteria for selection of field agencies:

1. The field agency must have a solid commitment on the part of the administrator and Field Instructor to provide professional learning opportunities in partnership with the Brescia University BSW program.
2. The field agency must be willing to designate a qualified Field Instructor and allow for a minimum of 2 hours per week of direct supervision/consultation.
3. The field agency must provide services within the scope of professional social work.
4. The field agency must accept students without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability, or genetic information.
5. The field agency must allow students to actively participate in the overall agency programs and activities where appropriate and conducive to the student's learning experience.
6. Field Instructors and Task Supervisors must have no current or previous social or familial relationship with the student or other conflicts of interest that pose a risk of exploitation or harm to the student.
7. The field agency supports the NASW Code of Ethics.

As a condition of accepting students into the agency for the field experience, the Agency Administrator will review and sign the Memorandum of Agreement, as will the Director of Field Education and the Vice President for Academic Affairs (VPAA)/Academic Dean of Brescia University.

At the mid-term and final evaluation meeting between the student, Field Instructor and Field Liaison, the student is given an opportunity to discuss any pertinent issues regarding the field placement learning experience. An openness for constructive criticism is encouraged by both the agency Field Instructor and the Field Liaison.

Admission to Field

Prior to formal admittance to Field, practicum students must provide verification of individual student/professional liability insurance coverage in effect during the time of field practicum. A student will not be allowed to begin participating in field practicum at an agency until proof is submitted to the Director of Field Education. The following documentation must be provided to the Director of Field Education before any placement will be approved:

1. Application to Field/Agency Information Sheet/Acknowledgement Form.
2. Proof of professional liability insurance.
3. Proof of membership in a professional social work organization (NASW, NAACSW, Etc.)

Student Orientation to Field Education

Students must complete the Field Orientation modules in SW304, Practice I (in Moodle), prior to applying for Field. The orientation modules will include topics such as NASW Code of Ethics, the process for resolving conflicts, documentation requirements, etc. The Field Instructor is responsible for orienting the student to the agency. Field Instructors are encouraged to use the Orientation Checklist to guide their activities.

Reassignment – Termination Procedures

In the event that the need for reassignment arises after the student is in placement, the outcome will depend upon the nature of the problem. If the agency is unable to continue to offer educational opportunities and the student is doing acceptable work, the Director of Field Education may approve an alternate reassignment as quickly as possible.

If the student is asked to leave the agency, the agency Field Instructor is requested to state in writing the reasons for the termination after discussing with the Director of Field Education and the student. The decision by the agency to terminate a student is final. If the student wishes to pursue a reassignment, he or she must submit in writing a request for reassignment and will be asked to address the concerns of the terminating agency. The “Request for Re-Assignment” form is found in the appendices. The Director of Field Education will convene with the BSW Program Director and the student’s advisor (or one other faculty member to make a total of 3 people) to review the request for reassignment and assess readiness for reassignment. If the student does not concur with the decision of the committee, the student can appeal as specified in the Brescia University Student Handbook. In all cases, reassignment is contingent on the availability of an appropriate placement. We hope the use of this procedure will be rare and that regular communication between parties will usually facilitate problem-resolution.

Students requesting reassignment for reasons other than those addressed above must submit their request in writing, and the request will be reviewed by the above committee. Students are to submit reassignment requests only after serious consideration. Reassignments are not granted

without helping the student to address the problem using the chain of command at the agency. In addition, any reassignment is contingent on the availability of an appropriate substitute placement.

Unsatisfactory progress in the program is defined as:

- Earning a D, or F in any course
- Earning a GPA below 3.0
- Not demonstrating social work competencies, as defined by CSWE.
- Violation of the NASW Code of Ethics

Dismissal: Consideration of dismissal is warranted if the student fails a course three times, does not demonstrate professional competence, or violates the NASW Code of Ethics. If any of these occur in the student's final semester in the program, the student may not graduate from the program.

Reasons for termination from Social Work Field Education and/or the Social Work Program, other than the above mentioned, may be found in the BSW Program Manual.

Field Placements in a Student's Employing Agency

When assigning a student to a field practicum, the primary consideration is whether or not the opportunity to meet the learning objectives of the field component is present. Additionally, the importance of ensuring that each student has a wide range of new professional learning experiences and responsibilities is a vital concern. This is especially a concern when a student wishes to be placed in an agency in which the student is currently employed. The following criteria must be met for this circumstance:

1. New Learning Experiences

The student's time must be spent in new learning experiences other than those required for employment. The learning activities in the field placement must be distinctly separate from the student's responsibilities as an employee.

2. Distinctly separate hours from employment

Students must be willing to put in the additional time to meet the educational requirements for field practicum. The hours students spent in the field placement and the hours spent in employment must be distinctly separate.

3. Different supervisors.

The employing agency must be willing to provide supervision of those learning experiences needed to fulfill the requirements of field practicum. The supervisor for the field placement must be different than the employment supervisor. This supervisor must be a social worker with a master's degree and at least two years of social work practice experience.

4. The student must submit an On Job Practicum Application form (pg. 22), and present a written proposal to the Director of Field Education for approval. The proposal must include plans for and verifications of how the three criteria above will be met. It must be signed and dated by the student, agency supervisor and potential social work practicum supervisor.
5. A student may not use activities from employment to count toward the required field hours or satisfy the requirements of the Learning Contract.

Criteria for Successful Completion of Field

Monitoring Students

Evaluation should be an on-going part of the field practicum. The Field Instructor and Field Liaisons should keep the student informed of his/her progress through student conferences and supervision sessions.

Agency Field Instructors are expected to meet with the student on a weekly basis for a minimum of two hours per week. The Field Instructor monitors the student's progress regarding the learning objectives set by the student and Field Instructor, answers questions related to the field practicum, and discusses with the student any issues that may arise regarding the field practicum. Field Instructors/students are encouraged to contact the Director of Field Education should problems arise that require assistance. The Field Instructor evaluates the student at mid-term and at the end of the semester. The evaluations are shared with the student and with the Field Liaison. The purpose of the formal evaluations is to examine the student's strengths and weaknesses, accomplishments, and the student's performance and growth regarding the learning objectives. A grade of pass or fail is determined by the Field Liaison, based on the student's performance in the field practicum, in the field seminar, and written assignments. All forms are found within the appendices.

Each student shall keep an accurate record of the time spent in the agency by keeping an activity log as well as filling out a weekly time sheet. The student must sign and date each time sheet before it is turned in. The student's attendance at the agency, according to the schedule worked out with the Field Instructor, is the unequivocal responsibility of the student.

Field 1/Seminar

Criteria for Admission to Field. Even though a student has registered for Field 1/Seminar, he or she may not begin hours in Field unless they have completed the required orientation modules in Practice I (in Moodle).

To pass Field 1/Seminar

- Complete all assigned Learning Tasks per the Learning Contract.
 - A rating of 1 or 2 will result in a warning slip being issued.
- Complete assigned tasks in Seminar by due date.
- Complete 170 clock hours.

Any of the following will result in a failing grade for Field 1/Seminar:

1. Rating of 1 in 100% of tasks on the Learning Contract for any one Competency
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late
4. Completing less than 170 clock hours

Field 2/ Seminar

Students must pass Field 1 to proceed to Field 2.

To pass Field 2/Seminar

- Complete all assigned Learning Tasks per the Learning Contract with a rating of 3 or above.
- Complete assigned tasks in Seminar by due date.
- Complete 280 clock hours.

Any of the following will result in a failing grade for Field 2/Seminar:

1. Rating of 1 for any task in the Learning Contract
2. Any seminar assignments are not completed
3. 25% or more of assignments are turned in late
4. Completing less than 280 clock hours

***Please note that students who cannot pass a criminal record check in a Field Agency may not be able to pass the field component for the Social Work degree. It may be difficult for a student with a criminal record to obtain a field practicum placement. Students are encouraged to disclose this information at the time of admission to the program. Students who cannot complete the field education requirements will not receive the BSW degree.

Clock-Hour Requirements

Field 1: 170 hours in Semester 1 (generalist)

Field 2: 280 hours in Semester 2 (generalist)

The hours required in each semester are not negotiable. When developing a work schedule with the Field Instructor, students should be aware that life events and illness sometimes interfere, and to plan accordingly to give the student time to make up any hours at the end of the semester.

Students may not do a block placement in which the bulk of hours are completed in a very short time span. Field hours may not be completed before the semester begins or after it ends. Field placements may not be done in the summer.

Travel Reimbursement

The University does not provide any travel reimbursement for students traveling to their field practicum assignments. However, some agencies reimburse students for any agency related travel. If they do not, students are responsible for all expenses incurred. In some cases, unreimbursed expenses may place a heavy financial burden on students. It is hoped that this would be a rare occurrence, and we ask supervisors to keep this in mind when planning assignments. Transportation problems that interfere with student practicum responsibilities should be brought to the attention of the Director of Field Education.

Transporting Agency Clients

The Brescia University Social Work Program DOES NOT allow field practicum students to transport clients in their private vehicle or in an agency vehicle. Field students may accompany an agency employee in transporting clients.

Professionalism

Professional Liability Insurance

Students are required to provide evidence of current student professional liability insurance prior to beginning field practicum. Insurance coverage may be obtained through companies such as the [NASW Assurance Services](#), [American Professional Agency](#), or [Healthcare Providers Service Organization \(HPSO\)](#). Students who join NASW or NAACSW may purchase liability insurance at a discounted rate. Submit proof of coverage to the Director of Field.

Student Accountability and Professional Behavior

Confidentiality is a special concern, especially in rural areas in which many Brescia students are placed. Confidentiality is stressed throughout the social work curriculum. It is of utmost importance that professionals respect and safeguard the right to privacy of those they serve. Students are expected to adhere to all of the agency policies on confidentiality and standards for professional behavior.

In the field, students are representatives of the agency and are expected to behave in a way that reflects accountability to the agency, the community, the clients, the profession, and Brescia University. Students are expected at all times to adhere to basic social work values and ethics.

It is required that students notify their agency Field Instructor if they will be absent from their practicum. Students are responsible for developing a plan with their supervisor regarding how they will make up the missed clock hours of work.

Scholarly Learning

It is expected that the student will read all assigned material. Students are encouraged to raise questions about anything not understood. They are also expected to bring information related to their current study to the class. Students should show that they have read and understand the material by bringing additional material to the class. They should be prepared to discuss the elements of a paper submitted and should have a good understanding of what has been written.

Students are expected to prepare an agenda to discuss and a list of questions to the meeting with the supervisor each week. Students need to be prepared for meetings by reviewing material ahead of time and bringing necessary items for note taking, as appropriate.

BSW Forms





Brescia University
School of Social Work
 Application for Field Placement

Date _____

STUDENT

Name of student _____ Advisor _____

Do you require accommodations to perform work in a field agency? If yes, please specify:
 ___ Yes ___ No

PROPOSED FIELD PLACEMENT

Agency Name: _____

Address: _____

Learning activities will take place at the above address _____ yes _____ no

If no, give address of proposed field site _____

Brief description of services provided by the agency: _____

Are you an employee of this agency? _____ yes _____ no
 (If "yes", then you must submit an On Job Practicum Application)

Proposed Field Supervisor's Name _____

Phone Number _____

Email _____

Social Work Degree: ___ BSW ___ MSW/MSSW ___ Other _____

Years of professional social work experience _____

Do you have a past or current social or familial relationship with this person?

___ Yes ___ No

Have you previously interned with this agency? _____ Yes _____ No

AGREEMENTS

A copy of current professional liability insurance is attached to or accompanies this application. I agree to maintain professional liability insurance throughout the duration of my Field Placement.

I understand my Field Agency may require me to submit to and pay for a Criminal Records Check.

I understand that I must complete the Field Orientation modules in Practice I prior to starting applying for Field I.

I have read, understand, and agree to follow the [NASW Code of Ethics](#).

I understand that policies related to BSW Program, including Field Education, are available on the Brescia web page. I have read and understand them and have asked questions, if necessary.

I have read and understand the BSW Field Handbook.

I hereby authorize release of information to the proposed Field Agency about my knowledge, professional values, emotional maturity, past employment or volunteer experiences, skills, and other abilities for the purpose of determining my suitability of this Field Placement.

Student Signature _____ Date _____

Please return this form to Dr. LeAnn Howell, Director of Field Education in one of the following ways:

Scan/email: leann.howell@brescia.edu

Fax : 270-686-4273

Postal mail: Brescia University
Marilyn Younger Conley School of Social Work
717 Frederica Street
Owensboro, Kentucky 42301



BSW Program On-Job Practicum Application

Name:	
Home Number	
Cell Number	
BU Email Address	

Student's Contact Information

Complete the following information specifically detailing the differences.

Student's Employment Information

Name of Agency	
Employment Status	
Department/Program	
Supervisor Name	
Supervisor Office Address	
Supervisor Office Phone	
Supervisor Email Address	
Start Date	
Work Schedule	
Job Description	

Proposed Practicum Placement Information

Department/Program	
Supervisor Name	
Supervisor Office Address	
Supervisor Office Phone	
Supervisor Email Address	
Start Date	
Practicum Work Schedule	

Employment Supervisor
Signature

Proposed Practicum Supervisor
Signature

Print Name

Print Name

Date

Date

Director of Field Education
Signature

Student
Signature

Print Name

Print Name

Date

Date

***Please submit the CV/resume of the proposed supervisor with this application form.*

By signing this proposal, it is understood the work supervisor and the practicum supervisor are in support of the student completing an On-Job Practicum and will ensure the student's time in practicum will be protected in that the student will not be pulled away from practicum activities to attend to regular or crisis job duties. In addition, signatures represent and warrant that the activities performed in the student's capacity as intern, will be activities other than those for which the student is compensated as an employee of the agency.



Memorandum of Agreement

Between the Brescia University Social Work Program and _____

This Memorandum of Agreement, entered into this _____ day of _____, for the academic year _____, establishes an agreement between the Brescia University School of Social Work and _____. (hereinafter referred to as The Agency). It specifies the basis on which The Agency will serve as an educational facility for Brescia's Social Work students assigned with said agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.

A. It is agreed and understood that:

All parties to this agreement are equal opportunity employers.

The Agency will serve as an educational facility for Social Work students in such number and at such time as the parties hereto mutually agree. The particular facilities to be used, the number of students and the particular supervision-consultation to be provided will be determined by mutual agreement of the parties, as governed by the stated stipulations.

1. Students in this educational program WILL _____ or WILL NOT _____ (initial appropriate choice) receive remuneration. (If WILL receive remuneration, please specify in the Addendum).
2. Brescia University does not assume responsibility for or provide insurance against any liability, which might be assessed due to injury to students, or due to negligence or malpractice by students.
3. The Agency DOES _____ or DOES NOT _____ (initial appropriate choice) assume responsibility for or provide insurance for any liability which might be assessed due to injury to students on the premises of the agency.
4. The Agency DOES _____ or DOES NOT _____ (initial appropriate choice) assume responsibility for or provide insurance for any liability which might be assessed due to negligence or malpractice by the student.
5. The representatives of the Agency and Brescia's Social Work Program, after consultation between the Agency and Brescia University's Social Work Program,

may suspend the participation of said student in the educational program, if, in their professional judgment the student's continued participation in the program would be a detriment to the clients, the student, the Agency and/or Brescia University.

6. Agency regulations, policies, procedures and goals will be applicable to the Social Work students while they are engaged in the educational program unless otherwise stated in writing by both parties.
 7. All days and hours for the student's participation in the educational program shall be arranged between the Field Director and The Agency representative.
 8. Students in field practicum will not transport clients at any time in student or Agency vehicles.
- B. The scheduling of activities of students in the field educational program will be in accordance with the schedule of courses at Brescia University and will be explored and planned with the appropriate faculty personnel of the Social Work Program and the agency in which the field educational program is conducted. Planning of the specifics of the program shall be a joint effort of the Agency Field Instructor and the Director of Field Education.. The paramount consideration in determining student assignments and in the implementation of other facets of the educational program will be the achievement of optimum educational opportunities and experiences for the student, while maintaining appropriate safeguards of the clients and agency standards of service.
- C. Brescia University will provide a faculty member designated as the Director of Field Education, who will be:
1. responsible to the Social Work Program for the attainment of educational goals.
 2. responsible for planning the student's general orientation to the field experience, in consultation with the Agency Field Instructor.
 3. responsible for the orientation of appropriate agency personnel to the educational objectives and methods of the educational program.
 4. responsible for providing instruction and educational direction of the student, to provide linkage between the field placement experience and the classroom/academic experience.
 5. responsible, with the Agency Field Instructor, in evaluating the student's educational program and evaluating the student's performance.

D. The agency will:

1. Provide staff and time for planning, with the Brescia University Social Work Field Director or Faculty Liaison, for appropriate student field learning opportunities.
2. Provide staff and time for the orientation of students to the agency's policies, programs, procedures, and objectives, and provide two hours per week of direct supervision/consultation.
3. Expect that the student will abide by ethical standards of professional practice.
4. Provide staff members in addition to the Agency Field Instructor who may be used as supervisors of students in the field program when this is deemed appropriate/advisable by the Agency Field Instructor and the Social Work Field Director.
5. Provide field learning opportunities and assignments necessary to implement the educational objectives.
6. Provide suitable environmental accommodations and facilities for the student, compatible with effective learning.

This Memorandum of Agreement shall be effective for the academic year and shall be reviewed annually. Subject to such revisions as are mutually agreeable at the time of the annual review, the duration of the Agreement shall be continuous. Either party may terminate the Agreement at the end of any academic year, in writing by certified mail.

In testimony whereof witness the duly authorized signature of the parties hereto:

Supervisor's Signature

Director of Field Education's Signature
Brescia University

Title

Date

Agency

VPAA's Signature
Brescia University

Date

Date



Orientation to Field Agency Checklist

- Lunch and breaks/dress code/parking requirement/ signing in and out/ use of telephone.
- Confidentiality policy unique to agency
- Policies and procedures related to student safety.
- Specific recording requirements: outlines for intakes, social history and all other required reports, discuss frequency and style, include title students are to use during placement.
- Description of agency and clientele served: History, funding sources, populations served and their primary needs – overview of a typical day, organizational chart, staff and their roles.
- Introduction to clerical and support staff.
- Introduction to clerical and record keeping systems.
- Arrange for administrative persons to meet with field student(s)
- Orient to selected community resources.
- Schedule sessions with students on a regular basis [two (2) hours per week.]
- Discuss with students your expectations/supervision style.
- Conduct a session to identify gaps between what student knows and what is still needed.
- Abbreviations, terminology specific to agency.
- List of suggested readings
- Pertinent procedures
- Each student should have access to the following reference materials:
 - ___ Interagency and community phone directories
 - ___ Agency procedure manual
 - ___ Special reference books specific to agency
 - ___ Copies of key memos covering resources and policies that update existing manuals.
 - ___ Map of agency, city, or county
 - ___ Agency plan for emergencies.



WEEKLY TIME SHEET

Student Name: _____
 Agency: _____

Field Liaison: _____
 Field Instructor: _____

Hours completed this week (_____ to _____): _____

Total Hours for this semester: _____

Cumulative Field hours to date: _____

Experiences with Diversity and Difference (check all that apply)

Age Class Color Culture Disability and ability Ethnicity Gender

Gender identity & expression Immigration status Marital status Political ideology

Race Religion/spirituality Sex Sexual orientation Tribal sovereign status

Other: _____

Intervention level practice experiences (check all that apply)

Individuals Families Groups Organizations Communities

Competency practice experiences (check all that apply)

_____ 1. (Demonstrate ethical and professional behavior)

_____ 2. Engage diversity and difference in practice

_____ 3. Advance human rights and social, economic, and environmental justice.

_____ 4. Engage in practice-informed research and research-informed practice.

_____ 5. Engage in policy practice.

_____ 6. Engage with individuals, families, groups, organizations, & communities.

_____ 7. Assess individuals, families, groups, organizations, & communities.

_____ 8. Intervene with individuals, families, groups, organizations, & communities.

_____ 9. Evaluate practice with individuals, families, groups, organizations, & communities.

 Student's Signature:

 Date:

Learning Plan – SW 305/Field 1

Student: _____

Semester: _____

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: _____ Date: _____

Agency Field Instructor/Supervisor signature: _____ Date: _____

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

- To proceed from Field 1 to Field 2 – the student must pass Field 1.
- To proceed from Field 2 to Field 3 – the student must achieve a level of 3 on every criterion.
- To proceed from Field 3 to Field 4 – the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]

4 = Capable [requires occasional assistance; uses supervision effectively]

3 = Apprentice [requires frequent assistance or close supervision]

2 = Needs improvement [rarely demonstrates skill]

1 = There is insufficient evidence to evaluate learning.

<p>Competency 1 Demonstrates ethical and professional behavior</p>	<p>Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?</p>	<p>Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?</p>	<p>Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.</p>
<p><i>Use all available resources to make ethical choices.</i></p>			
<p><i>Demonstrate professional demeanor through communication (oral, written, electronic), by following good work habits (attendance, completion of assigned tasks, meeting deadlines), and by dressing congruently with the standards of the agency.</i></p>			
<p><i>Other: (To be identified by student)</i></p> <hr/>	<p>Other</p>	<p>Other</p>	<p>Other</p>

<p>Competency 2 Engages diversity and difference in practice.</p>	<p>Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?</p>	<p>Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?</p>	<p>Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence</p>
<p><i>Apply knowledge of diverse groups to engage client systems.</i></p>			
<p><i>Other: (To be identified by student)</i></p> <hr/>	<p>Other</p>	<p>Other</p>	<p>Other</p>

<p>Competency 3 Advances human rights and social, economic, and environmental justice.</p>	<p>Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?</p>	<p>Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?</p>	<p>Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.</p>
<p><i>Advocate for policies that advance human rights and social, economic, and environmental justice at the agency level.</i></p>			
<p><i>Other: (To be identified by student)</i></p> <hr/>	<p>Other</p>	<p>Other</p>	<p>Other</p>

Competency 4 Engages in practice-informed research and research-informed practice.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
<i>Use experiences in practice to generate possible research questions.</i>			
<i>Other: (To be identified by student)</i>	Other	Other	Other

Competency 5 Engages in policy practice	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence
<i>Demonstrates policy advocacy skills (at the agency or community level) such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.</i> <i>Other: (To be identified by student)</i> <hr/>		5.1	
	Other	Other	Other

<p>Competency 6 Engages with individuals, families, groups, organizations, and communities.</p>	<p>Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?</p>	<p>Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?</p>	<p>Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence.</p>
<p><i>Use conscious caring and professional use of self to further develop engagement skills.</i></p>			
<p><i>Other: (To be identified by student)</i></p>	<p>Other</p>	<p>Other</p>	<p>Other</p>

<p>Competency 7 Assesses individuals, families, groups, organizations, and communities.</p>	<p>Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?</p>	<p>Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?</p>	<p>Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence</p>
<p><i>Use assessment as an ongoing, interactive process and collect and organize data that informs the direction of intervention goals.</i></p> <p><i>Other: (To be identified by student)</i></p>			
	<p>Other</p>	<p>Other</p>	<p>Other</p>

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence
<i>Use intervention as an ongoing, interactive process.</i>			
<i>Other: (To be identified by student)</i>	Other	Other	Other

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Imp. 1=Insufficient Evidence
<i>Use evaluation as an ongoing, interactive process to improve service delivery and outcome.</i>			
<i>Other: (To be identified by student)</i>	Other	Other	Other

Learning Plan – SW 406/Field 2

Student: _____

Semester: _____

By the signatures below, the student and Agency Field Instructor/Supervisor acknowledge that the Learning Plan and competency tasks have been developed by the student and approved by Agency Field Instructor (Supervisor) as appropriate for the field setting.

Student Signature: _____

Date: _____

Agency Field Instructor/Supervisor signature: _____

Date: _____

The Council on Social Work Education states that professional competence is the “ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” Each of the nine competencies identified by CSWE describes the knowledge, values, skills, and cognitive and affective processes. Field education gives students the opportunity to integrate the theoretical and conceptual aspects and apply them in a practice setting.

Students, with the help of faculty and agency supervisors, must identify learning tasks that demonstrate each skill and identify a method of evaluating whether and how well this was accomplished. For each Learning Task, the student should identify a) what task will be done? and b) with whom will the task be done? For each Evaluation Method, identify the method for measuring this skill.

For evaluation, the Field Supervisor will use the scale that follows each competency of the Learning Plan to rate the student’s competence in this area. In Field 1 and 2, students are expected to have mostly 3’s, with occasional 4’s. In Field 3 and 4, students are expected to have mostly 3’s and 4’s. For every score under 4, the Field Supervisor should give specific feedback to the student as to how to improve in this area. University Field Instructors will determine the final letter grade for the course based upon performance in Field and Seminar assignments.

A score of 3 or higher constitutes a satisfactory rating.

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- To proceed from Field 3 to Field 4 – the student must pass Field 3.
- To graduate from the program, the student must achieve a level of 3 on every criterion in Field 4.

5 = Mastery [completely independent; Skilled enough to teach others]

4 = Capable [requires occasional assistance; uses supervision effectively]

3 = Apprentice [requires frequent assistance or close supervision]

2 = Needs improvement [rarely demonstrates skill]

1 = There is insufficient evidence to evaluate learning.

Competency 1 Demonstrates ethical and professional behavior	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence.
Use all available resources to make ethical choices.			
Use supervision and consultation appropriately.			
Other: (To be identified by student) _____	Other	Other	Other

Competency 2 Engages diversity and difference in practice.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Apply theories of human behavior and the social environment (including caring theory), and other multidisciplinary theoretical frameworks to engage different client systems. Other: (To be identified by student) <hr/>			
	Other	Other	Other

Competency 5 Engages in policy practice	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
<i>Demonstrates policy advocacy skills (at the agency or community level) such as developing a strategy, analyzing stakeholders, networking and developing coalitions, educating, persuading, and negotiating to achieve an outcome that advances social, economic, or environmental justice.</i> Other: (To be identified by student) _____			
	Other	Other	Other

<p>Competency 7 Assesses individuals, families, groups, organizations, and communities.</p>	<p>Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: <ul style="list-style-type: none"> ▪ What will you do? ▪ With whom will you do it? How long will you do it?</p>	<p>Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?</p>	<p>Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence</p>
<p><i>Develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems.</i></p>			
<p>Other: (To be identified by student)</p> <hr/>	<p>Other</p>	<p>Other</p>	<p>Other</p>

Competency 8 Intervenes with individuals, families, groups, organizations, and communities.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Choose and implement interventions to achieve practice goals and enhance capacities of client systems.			
Other: (To be identified by student) <hr/>	Other	Other	Other

Competency 9 Evaluates practice with individuals, families, groups, organizations, and communities.	Learning Tasks (e.g., lead group, shadow staff, read policies, etc.) Answer the following in a complete sentence: ▪ What will you do? ▪ With whom will you do it? How long will you do it?	Method of Evaluation (e.g., direct observation, discussion, progress notes, process recordings, etc.) How will you show the degree to which you have this skill?	Rating 5=Mastery 4=Capable 3=Apprentice 2=Needs Improvement 1=Insufficient Evidence
Select and use appropriate methods for evaluation of outcomes.			
Other: (To be identified by student) <hr/>	Other	Other	Other



Brescia University School of Social Work
Field Instructor's Evaluation

Field Instructor's Name _____

Date _____

Name of Agency _____

Student's Name _____

1. Was your experience as a Field Instructor positive? ___yes ___no
2. Did you experience any problems during the practica of the student? ___yes ___no
If so, please identify these problem areas.
3. How would you evaluate the student practica process?
4. Was your contact with the Director of Field Education sufficient? ___ yes ___no
5. Were all your questions answered? Please elaborate.
6. Did the Director of Field Education maintain adequate contact with you during the time the student was placed with your agency? ___yes ___no
7. Did you feel comfortable contacting the Director of Field Education if needed? ___yes ___no
8. Would you have benefited from more contact with the Director of Field Education? ___ yes ___ no Please elaborate.
9. If any problems occurred during the placement, was the Director of Field Education helpful? ___yes ___no ___ n/a Please elaborate:
10. Do you have any additional comments or questions? Please take this opportunity to make any suggestions for changes that you feel would be beneficial in the Field Practica Process.

You will receive an email from Dr. LeAnn Howell providing you with a SurveyMonkey link for the survey. Please complete it before the end of the academic year.

Thank you for being an Agency Field Instructor and taking the time to fill out this survey!



Brescia University Social Work Program
 Student Evaluation of Field Practicum

Student Name _____ Date _____

Name of Agency _____

City/State: _____

Name of Field Instructor: _____

1. Briefly describe your major practica duties. Do you feel these assignments were appropriate in meeting your learning objectives? Please elaborate.
2. Were you able to see growing competency in carrying out these assignments?
3. How would you evaluate your performance and progress during practica (Identify major areas of learning for you)
4. What factors contributed to your learning experiences? What factors detracted from the learning experiences? (Please indicate if you were not given certain opportunities that you believe were essential learning experiences)
5. Evaluate the Agency Field Instructor supervisory process. Was your supervisor regularly available to you? Did your Agency Field Instructor help you achieve your learning objectives?
6. Would you recommend this agency to other students? What recommendations would you make for improving the placement site for future field students?
7. Has your practicum affirmed your career/educational plans? If not, describe how they are now altered.
8. Additional comments.

You will receive an email from Dr. LeAnn Howell providing you with a SurveyMonkey link for the survey. Please complete it before the end of the academic year.



Field Practicum

Student Request for Agency Reassignment

Date _____

Name _____

Address _____

Home Phone _____ Cell phone _____

Email address _____

Present Agency _____

Field Instructor _____ Faculty Liaison _____

Contact information _____

Reason for
request _____

Student signature _____ Date _____

Please note: Students are not automatically granted a change in agency placement. This decision is made after a discussion with all involved parties. The decision is ultimately that of the Agency Director (in the case of agency-initiated change) and/or the Field Director (in the case of student-initiated change or University-initiated change).