Middle Georgia State University

Bachelor of Social Work Program
Field Education Handbook
2024 - 2025
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The BSW Field Education Handbook is intended for information purposes only. Its contents may be changed without notice or obligation. Last revised 08/2024.

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History

Middle Georgia State University (MGA) is a constituent institution of The University System of Georgia, and is a fully accredited member of the Southern Association of Colleges and Schools Commission on Colleges.

MGA distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to students of diverse backgrounds. The history of MGA reveals a remarkable trajectory: not only is MGA Georgia's newest university – state university status was granted in July 2015 – it is also one of Georgia's oldest institutions, with origins in the late 19th century, in 1884, when New Ebenezer Baptist Association established New Ebenezer College, a junior college in Cochran, Georgia. More recently, in 1965, the USG Board of Regents (BOR) passed a resolution to create a public two-year college to primarily serve Bibb, Houston, Peach, Crawford, Monroe, Jones and Twiggs counties. In 1996, the Regents expanded the mission of the institution with the introduction of the Bachelor of Science degree and the name, Macon State College, reflected the new four-year degree status. In 2012, the Board of Regents voted to consolidate Macon State College and Middle Georgia College and in 2013, Middle Georgia State College incorporated all of the programs of the five campuses. In 2015, the BOR approved the college's proposal to offer master's degrees, and the name of the institution was changed to Middle Georgia State University. MGA has since successfully launched five graduate programs. With this sector change, a new mission statement was developed to support the institution's strategic goals: "Middle Georgia State University educates and graduates inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships and community engagement."

Mission of Middle Georgia State University

The mission of MGA is to prepare engaged, lifelong learners through community-based experiential learning. Students are equipped to apply generalist social work skills to address the needs of diverse individuals, families and communities. Grounded in the principal values of service, competence, the importance of human relationships, diversity and social justice, the MGA BSW Program is committed to the development of skilled professional social workers, engaged in the empowerment of marginalized and underserved populations within the surrounding rural and near urban region.

The MGA BSW program aligns with the core values of the university in the following ways:

1. Stewardship - commitment to stewardship/caring for and about students
2. Engagement - strong engagement/interaction with and on behalf of their communities
3. Adaptability - adaptability in the application of skills across practice levels
4. Learning - demonstrate a strong desire for learning

Middle Georgia State University BSW Program Mission

The MGA BSW program prepares engaged, lifelong learners through community-based experiential learning. Students are equipped to apply generalist social work skills to address the needs of diverse individuals, families, and communities. The program grounds *competency-based learning* in the values of service, competence, the importance of human relationships, diversity, and social justice. The MGA BSW program is committed to developing *competent* professional social workers *skilled* in empowering individuals and advocating for social change within the region and beyond.

Introduction to the Field Practicum

The 2022 CSWE Educational Policy and Accreditation Standards (EPAS) describes generalist practice as practice using a range of prevention and intervention methods, with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. Students in the MGA BSW Program engage in in-person field education that involves supervised practice with individuals, families, groups, organizations, and communities.

Field experience is one of the most critical aspects of social work education. It offers the student the opportunity to integrate social work knowledge, values, and skills learned in the previous social work curriculum into their fieldwork through in-person client and professional contact. A professionally trained social worker oversees the student as they, in most cases, carry a caseload and conduct other pertinent activities within the agency. The student is allowed to assess all client systems, including micro, mezzo and macro systems. During the field experience, the student can implement and apply various practice and skills theories while utilizing the generalist practice model.

The field practicum is closely integrated with all aspects of the social work program curriculum and is an integral component of the curricula; it is consistent with the program's goals and objectives. The field experience reinforces identification with the purpose, values, and ethics of the profession in a real-world setting in which the student translates classroom experiences into beginning-level professional practice. Within the agency, the student begins the process of integrating empirical and practice-based knowledge. The student develops professional competence by doing, transforming his/her abilities and knowledge gained in social work courses into action. Specifically, students will develop the ability to use oral and written skills that are consistent with the specific practicum setting's language. They will be able to evaluate agency policy within ethical guidelines. Field practicum objectives described below establish criteria by which students demonstrate achievement of program objectives.

Students, agency supervisors, and faculty field supervisors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students experience a variety of social work roles and responsibilities. The field instruction includes seminars that meet weekly during each semester of the senior year. The purpose of the seminar is

for students to share field experiences and to relate and connect them to real-world experiences. Students will be required to complete a minimum of 400 hours in their field placements.

Social Work Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies are listed below, followed by a description of knowledge, values, skills, and the resulting practice behaviors that operationalize the curriculum and assessment methods.

Competency 1: Demonstrate Ethical and Professional Behavior
Behaviors:
A) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
B) Demonstrate professional behavior; appearance; and oral, written, and electronic communication
C) Use technology ethically and appropriately to facilitate practice outcomes
D) Use supervision and consultation to guide professional judgment and behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Behaviors:
A) Advocate for human rights at the individual, family, group, organizational, and community system Levels
B) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Behaviors:
A) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
B) . Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Behaviors:
A) . Apply research findings to inform and improve practice, policy, and programs.
B) Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
Competency 5: Engage in Policy Practice

Behaviors:
A) Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
B) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Behaviors:
A) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
B) Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Behaviors:
A) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
B) Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Behaviors:
A) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
B)   Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Behaviors:
A) Select and use culturally responsive methods for evaluation of outcomes.
B) Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

BSW Field Education Director – Role & Responsibilities

The BSW Field Education Director is the representative of the BSW Program to the local agencies. The BSW Field Education Director is responsible for coordinating all field activities. However, no change in field placements may occur without the knowledge of the BSW Program Director who supervises the BSW program. The major duties of the BSW Field Education Director include, but are not limited to the following:

1. Visits every field placement agency at least one time per academic year and holds at least one conference call or video chat per semester to maintain contact. These contacts are separate from field visit requirements.
2. Edits the *Field Education Handbook* to reflect current standards.
3. Organizes orientation and training for field supervisors each semester.
4. Teaches the BSW field seminar(s).
5. Trains and supports field faculty.
6. Reports any difficulties or potential difficulties to the BSW Program Director.
7. Provides a final and mid-term grade for students based on the evaluations completed by field supervisors.
8. Meets with the BSW Program Director to outline the progress of students.
9. Explains and represents the BSW Program to the network of field agencies.
10. Meets with field students who are having field issues on an individual basis.
11. Provides special supervision for students who have not been placed in a traditional social work setting or have a field supervisor who does not have either a BSW or MSW degree.
12. Seeks out and evaluates potential field settings for student placements.
13. Evaluates and reevaluates current field placement agencies to be included or excluded from future placements.
14. Conducts initial onboarding process of field supervisors
15. Responsible for data management system including list of field instructors, final evaluations, student evaluation of field and agency evaluation of field setting.
16. BSW Field Director sends updated field handbook to BSW Program Director for review in summer terms.

The BSW Field Education Director is also responsible for making available to field supervisors and faculty materials or experiences that would be helpful to them. These materials include but are not limited to:

1. Visits to campus, the library and other resources
1. *The Middle Georgia State University Catalog*
2. *BSW Field Education Handbook*
3. *The BSW Program Student Handbook*

Field Agency and Supervisor Role & Responsibilities

Agency Selection Criteria

- The agency is defined as an organization that is: a public agency, a governmental agency (city, state, and/or federal), a non-profit, a for-profit (including LLC private group agency) that serves the public interest.
- The agency is expected to provide an educational experience within the context of the generalist model of social work practice.
- The agency is expected to provide an opportunity for students to demonstrate social work competencies through in-person contact (interaction with humans); in-person contact hours cannot be accomplished through simulations or avatars but may include phone or synchronous digital technologies as per CSWE AS 2.2.4.
- The agency is expected to provide generalist social work practice opportunities at all five levels of practice (individual, family, group, organizations, and community) as per CSWE AS 2.2.2.
- The agency and field instructor are expected to complete the initial Field Setting Profile (Appendix A) and Field Supervisor Orientation Checklist (Appendix B) and to update these forms yearly.
- The agency is expected to be willing and able to provide appropriate supervision and instruction.
- The agency and agency-based field supervisor are expected to work closely with the Field Education Program Director and field faculty to complete orientation, including the Field Supervisor Orientation Checklist.
- The agency is expected to support and to represent the student by attending orientation meetings and additional trainings, visits, etc. to further understanding of the role of the field agency and instructor.
- The agency is expected to offer facilities to provide effective social work practice experience consistent with generalist practice.
- The agency is expected to complete evaluation forms and other documents in a timely manner.
- The agency is expected to be available to schedule visits by the BSW Field Education Director per fieldwork course and to consult with the BSW Field Education Director as necessary.
- The agency is expected to provide adequate space and facilities for the student's in-person practice experience.
- The agency is expected to provide a field supervisor with appropriate educational background and experience (BSW or MSW and two years' practice experience post degree).

Selection and Approval of Field Agencies

Field Education involves a collaborative relationship of local social service agencies/programs with the BSW program. The local social service agencies/programs play two vital roles – 1. They provide meaningful educational experiences for social work students; and 2. They contribute to the social work curriculum by providing settings where the students may develop adequate practice skills as entry-level social workers.

Field agencies are selected based on the educational needs of the student and agency interest and commitment to participation in the field education process. To be considered for approval as a field agency, a *Field Setting Profile Form* (Appendix A) is first completed by the agency. If the agency can provide a meaningful and appropriate generalist social work learning experience for students; and if there is appropriate supervision, the BSW Field Education Director will communicate with the agency to complete the steps shown below in procedure. When agencies are approved for student placements, the Provost of the University, the BSW Program Director, and the agency administrator sign a *Memorandum of Understanding (MOU)*. The Memorandum clarifies and defines the roles and responsibilities of the University and the Agency regarding the field placement.

After the university approves agencies they are placed in a Field Instruction Agency Database that provides information pertaining to the Agency Director, the Field Contact Person, and the type of agency. Information concerning function and purpose, learning opportunities, types of programs, target group served, and demographics are also included. Information about what agencies provide is made available to students to assist them in making informed choices about their placement.

The quality of the learning experience of students in placement, the continued presence of an approved supervisor and the geographic proximity to the MGA service area are important considerations. Requests for referrals and recruitment of effective field settings is a continuous process. Initial contact with agencies is made via an informal process. After an initial contact is made and the agency director, staff member, social work student or other interested party has expressed an interest in the field work component, a representative from the agency is requested to complete the *Field Setting Profile Form*. Based on the information recorded on the form, an interview is scheduled by the BSW Field Education Director with the agency representative in order to discuss selection criteria in order to accept or to reject the setting.

Selection/Approval Procedure:

1. Agency staff (field instructor or other) complete the *Field Setting Profile Form* (Appendix A) and submit this to the BSW Field Education Director. The agency should also submit verification of the intended field supervisor's education and practice experience.
2. The BSW Field Education Director reviews the profile form to determine if the agency meets requirements. *The BSW Field Education Director conducts this process.*

3. Upon the agency's approval, the Provost of the University, the BSW Field or Program Director, and the agency administrator sign a *Memorandum of Understanding (MOU)*. The Memorandum clarifies and defines the roles and responsibilities of the University and the Agency regarding the field placement.
4. Field Instruction Agency Database that provides information about the Agency Director, the Field Contact Person, and agency type. Information concerning function and purpose, learning opportunities, types of programs, target group served, and demographics are included.

Field Supervisors

The field supervisor is an integral part of the Social Work Program and provides a valuable service to the community and the profession. Field supervisors are selected by the agency and approved by the BSW Field Education Director.

The following criteria must be met by the field supervisors:
1. Have an earned BSW or MSW degree from a CSWE accredited program.
2. Must have two years post degree (BSW or MSW) practice experience (social services/social work).
3. Demonstrate effective practice and communication skills
4. Committed to social work education, values, and ethics
5. Committed to working with students

If, due to extenuating circumstances, the agency does not have a field supervisor with an accredited social work degree, the program will accept an agency supervisor with a non-social work undergraduate or graduate degree in human services or a related field (e.g. public health, etc.) who possesses at least two years of experience in the practice of social services. The Program will, however, provide a social work perspective for the student; serving as the official field supervisor. The BSW Field Education Director or other field faculty who meet the criteria as describe above (#s 1-5) will meet with the student monthly (at minimum) on campus to provide field supervision for the student that reinforces a social work perspective.

Potential field supervisors must express an interest in a teaching role with students. A formal interview is conducted with the potential field supervisor in which he/she receives a copy of *The Field Education Handbook*. The interview is used as a screening process.

Orientation and Training for Field Supervisors

Training and support of field supervisors is ongoing; and is critical to the attainment of program objectives. The program remains in contact with agencies and field supervisors through ongoing orientation and training.

Orientation

For the BSW Program at MGA to conform to standards set by the CSWE regarding field work agencies, all new field supervisors and new field agencies are required to attend the Orientation for field supervisors. This orientation is held in spring semester (usually in March or April) prior to the fall semester. There may be opportunities for field supervisors to complete an online asynchronous orientation.

Field supervisors are provided with a copy of the BSW Field Education Handbook are expected to complete the Field Supervisor Orientation Checklist (Appendix B) in collaboration with the Field Education Director. The BSW Field Education Director facilitates this orientation and reviews the goals and objectives of the program with each participant through individual follow-up.

The program hosts ongoing training throughout the academic year on a variety of topics (e.g. assessment of students in field, student safety, etc). Field supervisors are expected *to attend at least one* ongoing learning opportunity per year and are encouraged to attend as many as their schedules allow. There may be opportunities for field supervisors and task supervisors to complete an online asynchronous orientation.

Field Supervisor Responsibilities

- Provide an educational experience within the context of the Generalist Model, including in-person contact and practice opportunities at all levels of practice.
- Provide appropriate supervision and instruction.
- Attend Field Supervisor orientations and field education continuing education events – at minimum orientation as a new supervisor and one field education continuing education event per academic year.
- Offer for facilities to provide experience consistent with generalist practice.
- Complete evaluation forms and contracts in a timely manner.
- Attend visits with the BSW Field Education Director and field faculty during the semester.
- Provide adequate space and facilities for the student's experience.
- Provide regularly scheduled supervisory meetings with student, weekly or as defined below.
- Complete the Agency Evaluation of Field Program Form and update yearly.
- Share practical experience, knowledge and agency resources.
- Foster the development of an entry-level social worker professional identity in the student.
- Teach agency specific knowledge and encourage skill development.
- Evaluate the student with ongoing feedback to facilitate professional growth.
- Complete the Agency Evaluation of Field each year to foster field education quality improvement.
- Follow MGA BSW Field Education and Program policies related to student concerns.

Methods of Supervision

Students with a variety of backgrounds, experiences and interests attend MGA. As a result, each student is unique; and, the field supervision process acknowledges each student's unique identity. It is expected that MGA students will be sincere, motivated, tolerant, empathetic and discreet. The field supervisors can also expect that each student will work efficiently, be flexible and a readiness to perform tasks/activities necessary for their learning and growth. It is important to recognize that the social work program is preparing students for entry-level, generalist social work practice.

Roles of the field supervisor and the student should be clearly defined if the transition from student to social work professional is to be a smooth one. Students typically show signs of ambivalence through this transition. As a result, planned supervisory meetings between student and Field supervisor are required. The BSW program and CSWE require supervisory conferences.

Individual, one-on-one supervision tends to be the most common form of supervision used by agencies collaborating with the BSW Program. Regular supervisory conferences/sessions are required to support student learning and skill development. "Regular" is interpreted as at least 15 minutes of supervision for every 15 hours of supervised field work. While it is preferred that supervision occur weekly for 15 or more minutes, supervision should occur *at a minimum* monthly for 1 hour. The supervisor can use this time to offer a continuing oral assessment of the student's skills, attributes, and progress. In the case of more than one student at an agency, there may be a need for group supervision; and should be scheduled accordingly. The field supervisor should prepare for such meetings with the student, clarifying at the beginning the responsibilities he/she will have in the field setting. One of the functions of these meetings is to provide an on-going assessment of the student's performance. The student should be given an opportunity to learn from the supervisor's feedback. Ongoing constructive feedback contributes to a quality learning experience for the student, provides an opportunity for stimulation, and enables both the supervisor and the student to develop a productive professional relationship.

Field supervisors are encouraged to use the *Field Supervision Meeting Agenda,* shown in Appendix C of the Field Education Handbook, to facilitate supervision meetings. The student should keep track of these sessions on their *time sheet*.

Recognition of Field Supervisors

The BSW program has an excellent working relationship with local community agencies. Field supervisors are awarded in a variety of different ways. They are as follows:
- Field supervisors are invited to attend the BSW Pinning Ceremony, held each spring.
- During this event, supervisors are recognized by the program and students and awarded with a Certificate of Appreciation.
- Supervisors are asked to pin their student intern – inducting them into the profession of social work.
- Supervisors are showcased throughout the year via the program's social media and outreach.

Student Roles & Responsibilities in Field

The student, as the field supervisor and BSW Field Education Director do, has responsibilities to the placement agency and the Program. These responsibilities are discussed below.

Requirements for Admission into Field

The following criteria must be met for BSW Candidates to be admitted to the field program:
1. BSW Candidates must be formally admitted to the BSW program.
2. Complete the formal junior course sequence as shown below in the BSW Program Handbook)
3. Have met program progression requirements as shown in the BSW Program Handbook. These include:
   o BSW Candidates must have a cumulative 2.0 GPA on the 27 credit hours of 3000 level core course work to progress to senior-level courses. This includes SOCW 3000, SOCW 3100, SOCW 3200, SOCW 3300, SOCW 3400, SOCW 3500, SOCW 3600, SOCW 3700 and SOCW 3800.
   o BSW Candidates must earn a grade no lower than a "C" in all upper-division SOCW courses.
   o BSW Candidates must have an admitting GPA of 2.25 or above and full admission to the BSW program prior to entering the senior year (4000 level courses). Failure to achieve a 2.25 admitting GPA by the end of the junior year will delay progression.
   o All students must adhere to program standards of professional behavior and all codes of behavior and ethics that originate with the MGA BSW Program, Middle Georgia State University, and the National Association of Social Workers.
4. Apply for admission to the Field Education Program. Students submit the field education application during the spring semester before taking SOCW 4300: Social Work Practicum and Seminar I. **The application deadline is the third Friday of March.**
5. Following submission of the field application, students meet individually with the BSW Field Education Director to finalize the process and discuss placement.

Students may be denied admission to the field program should they not meet the requirements as stated above.

*Please see the BSW Handbook for a full list of program progression policies.

Denial of Admission into Field

Students may be denied admission to either SOCW 4300 or SOCW 4600 in either the fall or spring semesters under the following circumstances:
1. Failure to achieve a 2.0 cumulative GPA on all core 3000 level SOCW courses.
2. Failure to achieve a 2.25 Overall GPA prior to entering the 4th year (field year).
3. Failure to have successfully completed core 3000 level SOCW courses (as per program progression policies).
4. Failure to successfully complete SOCW 4000 (C or better) or 4300 (B or better).
5. Violation of academic and non-academic standards as outlined in the current Student Handbook.

Selection of Field Placement Agency

The BSW Program Field Education Director facilitates student placement in an agency. It is the policy of the BSW program to permit qualified students to request the placements in which they would like to complete their field work, by ranking their areas of social work interest. It is the program's policy that students should not seek to set up their own practicum setting. The BSW Program determines the final decision of each student's field placement. The program will make all reasonable attempts to place students according to their requests (to include, but not limited to, student area of interest, availability, and location). However, should the program be unable to accommodate said requests, the student is responsible for making necessary arrangements to ensure completion of required hours at their assigned placement. Additionally, students should be aware that a one year (two semester) commitment to the field placement is expected.

If a student has an interest in an agency that is not an approved field placement agency, they should contact the BSW Field Education Director to determine if the placement is possible. If the agency has never been used as a field site, the BSW Field Education Director will meet with agency personnel to determine if the agency meets the BSW program criteria. A *Field Setting Profile* (Appendix A) is then kept in the program's files. The Field Education Director facilitates this process through the field application and interview steps below.

Placement Procedure
First Steps:
1. Students complete the Field Education Application (Appendix D) no later than the 3rd Friday in March.
    a. As a part of the BSW Field Application, students select three (3) agencies OR AREAS of interest; and put this information on their application form. *The student should bring the checklist portion of the application to the interview with the Field Education Director.*
2. After completion, students submit the application to the Field Education Director through the BSW Dashboard in D2L.
3. After receiving all field applications, the BSW Field Education Director then contacts each agency with a prospective student name, based on the student's interest to determine if they are interested in student placement.

4. After all relevant agencies have agreed to accept their perspective students, the BSW Field Education Director emails students requesting they schedule a [field] interview with the Field Education Director.
5. During the field interview, the Field Education Director reviews the application with the student and gives the student the referral to their agency.
6. Once both the agency and the student have confirmed the student's interest, the student emails the Field Education Director with that confirmation.
7. The student then contacts the agency to arrange next steps for an agency interview.

The Interview Process:

The interview process serves the following functions:
1. To assist the student in learning the functions and expectations of the field setting.
2. To give agency personnel the opportunity to meet and to assess the student's suitability.
3. To allow both the student and the agency to begin to formulate goals for the coming semester and;
4. To allow the student and the field supervisor time to prepare for the placement process.

As a result, the student and/or representative of the field placement setting can reject the tentative placement and/or the student after the interview. Neither the field setting nor the student is required to offer a rationale for the rejection. The BSW Field Education Director reviews the *Student Field Application Form* and evaluates other alternatives. The student's first choice is usually honored.

Finalization of Placement:

If the placement is acceptable to both parties:
1. The student should notify the BSW Program Field Director in writing (MGA email) to verify.
2. The BSW Program Director will then confirm placement with the field agency.
3. After placements have been finalized, field supervisors and students receive information from the BSW Field Education Director confirming the field placement assignment and the date for the Field Work Orientation meeting. The *MOU* is to be signed before placement can begin or forwarded to the BSW Field Education Director during the first week of the field placement. Field instructors are expected to retain a copy for agency records, which can remain in the students' files. The field work setting and the student are under no obligations to accept the placement until the *MOU* is signed.

Criteria for Placement

1. The student is an enrolled MGA student registered for either SOCW 4300 or SOCW 4600.
2. Student meets eligibility requirements for field.
3. The student has completed the field application and field application interview.
4. The student has followed the placement procedure including completion of agency interview, as shown above.

5. Completion of agency specific background screenings and trainings. *It is the responsibility of the student and the field setting to complete any required background screenings or trainings. The student should submit confirmation of completion to the Field Education Director prior to beginning hours.

The BSW program adheres to the National Association of Social Workers (NASW) Code of Ethics. Section 3.01 (c) discourages dual or multiple relationships between supervisors and supervisees. Students will not be placed in an agency or under the supervision of a field supervisor that would constitute a dual relationship.

Out of Region Placement

Students are primarily placed within Bibb County. Placements in agencies located outside of Bibb County will require special consideration by the BSW program. Students should direct a written request to the BSW Field Education Director.

Employment-Based Field Placements

The policy of the BSW program is that an employment setting may be used as a field placement if all the regular requirements of agencies and field supervisor are met in the setting. This placement must be clearly delineated as a learning experience and not a work experience, and therefore will require close supervision. Not all employment situations will be approved for field placement. Approval depends on how clearly the student and setting can describe the learning opportunity, how it differs from the student's regular employment, and how the field experience is supervised different from the students' employment.

Students who are requesting field placement in their current employment setting must complete the *Employment Based Field Application* (Appendix F)*:*
- Reason(s) for request
- Supervision: Name and Qualifications of Field Supervisor
  - Must be a BSW, MSW or approved substitute (see below)
  - Not the employment supervisor
  - The agency must review the requirements and agree to all needed learning experiences
  - Description of planned learning experiences and student's regular work assignments

The BSW Field Education Director will review the material and make a recommendation to the BSW Program Director making sure that role confusion will not occur between the student and employee role.

Expectations of Students in the Placement to Adhere to Agency Policies

Field work settings freely commit themselves to the education of social work students. They volunteer their facilities and the time of the staff. These agencies have established policies and procedures that the students are expected to follow. If a student is unclear or questions agency policies, it is the responsibility of the student to discuss the matter with the field supervisor and the BSW Field Education Director.

Time Requirements

Students in the field education year are contractually committed to complete a minimum of 400 clock hours of field work. Field hours completed should total 200 clock hours for the semester (and 400 cumulative total across SOCW 4300 and 4600). These hours require students to work in the field approximately 3 days (14-15 hours) a week during both the fall and spring semesters of the senior year. Students are responsible for making necessary arrangements to ensure completion of required hours during their assigned placement hours of operation. Students are required to continue in the internship and seminar until the last day of class of each semester (in other words you cannot complete hours early).

Important: If a student has not completed at least 80 hours by week 8 in either the fall or spring semester, a concern form will be initiated. Students must complete 200 hours per semester. Only in extremely rare (documented) circumstances may a student be approved (by the Field Education and BSW Program Director) to make up hours from the fall term in the spring. Lack of consistency, communication, tardiness, and absenteeism from field will not constitute an approved reason and may result in a concern form or further action for violation of expectations of professional and academic standards may be initiated.

All students are required to attend a weekly fieldwork seminar. The seminar is of the utmost importance for the professional growth and development of the student. It also supports the transition of the student to entry-level professional; and integrates classroom knowledge with the field experience. According to the BSW program's Attendance Policy, missing more than two seminar classes (unexcused) will constitute an "F "for the course. The student will be required to retake the pertinent Field Work seminar. This could delay graduation by a full year.

Students should keep track of his/her completed hours on the *Time Sheet* (Appendix G) the seminar instructor will make available at the beginning of the fall semester. BSW Candidates are responsible for having a designated time sheet signed every week by either the field supervisor (preferred) or task supervisor. BSW Candidates will submit the signed timesheet on a weekly basis in the seminar course. BSW Candidates should document their field supervision hours on their timesheets. This is part of the grade. **All hours must be verified by the field supervisor.**

The field supervisor and the BSW Field Education Director must be informed of all absences in advance when possible. *The Field Absence Form* (Appendix H) must be completed for all absences that do not involve continuing education. Time missed must be made up to meet the requirements of the field setting, the BSW program, and the University. Students, however, are encouraged to attend special events (workshops and seminars related to their field work placements). In order to attend such events, students must obtain permission from the field supervisor. The BSW Field

Education Director is to be informed in advance. Students are required to document the event in their field journal. The journal is submitted for review each week during both SOCW 4300 and SOCW 4600 Field Seminars.

Background Checks, Drug Testing and Health Screening

At Field Application

Upon submission of the field education application, it is the student's responsibility to inform the Field Education Director of any information that might have a direct impact on the ability of a field placement to accept the student; for example, a felony conviction. Depending on the student's area of interest for field placement, other types of information that would potentially be relevant may include, for example, personal experience with domestic violence or sexual assault, a history of substance abuse and/or mental illness. If the student, or a close family member received services from the placement of interest that information should be provided as well. Students are encouraged to make an appointment with the Field Education Director to discuss any concerns about current issues or past experiences that may impact field placement.

At Placement

Students should be aware that most field agencies require a health screening, drug testing, criminal background check and/or fingerprinting. The BSW Program does not directly complete these screenings; instead, each placement agency is expected to conduct any needed screenings or background checks directly with the student intern. It is the student's responsibility to complete all required screenings or background checks and to cover any associated costs. Students are asked to provide the program with proof of completion but are not required to share results. However, results may be shared with the Field Education Director, at the agency's discretion. Information may be disclosed to the BSW Program Director, a potential field supervisor and/or the BSW Field Education Director if it is relevant to the student's field placement. Students who have concerns about the release of any specific information should discuss this directly with the BSW Field Education Director.

Should an agency require but be unable to complete their own background screening, students have the option of completing a background screening through HRTrue Check. See https://www.mga.edu/education-behavioral-sciences/teacher-education-social-work/docs/apply/Student_guide_for_background_request.pdf. It is expected that the student then request and share a copy of results with the agency. The program will verify that results were shared with the agency but will not directly share the results with the agency.
Incomplete background screenings will delay or prohibit placement.

Professional Integrity and Social Work Values

The Program recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

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Professional performance encompasses a commitment to social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

The field of social work has a professional value base that provides an ethical foundation for competent practice. The best guide for professional integrity is the *Social Work Code of Ethics* approved by the NASW. All students are required to read this document and demonstrate their understanding during Seminar.

In the MGA BSW program, the faculty recognize that the social work value base provides students with the foundation for ethical social work practice. Professional values provide parameters that enable social workers to provide services to diverse client systems without imposing one's personal values. Adherence to professional values increases one's competence and effectiveness as a professional.

Please see the BSW Student Handbook and grading policies found in this handbook for more information on the program's expectations for integrity and professional behavior.

Field Program Monitoring of the Student

It is the program's policy that field students will receive consistent monitoring in the field setting through supervision, by field faculty, and through the seminar course. Field faculty monitor student field experience and progress through site visits, verified student-self reporting of hours and absences, and seminar assignments. Field program faculty facilitate monitoring each semester including through the following:
1. Field Seminar Activities – eg. Weekly Journal Reflections
2. Field Time Sheets
3. Process Recording
4. Supervision in the agency (field supervisor)
5. Field Site Visits (two at minimum per semester)

Field Seminar Activities

All students engaging in a weekly field work seminar. During the seminar, a main method of monitoring student progress is the weekly student reflective journal. Each student is required to keep a journal record documenting learning in the field; including perceptions, impressions, feelings, and critical analysis of activities. See more information on the journal activities below in *Evaluation of the Student.*

Field Time Sheets

The program requires that students log field hours and supervision on the time sheet provided.

BSW Candidates are responsible for having a designated time sheet initialed every week by either the field supervisor (preferred) or task supervisor. Field hours completed should total 200 clock hours for the semester (and 400 cumulative total across SOCW 4300 and 4600). BSW Candidates will submit the signed timesheet on a weekly basis in the seminar course. BSW Candidates should document their field supervision hours on their timesheets. This is part of the grade. At the end of the week, the field supervisor should sign a final hard copy of the time sheet with all hours completed.

Supervision in the Agency

Planned supervisory meetings between the student and the field supervisor are required. Students should take a proactive stance in determining the best time to hold regular supervisory conferences/sessions. Students should discuss the requirements with their supervisor and determine a plan for holding a 15-minute meeting for every 15 hours of supervised fieldwork. Students and supervisors are encouraged to meet weekly but should meet at a minimum once a month for a full hour. Students should keep track of these sessions on the *time sheet.*

Field Site Visit

Two field site visits occur each semester to monitor student progress and experience in the field setting. Each site visit should include the field instructor, the student, and the field supervisor(s). The field instructor is responsible for scheduling each site visit and documents the outcome of the visit using the Field Setting Site Visit Report Form.

Overview of Field Program Evaluation of the Student

The field practicum and seminar syllabi outline how students are graded for each field experience semester (SOCW 4300: Social Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II). In both field courses, students are evaluated on their overall competency through a combination of field seminar activities, including assessment of professionalism, AND the evaluation of practice in the practicum setting. Evaluation and grading differ in SOCW 4300 and SOCW 4600, representing the expectation for student progression and demonstration of competency and proficiency.

Program Policies Guiding Field Program Evaluation of the Student

1. **Letter Grade**: The course grade assigned for SOCW 4300: Social Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II is determined by use of the standard letter grading scale of A – F, I.
2. **Pass Final Evaluation**: A student must pass the final field evaluation to pass SOCW 4300: Social Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II. Grades of "NA" on evaluations will not be accepted on final evaluations.
3. **Minimum Grade of B**: In order to receive a passing grade in SOCW 4300: Social

Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II, the student must earn a minimum overall assessment of no less than a "B," reflecting work in the seminar and the practicum.

4. **Weighted Grading**: The course grade assigned for SOCW 4300: Social Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II is determined by weighted grade, wherein 50 percent of the grade consists of graded field seminar activities and 50 percent consists of the final evaluation of practice in the practicum setting.

5. **Absences:** BSW Candidates in SOCW 4300 and 4600 may miss no more than two (2) seminar classes. Upon student's second absence from seminar classes, faculty will initiate BSW program student concern form. Please refer to MGA BSW program student handbook, for concern form procedures. On-time and consistent attendance at the field placement is expected.

6. **Assignment Submission Policy:** It is expected that BSW Candidates will demonstrate adequate time-management in order to submit assignments by the due date as stated by the syllabus and instructor. Assignments will not be accepted after the due date and will count as a zero (0).

7. **Impact of Missed Assignments**: Should a BSW Candidates miss three (3) or more field seminar assignments, they will have two full letter grades deducted from the total Seminar class instruction grade. (Example: A BSW Candidate does not submit two (2) journal reflection summaries and the learning contract draft in accordance with the Assignment Submission Policy. The BSW Candidate's seminar point total is 70 out of 100 but due to the number of missed assignments, the final total would be 50 out of 100. TAKE AWAY: Be timely in your submission of work.

8. **Field Hours**: A BSW Candidate MUST complete 200 hours by the final week of SOCW 4300 and an additional 200 hours by the end of SOCW 4600 or they will receive a failing grade for that respective course. In rare circumstances of documented illness, emergency, or agency inability to provide hours, a student who falls short of hours may be permitted to carry hours into the next field sequence. Any student needing to carry over hours must have consistently demonstrated efforts to complete approximately 15 hours on a weekly basis. Plans for carry-over of hours must be approved by the Field Education Director and BSW Program Director. A total of 400 cumulative hours must be completed across both courses to graduate.

9. **Role of Field Final Evaluation**: If a BSW Candidate does not pass the final field evaluation, they cannot pass the field seminar. A failing grade in SOCW 4300 or SOCW 4600 would require that a BSW Candidate repeat that course.
    1. Additionally, the BSW Field Education Director is prohibited from giving a passing grade without having a completed evaluation. If the "final" form is not returned to the BSW Field Education Director in a timely manner, the student will not receive a grade or be permitted to graduate. Students are responsible for informing Field Supervisors as to due dates set for these evaluations. It is strongly recommended that students plan at least two weeks early for the final evaluation.

10. **Termination from Field Setting**: Students who fail SOCW 4300 will be terminated from their field placement and will be delayed in their progression. Field

placements should follow the procedures found in the Grievance and Field Education Concern and Dismissal Procedures section of this handbook but reserve the right to terminate a student at any point for unprofessional behavior.

1. Issues that involve discriminatory action; sexual, physical or verbal violence or harassment; or academic misconduct will be referred to the MGA Office of Student Affairs and the Student Conduct Officer in addition to possible notification of the campus or appropriate law enforcement agency. Students in the field setting will immediately be removed from their agency placement in these cases.

11. **Fail One, Repeat Both**: A failing grade in either SOCW 4300: Social Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II requires that a student repeat that field semester sequence in accordance with progression and repeating courses policies. If it becomes clear that a student will fail SOCW 4300 or SOCW 4600 before the drop date, the student will need to withdraw from the corequisite course for either SOCW 4300 or SOCW 4600. Due to the interconnection of the 4500 and 4600 classes, a BSW Candidates failing either 4500 or 4600 would need to retake both classes. Example: A BSW Candidates who fails SOCW 4500 would be required to retake both SOCW 4500 and SOCW 4600. **Progression will be delayed**.

Evaluation in SOCW 4300

The BSW Candidate's final SOCW 4300 grade encompasses performance in three areas: 1) Seminar Assignments, 2) Final Evaluation 3) Professional Behavior and Integrity Assessment. The overall course grade for SOCW 4300 is calculated using a weighted average as follows:

Area		Area Weight
Seminar Assignments		
Time Sheets	20%	
Class Readiness and Participation	10%	
Process Recording	20%	
Journal Reflections	20%	**50%**
Learning Contract	15%	
Evaluations	5%	
Foundation for ePortfolio Showcase	20%	
Seminar Assignment Total	100%	
Evaluation of Practice: Final Field Evaluation		**50%**
Overall Course Grade		**100%**

Seminar Assignments

50% of the OVERALL course grade for SOCW 4300 will be based on completion of the following seminar assignments:

Time Sheets

BSW Candidates are responsible for having a designated time sheet signed every week by either the field supervisor (preferred) or task supervisor. Field hours completed should total 200 clock hours for the semester (and 400 cumulative total across SOCW 4300 and 4600). BSW Candidates will submit the signed timesheet on a weekly basis in the seminar course. BSW Candidates should document their field supervision hours on their timesheets. This is part of the grade. All hours must be verified by the field supervisor. See Appendix G for a copy of the time sheet. Candidates should document their field supervision hours on their timesheets. This is part of the grade. **All hours must be verified by the field supervisor.** See Appendix G for a copy of the time sheet.

Process Recording

BSW Candidates will develop a minimum of one process recording throughout the semester based on their practicum activities. Using the form provided in class, BSW Candidates may use any of the following interactions for the recording: 1) Their own interaction with a client; agency worker present is okay (this is the preferred method) 2) An observation of an in-person interaction between an agency worker and a client 3) An observation of a phone interaction between an agency worker and a client 4) An observation of a client's participation in a group.

Journal Reflections

BSW Candidates are required to conduct ongoing, weekly journaling during class processing time. These journal entries should document the BSW Candidate's perspective of the integration of practicum and classroom learning with understanding and application of relevant social work competencies. Four (4) summary entries that summarize weekly reflections are the submission requirement.

Learning Contract

BSW Candidates are responsible for developing and maintaining a Learning Contract in collaboration with the field supervisor. This Learning Contract assignment will assist the BSW Candidate with developing and reaching goals throughout this semester. The learning contract is in Appendix I.

Final Learning Contract

BSW Candidates are responsible for developing and maintaining a Learning Contract in collaboration with the field supervisor. This Learning Contract assignment will assist the BSW Candidate with developing and reaching goals throughout this semester. The learning contract is in Appendix I.

Evaluations

BSW Candidates must submit their completed midterm and final evaluations, completed by their field supervisor. These help monitor and document progress throughout the semester. The Midterm Evaluation is in Appendix J and the Final Evaluation is in Appendix K.
- SOCW 4300 - A passing score on the final field evaluation will be 3 out of 5.
- SCOW 4600 - A passing score on the final field evaluation will be 3.5 out of 5.

Assessment of Professionalism and Integrity

As a component of the field seminar assignments, BSW Candidates are assessed on their level of professionalism and integrity using the BSW Candidate Professional Behavior and Integrity Assessment Rubric (Appendix L). This assessment evaluates a BSW Candidate on 25 indicators of professional behavior deemed essential for professional social work practice by the National Association of Social Workers (NASW) Code of Ethics, Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and the MGA BSW Program Handbook. During the SOCW 4300 course the BSW Candidate Professional Behavior and Integrity Assessment Rubric will be used in multiple ways. BSW Candidates will be asked to discuss this rubric with their field instructor during supervision to increase awareness and self regulation around professional behavior. BSW Candidates will submit a self-assessment of professional behavior and integrity to be used as a tool for discussion in the seminar. A final score (assignment grade) for the rubric will be completed by the field seminar instructor and feedback will be provided to the BSW Candidate for further growth.

Foundation for ePortfolio Showcase

The Learning Contract Summary is the ePortfolio assignment in this course. BSW Candidates will develop their WIX website and create a template with one activity from field and classroom experience for each practice behavior. BSW Candidates will develop a presentation that will be given in class, using their WIX website with connections to learning. The Foundation for ePortfolio Showcase guidelines are in Appendix L.

Evaluation of Practice

BSW Candidate's practice in the practicum setting is evaluated by their assigned field supervisor with input from task supervisors. Field supervisors are in the best position to evaluate the daily practice ability of students across the CSWE Competencies. Field supervisors use the *Midterm Student Evaluation Form* (Appendix J) and the *Final Student Evaluation Form (*Appendix K*)* to evaluate student progress and competency during SOCW 4300: Social Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II. Both evaluations provide an opportunity for the agency field supervisor to assess the practice ability of the BSW Candidate across the CSWE Competencies. A BSW Candidate cannot pass SOCW 4300 without passing the Final Student Evaluation.

BSW Candidates receive an average score for each competency area and an average score for the full evaluation (total score). Field supervisors will use the following rating scale to evaluate and assign a score to each practice behavior.

SOCW 4300 Professional Behavior and Integrity Assessment	
Average Score	**Performance Level**
Above 3 to 4 **Proficient** **100% = 20 points**	• BSW Candidates in SOCW 4300 must achieve an average score of three (3) out of four (4) to be considered proficient in their professional behavior.
Under 3 **Needs Improvement** **50% = 10 points**	• BSW Candidates in SOCW 4300 earning lower than an average score of three (3) out of four (4) will experience a 50%-point reduction on this assessment and will be asked to write an informal plan of action to improve professionalism. This informal plan should be approved by the field education director.
Under 2 **Unacceptable** **0%=0 points**	• BSW Candidates in SOCW 4300 earning lower than an average score of two (3) out of four (4) will lose all points on the assessment and will be asked to develop a formal plan of action around professionalism. *BSW Candidate will be referred to the BSW Program Director via a Concern Form.*

Rating	Criteria
5	The student demonstrates *strong* proficiency and competence in this area for generalist social work practice, as evidenced by performance and successful completion of activity with a *high* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level, connecting each indicator.
4	The student demonstrates a *moderate* level of competency in this area, as evidenced by performance and completion of activity with a *moderate* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
3	The student demonstrates a *basic* level of competency in this area and is gaining experience and meeting initial expectations, as evidenced by performance and completion of most of the activity with a *basic* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
2	The student has not as yet met expectations in this area, but there are indications that the student may meet the expectations in the future. Evidenced by the student's *low* but *emerging* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. *Please note that if a SOCW 4300 intern has not completed a task/activity that has not yet been given or explained to them, they should not receive a score in this range.*
1	The student has not met expectations in this area, and there is a lack of evidence that the student will meet the expectations. Evidenced by the student's *low* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. *Please note that if a SOCW 4300 intern has not completed a task/activity that has not yet been given or explained to them, they should not receive a score in this range HOWEVER students in SOCW 4600 who do not complete tasks associated with a PB area by the final evaluation should be assigned a score of 1.*
N/A	Student has not begun activity; but will begin this or next semester. **Only applies to SOCW 4300**.

The competency area average is defined as the average of practice behavior scores within each individual competency area while the total score is the average of all competency area scores. The following example demonstrates how the evaluation average is obtained.

Example	
Example of scoring: Competency 2: Engage Diversity and Difference in Practice), a student received the following: **Rating by Field Supervisor** PB 2.1　　　　　3 PB 2.2　　　　　4 PB 2.3　　　　　5 **Score for Comp 2　　4**	**All Competency areas are then added and the aggregate found. Example:** 　　　　　　　　**Score for Comp** Competency 1　　　3.5 Competency 2　　　4 Competency 3　　　3.5 Competency 4　　　3.5 Competency 5　　　5 Competency 6　　　4 Competency 7　　　4.33 Competency 8　　　4.2 Competency 9　　　4.2 **Total Score:　　　4.02 Passing**

Midterm Evaluation of Practice

If a student intern receives a failing score on the agency midterm evaluation that intern:
1. Will lose the 2.5 points for submission of the midterm along with an additional 2.5 points off final course grade.
2. Should, no later than a week after receiving such score follow these steps:
    1. Schedule a meeting with Field Supervisor to discuss in detail any deficits prompting a failing score
    2. With the field supervisor's guidance, the intern should develop a brief plan to address deficits.
    3. The brief plan should detail steps leading to improved performance of learning activities or behavior that prompted the failing score
    4. At a mid-point between the completed midterm evaluation and final evaluation, the intern should schedule an additional supervisory session with the field supervisor to discuss improved performance or further need for change.
    5. Concerns related to professionalism may also be addressed through the Field Education Concern and Dismissal Procedure.

The midterm evaluation is in Appendix J.

Final Evaluation of Practice

The BSW Candidate's *Final Field Evaluation* (Appendix K) counts as 50% of the OVERALL course grade for SOCW 4300. The *Final Field Evaluation* is completed by the BSW Candidate's agency field supervisor (with input from the task supervisor and field faculty as appropriate). BSW Candidates receive an average score for each competency area and an average score for the full evaluation (total score). The competency area average is defined as the average of practice behavior scores within each individual competency area while the total score is the average of all competency area scores.

A passing score on the *Final Field Evaluation* for SOCW 4300 is a three (3) out of five (5).

SOCW 4300 Final Field Evaluation	
Average Score	**Performance Level**
3 to 5 **Passing = A = 100%**	**Passing score** ● BSW Candidates in SOCW 4300 must achieve an average score of three (3) out of five (5) on the final field evaluation to pass the course. ● While a passing score at final evaluation for SOCW 4300 is an average of three (3) out of five (5), BSW Candidates should plan for further competency development in the SOCW 4600 class, which requires an average score of 3.5 out of 5 to pass.
Under 3 **Failing = F = 50%**	**Failing score** ● BSW Candidates in SOCW 4300 earning lower than an average score of three (3) out of five (5) on the final evaluation will fail SOCW 4300. ● Students scoring below a 3 on the midterm evaluation should plan for improvements in order to pass the final evaluation.

Final Grade for SOCW 4300 Course

A BSW Candidate must receive a B or better in the SOCW 4300 course to progress in the program. The final grade for SOCW 4300 is calculated using a weighted average of the Seminar Assignments (includes the Professional Behavior and Integrity Assessment) and the Final Evaluation to arrive at the final course grade.

Area	Weight
Seminar Assignments	50%
Final Field Evaluation	50%
Overall Course Grade	100%

Example 1: All Areas Proficient

Area	Weight	BSW Candidate Area Score		Overall Grade
Seminar Assignments	50%	90	x 0.5=	**45**
Final Field Evaluation	50%	100	x 0.5 =	**50**
			Overall Course Grade	**95**
			SOCW 4300 Letter Grade	**A**

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Example 2: Seminar Assignments Not Passed

Area	Weight	BSW Candidate Area Score		Overall Grade
Seminar Assignments	50%	50	x 0.5 =	**25**
Final Field Evaluation	50%	100	x 0.5 =	**50**
			Overall Course Grade	75
			SOCW 4300 Letter Grade	**C = Failing**

Example 3: Final Field Evaluation Not Passed

Area	Weight	BSW Candidate Area Score		Overall Grade
Seminar Assignments	50%	100	x 0.5 =	**50**
Final Field Evaluation	50%	50	x 0.5 =	**25**
			Overall Course Grade	75
			SOCW 4300 Letter Grade	**C = Failing**

Letter Grading Scale:

A=90-100 percent B= 80-89 percent   C=70-79 percent   D=60-69 percent   F= 0-59 Percent
   A BSW Candidate must receive a B or better in the SOCW 4300 course to progress in the program.

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Evaluation in SOCW 4600

A BSW Candidate's final seminar course grade encompasses performance in three areas: 1) Seminar Assignments, 2) Final Evaluation 3) Professional Behavior and Integrity Assessment. The overall course grade for SOCW 4600 is calculated using a weighted average as follows:

Area		Area Weight
Seminar Assignments		
Time Sheets	10%	
Process Recording	10%	
Journal Reflections	10%	
Resume Review (5%) and Mock Interviews (5%)	10%	**50%**
Learning Contract	15%	
Evaluations	5%	
ePortfolio Showcase	20%	
Assessment of Professionalism and Integrity	10%	
Student Engagement	10%	
Seminar Assignment Total	100%	
Final Field Evaluation		**50%**
Overall Course Grade		**100%**

Seminar Assignments

50% of the OVERALL course grade for SOCW 4600 will be based on completion of the following seminar assignments:

Time Sheets
BSW Candidates are responsible for having a designated time sheet initialed every week by either the field supervisor (preferred) or task supervisor. Field hours completed should total 200 clock hours for the semester (and 400 cumulative total across SOCW 4300 and 4600). BSW Candidates will submit the signed timesheet on a weekly basis in the seminar course. BSW Candidates should document their field supervision hours on their timesheets. This is part of the grade. All hours must be verified by the field supervisor. See Appendix G for a copy of the time sheet.

Process Recording

BSW Candidates will develop a minimum of one (1) process recording during the semester based on their practicum activities. Using the form provided in class, BSW Candidates will record their own interaction with a client; agency worker present is okay. *Remember to ensure client anonymity.

Journal Reflections

Students are required to conduct ongoing, weekly journaling. These journal entries should document integration of practicum and classroom learning with understanding and application of relevant social work competencies. Four (4) summary entries that summarize weekly reflections are the main submission requirement.

Resume Review and Mock Interviews

Students will create a new and/or develop their current resumes. After creating their resumes, students will forward their resumes to MGA Career Services, receive feedback, and submit that feedback and revised resume. Students will use their revised resumes in the Mock Interview Day event. During this event, area agency supervisors and students will engage in practice interviews for professional positions. Students are expected to attend and to present with professional dress and demeanor.

Learning Contract

Each BSW Candidate is responsible for developing and maintaining a Learning Contract in collaboration with their field supervisors. During this semester, BSW Candidates will update their learning contracts originally developed in the previous semester. The learning contract is in Appendix I.

Please note that the learning contract is a living document, meaning that BSW Candidates will build on their previous SOCW 4300 contract with the addition of new competency-based learning activities in the SOCW 4600 learning contract.

Social work education is competency-based. In order to demonstrate competence upon graduation from the BSW program, in this final learning contract BSW Candidate interns should complete at least <u>one</u> new activity for each PB and should plan to revise or follow-through on learning activities from the previous semester that were scored below a 3 or an N/A.

Assessment of Professionalism & Integrity

As a component of the field seminar assignments, BSW Candidates are assessed on their level of professionalism and integrity using the *BSW Candidate Professional Behavior and Integrity Assessment Rubric* (Appendix M). This assessment evaluates a BSW Candidate on **25 indicator**s of professional behavior deemed essential for professional social work practice by the National Association of Social Workers (NASW) Code of Ethics, Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and the MGA BSW Program Handbook.

During the SOCW 4600 course the *BSW Candidate Professional Behavior and Integrity Assessment Rubric* will be used by the agency field supervisor to assess student development of professionalism at the midpoint of the semester AND to provide a final evaluation of a BSW Candidate's professionalism.

BSW Candidates in the SOCW 4600 course must achieve an average score of 3 out of 4 on all indictors to pass the assessment.

SOCW 4600 Professional Behavior and Integrity Assessment	
Average Score	**Performance Level**
Above 3 to 4 **Proficient** **100% = 20 points**	**Passing score in 4600** ● BSW Candidates in SOCW 4600 must achieve an average score of three (3) out of four (4).
Under 3 **Failing** **0% = 0 points**	**Failing score** ● BSW Candidates in SOCW 4600 earning lower than an average score of three (3) out of four (4) will not pass the assessment.

ePortfolio Showcase Presentation
Students present the ePortfolio as a part of SOCW 4600 during a showcase event that is open to the larger university and professional community.

The BSW program hosts the BSW ePortfolio Showcase during finals week. This showcase is open to the student body, officials from the university, and our community partners. Students are expected to plan their schedules to attend the showcase and are encouraged to invite their field supervisors. Presentation of the ePortfolio is graded by at least two social work faculty. This is the official grade on the assignment. EPortfolio guidelines and grading information are in Appendix M.

Evaluation of Practice

BSW Candidate's practice in the practicum setting is evaluated by their assigned field supervisor with input from task supervisors. Field supervisors are in the best position to evaluate the daily practice ability of students across the CSWE Competencies. Field supervisors use the *Midterm Student Evaluation Form* (Appendix J) and the *Final Student Evaluation Form (*Appendix K*)* to evaluate student progress and competency during SOCW 4300: Social Work Practicum and Seminar I and SOCW 4600: Social Work Practicum and Seminar II. Both evaluations provide an

opportunity for the agency field supervisor to assess the practice ability of the BSW Candidate across the CSWE Competencies. A BSW Candidate cannot pass SOCW 4600 without passing the Final Student Evaluation.

BSW Candidates receive an average score for each competency area and an average score for the full evaluation (total score). Field supervisors will use the following rating scale to evaluate and assign a score to each practice behavior.

Rating	Criteria
5	The student demonstrates *strong* proficiency and competence in this area for generalist social work practice, as evidenced by performance and successful completion of activity with a *high* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level, connecting each indicator.
4	The student demonstrates a *moderate* level of competency in this area, as evidenced by performance and completion of activity with a *moderate* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
3	The student demonstrates a *basic* level of competency in this area and is gaining experience and meeting initial expectations, as evidenced by performance and completion of most of the activity with a *basic* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
2	The student has not as yet met expectations in this area, but there are indications that the student may meet the expectations in the future. Evidenced by the student's *low* but *emerging* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. **Please note that if a SOCW 4300 intern has not completed a task/activity that has not yet been given or explained to them, they should not receive a score in this range.*
1	The student has not met expectations in this area, and there is a lack of evidence that the student will meet the expectations. Evidenced by the student's *low* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. **Please note that if a SOCW 4300 intern has not completed a task/activity that has not yet been given or explained to them, they should not receive a score in this range HOWEVER students in SOCW 4600 who do not complete tasks associated with a PB area by the final evaluation should be assigned a score of 1.*
N/A	Student has not begun activity; but will begin this or next semester. **Only applies to SOCW 4300. This <u>cannot</u> be utilized in SOCW 4600.**

The competency area average is defined as the average of practice behavior scores within each individual competency area while the total score is the average of all competency area scores. The following example demonstrates how the evaluation average is obtained.

Example	
Example of scoring: Competency 2: Engage Diversity and Difference in Practice), a student received the following: **Rating by Field Supervisor** PB 2.1 3 PB 2.2 4 PB 2.3 5 **Score for Comp 2** **4**	**All Competency areas are then added and the aggregate found. Example:** **Score for Comp** Competency 1 3.5 Competency 2 4 Competency 3 3.5 Competency 4 3.5 Competency 5 5 Competency 6 4 Competency 7 4.33 Competency 8 4.2 Competency 9 4.2 **Total Score:** **4.02 Passing**

Midterm Evaluation of Practice

If a student intern receives a failing score on the agency midterm evaluation that intern:
3. Will lose the 2.5 points for submission of the midterm along with an additional 2.5 points off final course grade.
4. Should, no later than a week after receiving such score follow these steps:
    1. Schedule a meeting with Field Supervisor to discuss in detail any deficits prompting a failing score
    2. With the field supervisor's guidance, the intern should develop a brief plan to address deficits.
    3. The brief plan should detail steps leading to improved performance of learning activities or behavior that prompted the failing score
    4. At a mid-point between the completed midterm evaluation and final evaluation, the intern should schedule an additional supervisory session with the field supervisor to discuss improved performance or further need for change.
    5. Concerns related to professionalism may also be addressed through the Field Education Concern and Dismissal Procedure.

The midterm evaluation is in Appendix J.

Final Evaluation of Practice

The BSW Candidate's *Final Field Evaluation* (Appendix K) counts as 50% of the OVERALL course grade for SOCW 4600.

The *Final Field Evaluation* is completed by the BSW Candidate's agency field supervisor (with input from the task supervisor and field faculty as appropriate). BSW Candidates receive an average score for each competency area and an average score for the full evaluation (total score). The competency area average is defined as the average of practice behavior scores within each individual competency area while the total score is the average of all competency area scores.

A passing score on the *Final Field Evaluation* for SOCW 4600 is a 3.5 out of 5.

SOCW 4600 Final Field Evaluation	
Average Score	**Performance Level**
3.5 to 5 **Passing = A = 100%**	**Passing score** ● BSW Candidates in SOCW 4600 must achieve an average score of 3.5 out of 5 on the final field evaluation to pass the course and graduate. ● BSW Candidates should use the midterm evaluation in the SOCW 4600 to plan for professional and practice development.
Under 3.5 **Failing = F = 50%**	**Failing score** ● BSW Candidates in SOCW 4600 earning lower than an average score of 3.5 out of 5 on the final evaluation will fail SOCW 4600.

Final Grade for SOCW 4600 Course

A BSW Candidate must receive a B or better in the SOCW 4600 course to graduate. The final grade for SOCW 4600 is calculated using a weighted average of the Seminar Assignments (includes the Professional Behavior and Integrity Assessment) and the Final Evaluation to arrive at the final course grade.

Area	Weight
Seminar Assignments	50%
Final Field Evaluation	50%
Overall Course Grade	100%

Example 1: All Areas Proficient

Area	Weight	BSW Candidate Area Score		Overall Grade
Seminar Assignments	50%	90	x 0.5=	**45**
Final Field Evaluation	50%	100	x 0.5 =	**50**
			Overall Course Grade	**95**
			SOCW 4600 Letter Grade	**A**

Example 2: Seminar Assignments Not Passed

Area	Weight	BSW Candidate Area Score		Overall Grade
Seminar Assignments	50%	50	x 0.5 =	**25**
Final Field Evaluation	50%	100	x 0.5 =	**50**
			Overall Course Grade	**75**
			SOCW 4600 Letter Grade	**C = Failing**

Example 3: Final Field Evaluation Not Passed

Area	Weight	BSW Candidate Area Score		Overall Grade
Seminar Assignments	50%	100	x 0.5 =	**50**
Final Field Evaluation	50%	50	x 0.5 =	**25**
			Overall Course Grade	**75**
			SOCW 4600 Letter Grade	**C = Failing**

Letter Grading Scale:

A=90-100 percent B= 80-89 percent   C=70-79 percent   D=60-69 percent   F= 0-59 Percent
   A BSW Candidate must receive a B or better in the SOCW 4600 course to graduate.

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Evaluation of Field-Setting Effectiveness

The MGA BSW Program views the evaluation of program effectiveness as a shared effort between field settings, students and the program. It is the policy of the program that field-setting effectiveness be evaluated through student and field-setting input and that such evaluation will occur at minimum yearly.

Field Setting Input: At the end of each academic semester (fall and spring), the field supervisor is asked to complete the *Agency Evaluation of Field* questionnaire (Appendix O) and mail or submit the form online to the BSW Program Director. The questionnaire is short, but extremely important. Supervisors are given the opportunity to evaluate four aspects of the BSW Program and its liberal arts foundation:

1. Field Work Materials
2. The BSW Field Education Director
3. The Curriculum
   a. Liberals Arts Foundation
   b. Professional SOCW Content
4. Services to the Supervisor

Student Input: In the interest of maintaining consistently high standards of quality in our field placement settings, the BSW Program at MGA recognizes the value of providing students with the opportunity to report their perception of the field work experience. BSW students are asked to complete the *Student Evaluation of Field Placement* (Appendix P) at the end of the year-long placement. The information provided by students helps to inform the program on setting quality and any possible needs for improvement.

Grievance and Field Education Concern and Dismissal Procedures

During the field placement, problems or concerns may necessitate a student grievance or dismissal process. The grievance procedure is designed to mediate problems that originate with the student regarding the placement or program while the dismissal process is designed to address problems that originate with the field supervisor or agency regarding the student's professional behavior.

Grievance Policy and Procedure

MGA Grievance Policy

As per MGA policy, "A grievance or complaint is a situation in which a student feels that the treatment he/she has received is not consistent with the University's policies," All BSW students have the right to pursue a complaint or grievance and should do so following the formal grievance policy and procedures of the program as shown below and through MGA, found at https://www.mga.edu/student-affairs/complaints.php.

Program and Departmental Grievance Procedure

The *Grievance Procedure* has a specific chain-of-command:
1. Instructor or Field Supervisor and Student
2. BSW Program Director (or if field related BSW Field Education Director first)
3. Chair of the Teacher Education and Social Work Department
4. Dean of the School of Education and Behavioral Sciences
5. MGA Office of Student Affairs

The Grievance Procedure is as follows:
1. The parties (student, instructor, field supervisor) involved in the grievance should first attempt to resolve the issue(s) themselves. If the parties fail to reach an agreement, then the BSW Program Director should be contacted and the Director will notify the Chair of the Department of Teacher Education and Social Work. Should the issue be field related, the Director of Field Education will replace the BSW Program Director in the following process however the student reserves the right to request the BSW Program Director.
2. Once the BSW Program Director is contacted by the student, instructor or field supervisor, a meeting will be established to discuss the grievance with all parties involved.
3. The BSW Program Director will document the grievance or grievances and ensure the Chair of the Department of Teacher Education and Social Work is notified.
4. The BSW Program Director will meet with the parties (individually or with all parties as needed) involved to discuss any issues and see if the grievance or grievances can be mutually resolved.
5. The BSW Program Director will notify the Chair of the Teacher Education and Social Work Department of the decision that results from the meeting and the mutual resolution.
6. If a mutual resolution cannot be reached, the BSW Program Director will make a decision based upon the available information in consultation with the Chair of the Department of Teacher Education and Social Work.
7. If the issue is field related the Field Education Director will notify the BSW Program Director and Chair of the Teacher Education and Social Work Department of the mutual resolution. If no mutual resolution is found, the grievance will first be referred to the BSW Program Director.

8. The student may appeal the decision of the meeting by writing a letter/email requesting appeal to the Chair of the Department of Teacher Education and Social Work (or BSW Program Director), within a week of the decision.
9. Within a week of the receipt of the appeal request, the Chair will schedule a formal meeting with the BSW Program Director or BSW Field Education Director.
10. The Chair will, at minimum, provide a written response within five working days.
11. If the student is still not satisfied with the decisions made by the above process, the student may appeal the decision of the meeting by writing a letter/email requesting appeal to the Dean of the School of Education and Behavioral Sciences.
12. The student, if still not satisfied with the decisions made by the above process, may pursue a grievance outlined in the Student Grievance Policy found in the *MGA Student Handbook and* https://www.mga.edu/student-affairs/complaints.php.
13. A BSW Candidate dismissed from the BSW Program, may choose to petition the Chair of the Department of Teacher Education and Social Work. Any petition is in writing within ten days of the original notification. Additionally, students are entitled to follow the formal grievance process following the student grievance policy of the Middle Georgia State University as found above.

Field Education Concern and Dismissal Procedure

*Please note that concerns that originate with the student about the field setting should follow the Grievance procedure shown above.

If a student's professional behavior is inappropriate, a field supervisor should:
1. Inform the student of the existing difficulties and seek to develop a plan for improvement. Field supervisors are encouraged to use the *BSW Candidate Professional Behavior and Integrity Assessment* (Appendix M) as a tool for evaluation of professional behavior and to facilitate discussion with the student.
2. The field supervisor should notify the BSW Field Education Director of the issue(s) and the informal plan for improvement.
3. The Field Education Director should document this communication and follow up as needed. At minimum progress toward the plan should be reviewed and documented during a regularly scheduled site visit. Additional site visits may be scheduled to review the situation and progress.
4. If there is no satisfactory improvement the field supervisor should contact the BSW Field Education Director to discuss the problem in further detail and to establish a formal concern form (Appendix F of the BSW Student Handbook). This form should be completed and submitted to the BSW Program Director.
5. The student will be placed on probation and notified as outlined in the BSW Student Handbook. **Please note that for academic or professional behavior concerns related to*

prejudicial or discriminatory action, sexual, physical or verbal harassment or violence, or academic misconduct are referred to the MGA Office of Student Affairs, Student Conduct Officer and the student will be suspended from field requirements during the student conduct process.

6. The BSW Field Education Director, the field supervisor and the student will work with the BSW Program Director to draft a formal action plan. The action plan should clearly connect to professional and academic behaviors required for successful completion of the placement and final evaluation. This action plan is field specific and relates only to the completion of the student's current course. This plan will be shared with the field supervisor.

As noted in the BSW Program Handbook, students MUST BE AWARE that field agencies reserve the right to terminate a student's placement at any time due to sustained concerns of professional behavior, integrity, discriminatory, violent, or harassing behavior. *Concerns that involve discriminatory action; sexual, physical or verbal violence or harassment; or academic misconduct will be referred to the MGA Office of Student Affairs and the Student Conduct Officer in addition to possible notification of the campus or appropriate law enforcement agency.* **The student will immediately be removed from their agency placement.** Termination from the field placement can result in a failing grade for the field seminar course.

If the action plan is not successfully completed the resolved through the action plan:

1. The field supervisor should complete the final evaluation and document indicators of a failing grade and submit this to BSW Field Education Director. Termination of the student's placement is considered effective on the date that the unsatisfactory final evaluation is received by the field director.
2. The BSW Program Director will receive notification from the BSW Field Education Director that documents that the action plan was not successfully completed and that includes a copy of the completed *Final Student Evaluation Form*. The student will receive a copy and the original will be retained in the student's permanent file with the BSW program.
3. The student will receive an "F" as a grade for SOCW 4300 and/or SOCW 4600. At this point program Repeating a Course and Progression Policies apply as shown in BSW Student Handbook.
4. If appropriate per Progression and Repeating a Course policies the student may choose to repeat the failed field class (SOCW 4300 or SOCW 4600). Additionally, the student must complete the corequisites of SOCW 4000 and SOCW 4500. If it becomes clear that a student will fail SOCW 4300 or SOCW 4600 before the drop date, the student will need to withdraw from the corequisite course for either SOCW 4300 or SOCW 4600.
5. If the student chooses to repeat the failed course, a separate action plan will be established with the BSW Program Director; Progression and Repeating a Course policies apply.
6. Students who meet the criteria for dismissal as shown in the BSW Student Handbook, will be dismissed from the program.

A BSW Candidate who is dismissed from the BSW Program, may choose to petition the Chair of the Department of Teacher Education and Social Work and follow the grievance procedures as found in the BSW Student Handbook. Any petition should be made in writing within ten days of the original notification. Additionally, students are entitled to follow the formal grievance process in accordance with the student grievance policy of the Middle Georgia State University as found above.

Academic Credit for Life and Work Experience

The BSW Program has a written policy that states that it does not grant social work course credit for life experience nor for previous work experience. It does not grant credit for life experience or previous work experience in lieu of the Field Education or courses in the professional foundation areas. This policy appears in the BSW Program Student Handbook.

The policy for academic life and work experience declares that the field experience is of central importance for the educational development of the social work major. However, life and work experience in and of itself is not considered "field experience." The process by which the experience is gained is considered the hallmark of social work education. The key element of the field work experience is the integration of course work, qualified supervision, and freedom to address concerns in a nurturing but academic environment. As a result, the BSW Program will not accept academic credit for past life work experience.

Student Safety

The safety of students in field practicum is of major importance to the BSW Program. It is important that students feel safe to carry out their responsibilities in the field. Students are made aware that the practice of social work has potential to involve personal risk. Students are not to take needless risks during their field work.

To minimize risk the following apply:
1. Students are not allowed to transport clients in their own personal vehicle or an agency (company) vehicle.
2. Students must be accompanied by their field supervisor or another agency employee on all home visits.
3. Students are to be made aware of and follow additional agency-specific safety protocols and policies. This in-agency training should occur during supervision in the first week of the practicum and will be reinforced during the field education seminar.
4. If safety concerns arise for a student, it is imperative that the student discuss these safety concerns with their field supervisor immediately. The discussion also must be shared with the BSW Field Education Director.
5. If a student is threatened or injured while in the field practicum or is involved in an incident when their safety could have been compromised, the student should report the event immediately to their field supervisor and the BSW Field Education Director.
6. Student must hold liability insurance while in field semesters.

In addition, the program supports student safety through the following means:
1. Self-Care trainings in field seminar and other courses.
2. Safety trainings in field seminar.
3. Requiring field agency placements to make the student aware of agency specific safety policies and procedures.
4. The availability of on campus supports for mental health and wellbeing. Students can find resources on services available through MGA on the BSW Dashboard in D2L (see the BSW Student Handbook). BeWell@MGA serves as a hub for on campus wellness and mental health supports and can be accessed at https://www.mga.edu/student-affairs/bewell/index.php.

Students and field practicum sites are made aware of these policies in student and supervisor orientations, and the field seminar course.

Report of Safety Concern to Field Director

If a safety concern or incident is brought to the attention of the BSW Field Director, the following steps are taken.

1. Within 24 hours of receiving the report, the BSW Field Director will contact the student and agency to schedule a site visit.
2. The site visit should occur no later than 48-72 hours (or three business days) of receiving the report. At the site visit the BSW Field Director will gather information and will document both the student and agency response to the incident.
3. If it is determined by the Field Director that the placement is not providing a safe environment, they will initiate steps to locate a new placement site. All students will be removed from the agency.
4. The BSW Program Director and Chair of the Department of Teacher Education and Social Work will be notified of the incident and outcome.
5. If needed the Chair of the Department will refer the situation to appropriate university processes (grievance process).

Two or More Students at One Placement

As the BSW Field Education Director matches the interests of students with opportunities available in field agencies, sometimes more than one student requests the same placement. Since a primary objective is to maximize the satisfaction of both students and field agencies, occasionally two students will be placed in the same agency. This situation can create some special conditions, some positive and some negative.

Having more than one student in the same agency can produce certain benefits:
1. Students can carpool together, if feasible.
2. Students can support one another during the field practicum.
3. Students can learn from one another as they share their ongoing experiences.
4. Multiple students tend to increase each student's productivity in the agency.

There are also potential pitfalls in having more than one student in the same agency:
1. Field supervisors may report difficulty providing an individualized experience for each student.
2. A student who is unsure about his/her abilities as a beginning social work practitioner may attempt to make themselves look good at the expense of the other.
3. A student may lose their identity by becoming dependent on the other student.

The BSW Field Education Director and the field supervisor are encouraged to become aware of warning signs:
1. Students voice lack of individualized attention or experience.
2. One or both students are hypercritical of the other.
3. One student frequently seems to be the voice for both students.
4. Tension is present in their relationships with each other.

If the field supervisor or the BSW Field Director identifies problems, they should communicate these concerns to one another. It is also important for the BSW Program Director to be informed of such concerns. The BSW Program embraces a philosophy of open communication and commitment to working through problems in a respectful and mutually beneficial way.

Liability Protection

Field placements are an essential part of students' education. Their involvement may also place them in situations in which they are vulnerable to legal action. In order to further protect against potential unpleasant and expensive situations, **students must obtain professional liability coverage for duties performed as part of their social work placement.** Liability insurance must be obtained prior to a student's first day in the field agency. Students receive their liability insurance through MGA. Liability insurance is automatically billed to the student's account, through class-bound fees. Students are billed for liability insurance in the spring SOCW 3800 and this coverage lasts a year, or through the fall semester. Students are also billed in SOCW 4600 to ensure coverage through the spring semester.

MGA's *Certificate of Insurance* covers all students enrolled in SOCW 4300 and 4600 beginning at the start of the fiscal year (July). In the case a claim is required, MGA staff will provide information on how to initiate an incident report and gather witness statements. All information and documentation for the claim would be maintained in the student record and forwarded to MGA's Risk Management point-of-contact (Ron Ardelean).

IMPORTANT UNIVERSITY POLICIES

Accessibility Services

As per the MGA Accessibility Services webpage, "MGA is committed to the full and total inclusion of all individuals and to the principle of individual rights and responsibilities. To this end, policies and procedures will ensure that persons with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by Middle Georgia State University."

This policy was developed to ensure equal access at MGA for individuals with disabilities and to ensure full compliance with all pertinent federal and state legislation, including Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990 as amended.

Students seeking accommodations should reach out to Accessibility Services through the steps found at https://www.mga.edu/accessibility-services/getting-started/index.php.

Pregnant and Parenting Students (ADA, the Rehabilitation Act, and Title IX)

Expecting a child is an exciting time but you may also have questions related to your completion of courses or the semester. Our goal is to make sure you have the information you need to communicate with your instructors and the program to identify a plan for your success. Use the

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following steps to ensure you have a plan in place to support your education as a parenting student.

1. Maintain early and frequent communication with your attending physician about your role as a student. Documentation from your attending physician will be important in documenting needs you may experience related to the completion of coursework.
2. Should your physician identify medical risks or conditions *during* your pregnancy that impact your role as a student, please reach out to the MGA Office of Accessibility to discuss possible accommodations. Social work faculty will then be informed of any approved accommodations so that a plan can be put in place.
3. Communicate your due date with your instructors and/or the BSW Program Director and share your plan for returning to the classroom following the delivery of your child. *Plan to share this information in a private location such as the faculty member's office not before, during, or after class.*
4. Upon delivery of your child, provide documentation from your attending physician, documenting your period of absence to the MGA Office of Accessibility.
5. Should you experience a medical need upon delivery or post-pregnancy that falls under ADA (eg. C-Section) you should reach out to the MGA Office of Accessibility to explore accommodations and to develop an academic contract that will be communicated to social work faculty.

Federal Family Educational Rights and Privacy Act (FERPA)

Certain personally identifiable information about students ("education records") may be maintained with the USG General Administration, which serves the BOR. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information.

Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent. A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

Faculty members who have any questions about records, documents, or procedures that may be covered under FERPA should contact the University Registrar or the Legal Assistant to the Chancellor for clarification (MGA Faculty Handbook).

Privacy of Student Academic Information (FERPA)

MGA complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in the Student Life Center. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar's Office. Students wishing to inspect their records should contact the Registrar in the Student Life Center between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above directory information withheld must complete and sign a request in the Registrar's Office. This request must be renewed at the beginning of each semester (MGA Faculty Handbook, 6-5.C.1).

Statement of Nondiscrimination

Middle Georgia State University is committed to ensuring a safe learning environment that supports the dignity of all members of the University community. Pursuant to Section 6.7 of the Policy Manual of the Board of Regents of the University System of Georgia (BOR), federal and state laws and regulations, and our vision, mission, and values, Middle Georgia State University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Moreover, Middle Georgia State University is an Affirmative Action/Equal Educational and Employment Opportunity institution. Factors of race, national origin, color, sex, gender, age, religion, sexual orientation, or disability are not considered in the admission or treatment of students or in employment. To that end, University policy prohibits specific forms of behavior that violate federal and state laws and regulations, including but not limited to Title VII of the Civil Rights Act of 1964 and subsequent executive orders, Title IX of the Education Amendments of 1972, as well as Section 504 of the Rehabilitation Act of 1973.

For questions and issues concerning equal opportunity and compliance, please contact:

Complaints of Sex or Gender Discrimination (including allegations of sexual harassment or sexual misconduct)
Title IX Coordinator
Jenia Bacote, JD, Director of Diversity, Equity & Inclusion
Middle Georgia State University
Phone: 478.471.3627
E-Mail: *titleix@mga.edu*

Nondiscrimination of Students, Employees, and Applicants (issues of discrimination generally)
Chair of the Nondiscrimination Working Group

University Counsel

Middle Georgia State University

Phone: 478.757.2666
E-Mail: *nondiscrimination@mga.edu*

Anonymous Complaints
Middle Georgia State University Ethics and Compliance Reporting Hotline
Online: *https://mga.alertline.com/gcs/welcome*
Phone: 877.516.3460

Sexual Harassment Policy

According to 6.5 of the Middle Georgia State University Policy Manual, MGA is committed to ensuring a safe learning environment that supports the dignity of all members of the University community.

Sexual harassment at MGA will be grounds for disciplinary action, up to and including termination of employment or student status. The following actions may be considered sexually harassing behavior: 1) unwanted sexual advances, propositions, or questions; 2) unwelcome touching of a person's body or clothing; 3) public displays of sexually demeaning objects, photographs, posters, or cartoons in a manner that is intended to interfere with work or education; 4) implied or overt threats, or punitive action as the result of rejection of sexual advances or rejection of romantic involvement; and 5) sexual assault.

Victims of sexual harassment should either contact campus police or present the information in writing to the Director of Student Conduct. Complaints against MGA students will be governed by the procedures stated in the Student Judicial Process, STUDENT HANDBOOK, Section IV. Student complaints against MGA faculty or staff will be governed by the procedures stated in the Student Grievance Policy. Members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

Information about sexual harassment is available in the Office of Student Affairs; this information offers guidance on what to do if sexual harassment is experienced.

Summary Statement

The Field Education Handbook is designed to guide field supervisors, social work students and the BSW Field Education Director in the execution and documentation of the fieldwork experience for the BSW Program at MGA. If there are questions or other concerns, please contact the BSW Field Education Director at (478) 757-2544 or by email: jared.johnson1@mga.edu.

Last update: 08/2024

Appendices

Appendix A: Field Setting Profile

Middle Georgia State University
SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES

Department of Teacher Education and Social Work
Bachelor of Social Work Program
Field Setting Profile

The MGA BSW Program matches students and placement agencies based on student interests, skills, and characteristics, capacity of the agency, experience and credentials of agency field supervisors.

Agency/Organization/School:

_____

Address:

_____

Director:_____Phone:_____Email: _____

Main Field Supervisor Name: _____Phone:_____Email:_____

Please list ALL degrees held by main supervisor (BSW/MSW/BS):_____

Does the supervisor hold a BSW or MSW was this obtained from a CSWE Accredited Program?   ___Yes   ___No

How many years of experience does the supervisor hold post BSW or MSW?   _____Post BSW   _____Post MSW

If the main supervisor listed above does not hold a BSW or MSW, please list any additional supervisor who holds a BSW or MSW and provide the following information:
Name: _____
Was the BSW or MSW obtained from a CSWE Accredited Program?   ___Yes   ___No

How many years of experience does the supervisor hold post BSW or MSW?   _____Post BSW   _____Post MSW

Car Needed? Yes ☐ No ☐   Mileage Reimbursement? Yes ☐ No ☐

Special Requirements for Students in Order to Be Placed with Organization/Agency/School:

_____

_____

_____

Please list all background screening requirements including cost to the student and how the student completes the screening process:

_____

_____

_____

Classification of Practice (can check more than one if applicable)

Aging ☐	Family Services ☐	Mental Health ☐
Child Welfare ☐	Group Home ☐	Protective Services: ☐
Advocacy and/or Policy ☐	Shelter ☐	School ☐
Criminal Justice or Courts ☐	Juvenile ☐	Social Services ☐
Developmental Delays Services ☐	Medical ☐	Substance Abuse ☐
Community Development ☐	Public Health ☐	Other:

Regardless of agency classification, students must have an opportunity to practice at all levels. Please verify that opportunities to practice will exist with (check yes or no):

Individual   Family   Groups   Organizations   Communities

*In-Person Learning Opportunities
Check all that apply:

☐ AA/NA	☐ Detox	☐ Legislative Advocacy	☐ Rehabilitation
☐ ACOA	☐ Discharge Planning	☐ Long Term Care	☐ Research/Publication
☐ Administration	☐ Early Intervention	☐ Medical Records	☐ School Social Work
☐ Adoption Services	☐ Evaluation	☐ Medical Social Work	☐ Social History Writing
☐ APS	☐ Family Violence	☐ Multicultural Education	☐ Social Policy & Planning
☐ Behavioral	☐ Foster Care	☐ Oral Presentation	☐ Staffings
☐ Case Management	☐ Home Visits	☐ Out Patient Facility	☐ Substance Abuse
☐ Case Presentations	☐ In Patient Services	☐ Parent Trainer	☐ Supervision
☐ CPS	☐ In Service Training	☐ Physically Disabled	☐ Teen Pregnancy
☐ Chronically Mentally Ill	☐ Intake	☐ Play Techniques	☐ Treatment Planning
☐ Community Outreach	☐ Interdisciplinary Team	☐ Professional Library	☐ Video Taped Sessions
☐ Consultation	☐ Health Services	☐ Race Relations	☐ Women
☐ Crisis Intervention	☐ Juvenile Delinquency	☐ Records/Documentation	☐ Other:

Describe possible activities/assignments, specifying how these activities will occur through in-person contact and across all levels of practice (individual, family, group, organization, community):

Please enter the number of students your agency/organization has the capacity and interest in accepting per the year/over two semesters: _____ BSW Student(s)

*In-person contact is defined as activit(ies) performed with or on behalf of client systems at all levels (individual, family, groups, organizations, and communities) in synchronous face-to-face, phone or digital format (Zoom etc.)

Last update: 08/2024

Appendix B: Field Supervisor Orientation Checklist

Social Work Practicum Placement
Orientation Checklist for Field Supervisor
Initial each item below

☐ Course Description:
This is a supervised practicum experience in a vocationally appropriate setting. Student interns spend approximately fifteen (15) hours per week, over an academic year under supervised conditions in an approved agency or service organization germane to student interest. The course also includes assignments, log keeping, and weekly classroom meetings. Professional liability insurance is required and appropriate insurance fees apply. Students cannot use their agencies/organizations of employment to satisfy the internship experience without completion of an Employment-Based Field Application and approval by the BSW Field Education Director.

☐ Supervision:
The Field Supervisor should provide at least one (1) hour of supervision weekly to the student intern, at a time scheduled by the field supervisor in conjunction with the student intern's assigned practicum activities. This hour may be counted toward the student's field hours and group supervision can be held. Agencies that do not employ a social worker (BSW or MSW) should still plan to meet weekly with the student for general supervision, however social work specific supervision will be provided by an MGA BSW Program faculty member one time per month.

☐ Shadowing:
Initially, the intern should observe the Field or Task Supervisor for a few weeks in an effort to understand the roles of the professional staff at the placement agency. While interning, the Field Supervisor may assign the intern to other appropriate agency professionals (task supervisors). The intern should take notes about the roles and assignments of the professional staff.

☐ Background Checks and Screenings:
It is the responsibility of agency, in accordance with their own policies, to have the student complete any required background checks, health screenings or vaccinations prior to the start of internship hours. Students are responsible for any associated costs or time.

Last update: 08/2024

☐ Orientation to the Agency:
Initially, the intern should read the Policy and Procedures Manual of the placement agency in *an* effort to understand program policies, appropriate procedures, a description of the clients, agency's code or ethics, and programs/services offered. Field supervisors are encouraged to have students complete any orientations or trainings as required of new hires.

☐ Safety:
The intern must not transport clients in the intern's personal vehicle nor the vehicle of the placement agency. Students must be accompanied by their field supervisor or another agency employee on all home visits. At no time should the intern be placed in a situation where harm is likely to occur. Please see the Field Education Handbook for program policies on student safety.

☐ Assigned duties:
The intern is expected to eventually assume some of the typical roles of the professional which may include a minimum amount of clerical duties; however, clerical duties must not be the predominant duties for the intern neither can the intern be used to perform personal errands. Field supervisors will learn more about working with their student intern(s) to plan activities that represent all five levels during the field orientation training and during ongoing outreach. It is expected that students will have ongoing opportunities for supervised and independent professional practice as follows:
- Students must have opportunities in the agency placement to demonstrate competencies through in-person contact and across all five levels of practice (individuals, families, groups, organizations, and communities).
- In person contact is defined as, practice interactions with humans completed through face-to-face, phone, or synchronous digital technologies as per CSWE AS 2.2.4.
- Student learning occurs across the CSWE defined dimensions of learning including: knowledge, skills, values, and cognitive and affective processes.

☐ Liability Insurance:
While serving as an intern, Middle Georgia State University (MGA) will assess the intern for liability insurance. This liability insurance is only valid for the time worked during the terms in which the intern is enrolled as a Social Work Intern. Hours worked beyond the verified internship times are not covered by the MGA liability insurance and are excluded from the MGA liability insurance.

☐ Verification of Time Sheet:
The intern is required to maintain a time sheet which accurately reports the number of in-person contact hours completed toward the required number of hours for the term.

Field Supervisors will verify the accuracy of the time worked by signing the authorized time sheet on a weekly basis.

☐   <u>Learning and Assessment of Student Competency:</u>
Agency field supervisors play an important role in the development and assessment of student competency. Agency field supervisors are expected to work with their student interns to establish a learning contract that will guide student learning and practice in each semester. This same learning contract will drive the midterm and final evaluations that are completed by agency field supervisors (with input from task supervisors and any MGA field supervisors if appropriate).
See below for Signature Page

<div align="center">

Social Work Practicum Placement
Orientation Checklist for Field Supervisor
Signature Page

</div>

1. Is there a BSW or MSW with 2 or more years of practice experience (post BSW o MSW) employed with the agency? **YES or NO** (circle one).

2. Field Supervisor: _____

   Degrees/Credentials: _____ Years of Practice experience post degree: _____

   Contact # _____

   _____   _____
           Signature of Field Supervisor   Date

3. List any additional agency contacts who will work with the student, including their role, degrees and years of practice experience: _____

   _____

   _____

   _____

4. _____   _____
       Signature of BSW Field Education Director   **Date**

Appendix C: Field Supervision Meeting Agenda

FIELD SUPERVISION MONTHLY MEETING AGENDA

<u>POSSIBLE SUPERVISION TOPICS:</u>

1. **Review weekly social work practice** (individual, family, group, organizational and community level, micro, mezzo, macro) including: goals, next steps, concerns, successes & connection of field activities to competencies.

SOCIAL WORK COMPETENCIES:

1. Ethical & Professional Behavior	2. Diversity & Difference	3. Human Rights & Social, Economic & Environmental Justice
4. Research	5. Policy Practice	6. Engagement
7. Assessment	8. Intervention	9. Evaluation

2. **Themes for Ongoing Reflection:**
    a. Use of Supervision, Student/Field Instructor Relationship
    b. Feedback (strengths & growth, areas for support, training, & opportunity)
    c. Social Worker Well-Being (self-care & community care; micro, mezzo, macro)
    d. Identities, Impact of Systems of Oppression in practice, including supervisory, colleague, client/service user/stakeholder relationships, organizational factors
    e. Code of Ethics (ethical dilemmas, application of Code, questions/critique)

3. **Coursework and Field Connection:** Assignments including the <u>Learning Contract</u>, application of theory, sharing a reading/article/classroom discussion, questions & observations, areas of congruence & dissonance between theory & practice, review Field Ed Plan and use as roadmap

4. **Field Logistics**: Review hours, calendar, schedule, documentation, upcoming projects, assignments that connect to/draw on field, end of term evaluations, upcoming site visits

5. **Other:** Topics identified by student, field instructor or task supervisor

Last update: 08/2024

FIELD SUPERVISION AGENDA - DOCUMENTATION

Date:
Student Name:
MGA Field Supervisor Name:
Placement Site:

Review weekly social work practice

Themes for Ongoing Supervision

Coursework and Field Connection
Field Logistics

Other (including student's goals)

Student Signature: Date:
Field Supervisor Signature: Date:

Adapted from Portland State University

Last update: 08/2024

Middle Georgia
State University

SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Department of Teacher Education and Social Work

Bachelor of Social Work Program
Field Application

The field application must be submitted with a hard copy of the student's resume, and a copy of MyDegree unofficial audit. Students requesting an employment-based field practicum will be required to complete an additional application.

Student Information

Name: _____

Mailing Address: _____

Phone: _____ Banner ID: _____

MGA Email Address: _____ Advisor: _____

Have you attached a copy of your: (Y/N)
1) Resume
2) MyDegree audit

Areas of Interest

Check a minimum of three areas that interest you. Rank your top three preferences.

☐ School System	☐ Domestic Violence	☐ Court
☐ Department of Social Services	☐ Hospice	☐ Forensic
☐ Substance Abuse	☐ Homeless	☐ Corrections
☐ Mental Health	☐ Medical	☐ Criminal Justice
☐ Other:		

Agency Information

List three names or types of agencies/organizations of interest

1. _____
2. _____
3. _____

If you have knowledge about an agency please provide the information below.

Name:_____Agency: _____

Email:_____Phone: _____

Name:_____Agency: _____

Email:_____Phone: _____

Students are **not** to contact any agency to arrange for a field placement without the advanced approval from the Field Director.

The BSW Field Education Director will follow up with a potential agency in order to finalize your placement.

Employment

Will you be employed during your field placement? Select

If yes, full-time or part-time _____

Please state the arrangements you plan to make to be available to complete the required hours (**400+**) for your field placement. **(Evening and Weekend Placements are Limited)**

_____

_____

_____

Are you requesting a field placement at your place of employment? Select

If you answered yes, you must complete and submit an application for an employment based field placement. This request is submitted separately from the field application but is due at the same time of the application.

Transportation

Do you have a valid GA driver's license? Select

Do you have an automobile for transportation to and from your field placement?
Select

If you answered no, you must to have transportation to your field placement for the entire semester.

Preferences

Are you available to complete your field placement from 8-5 on Monday-Friday?
Select

If you answered no, please note that weekend and evening placements are limited and cannot be guaranteed.

What is the City/County/Area that you will be completing your field placement? How far are you able to commute to your field placement?

Is your placement within a one hour commute time from MGA? Select

If you answered no, please note that you must receive prior approval before being placed over an hour away.

Middle Georgia State University

SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Criminal Background

You may be required to complete a background check through your agency at your own cost, if required. Many agencies require a criminal background check and/or a current drug screen as part of the placement process.

Have you ever been convicted of a felony?
If yes, please explain and meet with the BSW Select   or individually.

_____

_____

_____

This application will not be processed if any portion is not completed as directed.
Statement of Understanding:

I have completed this application and certify that the information I have provided is complete and accurate. **I understand that I am required to arrange my schedule so that I will be available to complete my field hours and supervision.**

_____   _____
Student   Date

Appendix E: BSW Practicum Placement Preparation Process

**BSW PRACTICUM PLACEMENT
PREPARATION PROCESS (Checklist)**

Before being formally registered for SOCW 4300 (Practicum & Seminar I), the following should be completed **prior to the first practicum (SOCW 4300) beginning**.

Student Name: _____ **ID:** _____

Field Director Initials	
	1. Field Director reviews academic history and confirms that student is eligible for field education year.
	2. Field Director receives the student's complete field application.
	3. Placement referral identified and contacted: Agency: _____ Contact email/phone: _____ Agency specific requirements (background, orientation): _____ _____
	4. Student Interview held on: _____ o Student receives referral to practicum agency o Field year expectations and agency requirements discussed o Feedback on scheduling and holding interview provided. Student instructed to notify Field Director of interview time. o Updated Expectations of Satisfactory Academic Progress and Student Conduct Form signed. o Field Director registers student for needed field practicum seminar and other needed senior 1 classes (SOCW 4000 and possible electives)
	5. Student schedules and holds interview and notifies Field Director. Field Director confirms placement with agency contact.
	6. Field Director updates or completes MOU - Routing to agency, MGA SEBS Dean and Provost for approval and signatures. Field Director also signs.
	7. Field Director confirms with placement that agency specific onboarding complete – background check, orientation, trainings, etc. *Students can document up to 20 hours of orientation/training time toward field hours.
	8. Field Director confirms student's agency start date and expected schedule
	9. Pre-practicum orientation email/training sent/held.
	10. Student signature on MOU – complete the first week of SOCW 4300 or before. Needed before student can begin practicum.
	11. Copies of MOU to agency, agency file, and student file (hard and electronic)
	12. All field documents to student file in field section and student databased updated
	13. Field agency file and databased updated

Field Education Director: _____ Date: _____

Last update: 08/2023

Appendix F: Employment Based Field Application

Middle Georgia
State University

SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Department of Teacher Education and Social Work
Bachelor of Social Work Program
Employment-Based Field Application

Student: _____

Phone: _____ MGA Email: _____

Reason for request: _____

_____

_____

Criteria for Employment-Based Field Practicums:

- Practicum tasks must align with BSW program competencies and practice behaviors.
- Practicum tasks must be different from duties of regular employment.
- Student must have a new learning experience.
- Student must be allowed to complete separate hours to complete field practicum tasks.
- During practicum hours, educational needs must take priority over regular employment.
- Field supervisor must be different from employment supervisor.
- Field supervisor must hold an MSW from an accredited university with at least two years post MSW work experience.
- If a Field Supervisor with an MSW degree is not available, then a Task Instructor with at least two years of experience in the employment setting may be assigned.
- Agency must have an MOU and internship agreement with the MGA BSW program.
- New employment may be considered as a field practicum if employment began within 3 months prior to the beginning of the semester.
- New employment may be reviewed at the ending of the semester to determine if new learning can be acquired and considered for the following semester.

Employing Organization:

Organization Director or Designee:

Director or Designee Phone: Email:

Employment Supervisor:

Employment Supervisor Phone: Email:

Field Supervisor or Task Instructor:

Middle Georgia
State University

SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Dep.-:i tment of Teacher Education & Social Work

Field Supervisor or Task Instructor Phone: Email:

Please describe your current position duties or attach a position description (preferred).

Current Work Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Please describe your proposed field practicum duties or attach a position description.

Last update: 08/2023

Middle Georgia
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Proposed Field Practicum Schedule

Monday	Tuesday	Wednesday	Thw-sday	Friday	Saturday	Sunday

Statement of Understanding: I have reviewed this application and I am **in** agreement with the arrangement detailed above.

_____   _____
Organization Director/Designee   Date

_____   _____
Employment Supervisor   Date

_____   _____
Proposed Field Supervisor/Task Instructor   Date

_____   _____
BSW Student   Date

_____   _____
 BSW Field Education Director   Date

_____   _____
BSW Program Director   Date

Appendix G: Weekly Time Sheet

Middle Georgia State University

Student Name _____   Week # _____

Date	Day	Time in	Time out	Time in	Time out	Total hours for the day
Example: 1/11/22	*Monday*	*8:15AM*	*12:15PM*			*4*
	Monday					
	Tuesday					
	Wednesday					
	Thursday					
	Friday					
	Saturday					
	Sunday					

Each week must be signed by the Field/Task Supervisor and student. A minimum of **200 hours** should be completed each semester. The completed form is to be submitted to the field instructor at the end of every week.
*Weekly supervision is encouraged, but the supervision meeting agenda is **required** to be turned in with every journal summary.*

Date of last supervision session.		**Date of next scheduled supervision session.**	

	Hours	Minutes
(a) Hours for the semester completed before this week. *Add lines B and C from last week's timesheet*	Hours	Minutes
(b) Time completed this week. *How many hours did you complete this week?*	Hours	Minutes
(c) Total for the current semester. *Add lines A and B from this week.*	Hours	Minutes
(d) Total for the academic year	Hours	Minutes

Student Signature:		Date:	
Task Supervisor Signature:		Date:	
Field Supervisor Signature:		Date:	

Students must keep a weekly log of their field placement hours and supervision session dates. This log will be submitted weekly in SOCW 4300/4600. It is recommended that the student keeps a copy of every timesheet log.
Hours are not verified until a supervisor has signed the timesheet.

Appendix H: Field Absence Form

Middle Georgia
State University
SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Bachelor of Social Work Program

Field Absence Form

NOTE: This form must be signed and submitted to your BSW Field Instructor immediately upon return from an absence due to illness or other emergencies. The BSW candidate must contact his/her Field/Task Supervisor and Field Instructor (by email and/or phone) to report an absence. The contact must be made PRIOR to the start of the school day in which the absence will occur. In instances when there are both a field supervisor and task supervisor, the BSW candidate should contact the Field Supervisor. If the Field Supervisor cannot be reached, the BSW candidate should minimally contact the Task Supervisor.

_____ (BSW Candidate's name) was absent from the field experience site on (date)_____ and returned on (date)_____. Hours missed: _____

Request made to Field Instructor on _____ by _____ _____
                                      Date   Email/phone   Signature of Field Instructor

Request made to Field Instructor on _____ by _____ _____
                                      Date   Email/phone   Signature of Field/Task Supervisor

BSW candidates must make up hours missed and document those hours as completion of absence from their field placements. The Field/Task Supervisor must sign-off on those hours after the time has been made up.

Date(s) Absent	Hours Missed	Make-Up Date(s)	Hours Made-Up	Field/Task Supervisor's Verification (please sign after hours have been made-up)

_____
BSW Candidate's Signature

PRIOR APPROVAL ABSENCE FORM

NOTE: This form must be approved and signed prior to an absence from the field experience.

_____ is hereby

BSW Candidate's Name

authorized to be absent from the field experience site on:

_____

Date

Due to (X one or more of the following reasons):

	Professional Meetings/Conferences/Workshops (please explain in remarks section below) (attach documentation)		Medical emergency/appointment that cannot be scheduled at another time (documentation required)
	School sponsored activity (e.g., field trip) (documentation required)		Serious immediate family illness/death
	Attendance in court (documentation required)		Other: (please explain in remarks) (documentation may be required)

Request made to Field Instructor on_____by _____

                                           date   email/phone

_____

 Signature of Field Instructor

Request made to Field/Task Supervisor on_____by_____

                                           date   email/phone

_____

 Signature of Field/Task Supervisor

BSW candidates must make up hours missed and document those hours as completion of absence from field placement. The Field/Task Supervisor must verify these hours.

Date(s) Absent	Hours Missed	Make-Up Date(s)	Hours Made-Up	Field/fask **Supervisor's Verification (please sign after hours have been made-up)**

BSW Candidate's Signature: _____

Department of Teacher Education and Social Work
Bachelor of Social Work Program
Field Learning Contract

Student name:		Field Education Site (name):	
Student contact number::		Field Supervisor:	
Student email:		Field Supervisor Contact number:	
Field Education Site Physical Address:		Field Supervisor Email:	

Field Practicum Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Supervision Meeting Time and Day						

Developing Your Learning Contract

The Learning Contract guides the student through the field experiences based on the nine social work competencies. Each student is responsible for identifying individualized tasks to meet the competencies. The student is expected to develop a draft of the Learning Contract early in the first senior semester for review by the field supervisor and field seminar instructor.

The learning contract becomes finalized when all three parties, as listed above review and sign it. It may be renegotiated, if needed during the semester.

Please list at least one task for each behavior. Some tasks may be repeated if they allow you to demonstrate more than one behavior.

For competencies 6-9, please identify how learning activities will allow you to demonstrate practice behaviors for that competency at the individual, family, group, organizational, and community levels. While you do not need a learning activity for each practice level for each behavior, your learning contract should cover all levels across the competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	What tasks and learning activities will you engage in to reach your learning objectives	How will you measure what you have learned?
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context		
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication		
3. Use technology ethically and appropriately to facilitate practice outcomes		
4. Use supervision and consultation to guide professional judgment and behavior		

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors	What tasks and learning activities will you engage in to reach your learning objectives	How will you measure what you have learned?
1. Advocate for human rights at the individual, family,		

group, organizational, and community system levels		
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice		

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
Behaviors	**What tasks and learning activities will you engage in to reach your learning objectives**	**How will you measure what you have learned?**
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels		
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences		

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		
Behaviors	**What tasks and learning activities will you engage in to reach your learning objectives**	**How will you measure what you have learned?**

Behaviors		
1. Apply research findings to inform and improve practice, policy, and programs		
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work		

Competency 5: Engage in Policy Practice

Behaviors	What tasks and learning activities will you engage in to reach your learning objectives	How will you measure what you have learned?
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services		
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice		

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

Behaviors	What tasks and learning activities will you engage in to reach your learning objectives	How will you measure what you have learned?

1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies		
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		

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

Behaviors	What tasks and learning activities will you engage in to reach your learning objectives	How will you measure what you have learned?
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies		
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		

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

Behaviors	What tasks and learning	How will you measure what

	activities will you engage in to reach your learning objectives	you have learned?
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals		
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		

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

Behaviors	What tasks and learning activities will you engage in to reach your learning objectives	How will you measure what you have learned?
1. Select and use culturally responsive methods for evaluation of outcomes		
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities		

Student Signature:		Date:	
Field Supervisor Signature:		Date:	

Task Supervisor Signature (If applicable):		**Date:**	
Field Seminar Instructor Signature:		**Date:**	

Appendix J: Midterm Evaluation

Middle Georgia State University
SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Department of Teacher Education and Social Work
Bachelor of Social Work Program
Mid-Term Evaluation

Student Name:		Field Education Site:	
Semester:		Field Supervisor:	
		Task Supervisor:	

The purpose of the mid-term evaluation is to assess each BSW student's performance mid-way through the semester using the competencies, generalist practice behaviors and tasks that are specified on the learning contract.

Students must *demonstrate* competency in each of these areas by performing the tasks outlined on the learning contract and also listed below.

Steps to Complete Evaluation

Students: 1) fill in the information above and list tasks from learning contract below, 2) complete self-assessment by filling in the first two (rating) columns and writing any comments, 3) review form with field/task supervisor.

Supervisors: 1) review student self-assessment, 2) complete last two (rating) columns using the rating criteria below, 3) review ratings and comments with student and sign.

Students: 4) review supervisor's ratings and comments, 5) be sure form has your and your supervisor's signature, 6) make a copy for yourself and your supervisor to keep, 7) submit hard copy of original, signed form to field instructor.

The field/task supervisor should use the following scale when scoring the progress of student interns on each practice behavior as demonstrated through the learning contract activities:

Rating	Criteria
5	The student demonstrates *strong* proficiency and competence in this area for generalist social work practice, as evidenced by performance and successful completion of activity with a *high* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level, connecting each indicator.
4	The student demonstrates a *moderate* level of competency in this area, as evidenced by performance and completion of activity with a *moderate* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
3	The student demonstrates a *basic* level of competency in this area and is gaining experience and meeting initial expectations, as evidenced by performance and completion of most of the activity with a *basic* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
2	The student has not as yet met expectations in this area, but there are indications that the student may meet the expectations in the future. Evidenced by the student's *low* but *emerging* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. *Please note that if the intern has not completed a task/activity that has not been given or explained to them yet they should not receive a score in this range.*
1	The student has not met expectations in this area, and there is a lack of evidence that the student will meet the expectations. Evidenced by the student's *low* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. *Please note that if the intern has not completed a task/activity that has not been given or explained to them yet they should not receive a score in this range.*
N/A	Student has not begun activity; but will begin this or next semester *****Can only be used on midterm evaluations. Will be treated as a zero on final evaluations *****

Competency Area & Total Score:

Students will receive an aggregate (average) score for each competency area and an aggregate score for the full evaluation (total score). The competency area aggregate is defined as the aggregate of practice behavior scores within each individual competency area while the total score is the aggregate of all competency area scores. *See example scoring for competency area below table.*

Score	Performance Level
3.5 to 5 Passing = A	Passing score ● Students are expected to achieve a majority of 4's & 5's to demonstrate full competence within the competency area. ● Students in SOCW 4600 must receive an aggregate score of 3.5 or above for each competency area on the final evaluation to pass SOCW 4600. ● Students in SOCW 4600 must receive an aggregate score of 3.5 or above on the final evaluation to pass SOCW 4600.
3 Passing = A	Passing score for SOCW 4300 only or at midterm in SOCW 4600. ● Students in 4300 earning a majority of 3's on the final evaluation will be considered passing but should plan for further competency development in the spring semester. ● Students in SOCW 4600 should receive an aggregate score of 3 or above on the midterm evaluation.
Under 3	Failing score ● Students would receive this score if planned activities that have been in progress for fall or spring have not been completed based on agency expectations.
N/A	Activity is on current contract, but intern has not had the opportunity to complete the activity or will not complete activity until spring semester if during the fall semester or end of the spring semester if assigned during the spring semester and has not begun activity yet.

Example

| Example of scoring: Competency 2: Engage Diversity and Difference in Practice), a student received the following:

Rating by
Field Supervisor
PB 2.1   3
PB 2.2   4
PB 2.3   5
Score for Comp 2   4 | **All Competency areas are then added and the aggregate found. Example:**
                   Score for Comp
Competency 1   3.5
Competency 2   4
Competency 3   3.5
Competency 4   3.5
Competency 5   5
Competency 6   4
Competency 7   4.33
Competency 8   4.2
Competency 9   4.2
Total Score: **4.02 Passing** |

Final Grade for Practicum and Seminar

The student's final practicum and seminar grade (*SOCW 4300 or 4600*) addresses the student's progress in both the seminar course and the practicum. The following is the assessment of grades:

1. The agency will assign a final pass (grade of A) or fail (grade of F) grade to the student intern on the final evaluation form which signifies the intern's overall progress in their practicum for the relevant semester.

2. The field instructor will assign a final letter grade to the intern at the end of the seminar course based on progress on assignments.

3. The student's final field seminar course grade will be calculated with the following total maximum points (pts) as a guideline:

100 possible pts = 50% of grade = the final evaluation score submitted by practicum agency
<u>+ 100 possible pts = 50%</u> of grade = the total combined score in seminar course activities
200 possible total pts

Examples of final grade outcomes:

1. A student receives a passing grade on the final evaluation submitted by agency supervisor and receives 80 out 100 possible points on seminar course activities. This student's final field grade would look like:

Field Evaluation = Passing = A = 100 points
Seminar Activities   B = 80 points
Final Field Seminar Grade   = 180 points out 200 total = 90% = A

2. A student receives a passing grade on the final evaluation submitted by the agency supervisor but receives only 50 out of 100 possible points on the seminar course activities. The student's final field grade would look like:

Field Evaluation = Passing = A = 100 points
Seminar Activities   F = 50 points
Final Field Seminar Grade   = 150 points out of 200 total = 75% = C - field not passed

Please note that if a student does not pass the final field evaluation, they cannot pass practicum and seminar (SOCW 4300 or 4600). Additionally, should a student miss 3 or more field seminar activities, they will have two full letter grades deducted from the total seminar activity grade (Example - an 70 out of 100 becomes a 50 out of 100). A failing grade in SOCW 4300 or 4600 would require that a student repeat that course in accordance with progression and repeating courses policies.

1. Demonstrate Ethical and Professional Behavior Self Evaluation Total_____		Field/Task Evaluation Total_____		
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**		
		Student (Self)		**Field/Task Supervisor**
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context					
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication					
3. Use technology ethically and appropriately to facilitate practice outcomes					

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

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Self Evaluation Total_____   Field/Task Evaluation Total_____

Behaviors	Tasks from Learning Contract	Final Evaluation Rating (1-5)			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	Evidence of Rating	# Rating	Evidence of Rating
1. Advocate for human rights at the individual, family, group, organizational, and community system levels					
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice					

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					
Self Evaluation Total_____ Field/Task Evaluation Total_____					
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels					
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences					

4. Engage In Practice-informed Research and Research-informed Practice					
Self Evaluation Total			Field/Task Evaluation Total		
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	Evidence of Rating	# Rating	Evidence of Rating
1. Apply research findings to inform and improve practice, policy, and programs					
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work					

5. Engage in Policy Practice Self Evaluation Total		Field/Task Evaluation Total			
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services					
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice					

6. Engage with Individuals, Families, Groups, Organizations, and Communities					
Self Evaluation Total			Field/Task Evaluation Total		
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	Evidence of Rating	# Rating	Evidence of Rating
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies					
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies					

7. Assess Individuals, Families, Groups, Organizations, and Communities					
Self Evaluation Total			Field/Task Evaluation Total		
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	Evidence of Rating	# Rating	Evidence of Rating
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies					
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan					

8. Intervene with Individuals, Families, Groups, Organizations, and Communities					
Self Evaluation Total Field/Task Evaluation Total					
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals					
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies					

Behaviors	Tasks from Learning Contract	Final Evaluation Rating (1-5)			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	Evidence of Rating	# Rating	Evidence of Rating
1. Select and use culturally responsive methods for evaluation of outcomes					
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities					

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Self Evaluation Total   Field/Task Evaluation Total

Intern's Areas of Strength:

Intern's Areas for Growth

Student average: Total Score____/# of practice behaviors =_____	
Field/task supervisor average: Total Score____/# of practice behaviors =_____	
Field Instructor: Student average: Total Score____/# of practice behaviors =_____	

Overall Evaluation

	Student has excelled by performing above expectations of a BSW student.
	Student has met expectations of a BSW student.
	Student has not met expectations but there is evidence that improvements can be made in order for student to meet expectations. A plan of correction has been discussed.
	Student has not met expectations and has demonstrated serious problems in performance.

Student Acknowledgment

	I agree with the evaluation.
	I disagree with the evaluation. (please explain below)

Additional Student Comments:

Additional Field Supervisor/Task Supervisor Comments:

Student Signature:		**Date:**	
Field Supervisor Signature:		**Date:**	
Task Supervisor Signature (if applicable):		**Date:**	
Field Education Director Signature:		**Date:**	

Appendix K: Final Evaluation

Middle Georgia
State University
SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Department of Teacher Education and Social Work
Bachelor of Social Work Program
Final Evaluation

Student Name:		Field Education Site:	
Semester:		Field Supervisor (BSW):	
		Task Supervisor:	

The purpose of the final evaluation is to assess each BSW student's performance before they graduate. Students are evaluated using the competencies, generalist practice behaviors and tasks that are specified on the learning contract.

Students must *demonstrate* competency in each of these areas by performing the tasks outlined on the learning contract and also listed below.

Steps to Complete Evaluation

Students: 1) fill in the information above and list tasks from learning contract below, 2) complete self-assessment by filling in the first two (rating) columns and writing any comments, 3) review form with field/task supervisor.

Supervisors: 1) review student self-assessment, 2) complete last two (rating) columns using the rating criteria below, 3) review ratings and comments with student and sign.

Students: 4) review supervisor's ratings and comments, 5) be sure form has your and your supervisor's signature, 6) make a copy for yourself and your supervisor to keep, 7) submit hard copy of original, signed form to field instructor.

The field/task supervisor should use the following scale when scoring the progress of student interns on each practice behavior as demonstrated through the learning contract activities:

Rating	Criteria
5	The student demonstrates *strong* proficiency and competence in this area for generalist social work practice, as evidenced by performance and successful completion of activity with a *high* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level, connecting each indicator.
4	The student demonstrates a *moderate* level of competency in this area, as evidenced by performance and completion of activity with a *moderate* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
3	The student demonstrates a *basic* level of competency in this area and is gaining experience and meeting initial expectations, as evidenced by performance and completion of most of the activity with a *basic* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance and completion at this level.
2	The student has not as yet met expectations in this area, but there are indications that the student may meet the expectations in the future. Evidenced by the student's *low* but *emerging* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. *Please note that if the intern has not completed a task/activity that has not been given or explained to them yet they should not receive a score in this range.*
1	The student has not met expectations in this area, and there is a lack of evidence that the student will meet the expectations. Evidenced by the student's *low* level of *knowledge,* independence, critical thinking, *skill* application, use of self and ethical decision-making (*affective processes and values*), and appropriate use of supervision and consultation (*cognitive processes*). The field or task supervisor should document at least two indicators/examples of performance at this level. *Please note that if the intern has not completed a task/activity that has not been given or explained to them yet they should not receive a score in this range.*
N/A	Student has not begun activity; but will begin this or next semester *****Can only be used on midterm evaluations. Will be treated as a zero on final evaluations *****

Competency Area & Total Score:

Students will receive an aggregate (average) score for each competency area and an aggregate score for the full evaluation (total score). The competency area aggregate is defined as the aggregate of practice behavior scores within each individual competency area while the total score is the aggregate of all competency area scores. *See example scoring for competency area below table.*

Score	Performance Level
3.5 to 5 Passing = A	Passing score ● Students are expected to achieve a majority of 4's & 5's to demonstrate full competence within the competency area. ● Students in SOCW 4600 must receive an aggregate score of 3.5 or above for each competency area on the final evaluation to pass SOCW 4600. ● Students in SOCW 4600 must receive an aggregate score of 3.5 or above on the final evaluation to pass SOCW 4600.
3 Passing = A	Passing score for SOCW 4300 only or at midterm in SOCW 4600. ● Students in 4300 earning a majority of 3's on the final evaluation will be considered passing but should plan for further competency development in the spring semester. ● Students in SOCW 4600 should receive an aggregate score of 3 or above on the midterm evaluation.
Under 3	Failing score ● Students would receive this score if planned activities that have been in progress for fall or spring have not been completed based on agency expectations.
N/A	Activity is on current contract, but intern has not had the opportunity to complete the activity or will not complete activity until spring semester if during the fall semester or end of the spring semester if assigned during the spring semester and has not begun activity yet.

Example

| Example of scoring: Competency 2: Engage Diversity and Difference in Practice), a student received the following:

Rating by
Field Supervisor
PB 2.1   3
PB 2.2   4
PB 2.3   5
Score for Comp 2   **4** | **All Competency areas are then added and the aggregate found. Example:**
                 Score for Comp
Competency 1   3.5
Competency 2   4
Competency 3   3.5
Competency 4   3.5
Competency 5   5
Competency 6   4
Competency 7   4.33
Competency 8   4.2
Competency 9   4.2
Total Score: **4.02 Passing** |

Final Grade for Practicum and Seminar

The student's final practicum and seminar grade (*SOCW 4300 or 4600*) addresses the student's progress in both the seminar course and the practicum. The following is the assessment of grades:

1. The agency will assign a final pass (grade of A) or fail (grade of F) grade to the student intern on the final evaluation form which signifies the intern's overall progress in their practicum for the relevant semester.
2. The field instructor will assign a final letter grade to the intern at the end of the seminar course based on progress on assignments.
3. The student's final field seminar course grade will be calculated with the following total maximum points (pts) as a guideline:

100 possible pts = 50% of grade = the final evaluation score submitted by practicum agency
+ 100 possible pts = 50% of grade = the total combined score in seminar course activities
200 possible total pts

Examples of final grade outcomes:

1. A student receives a passing grade on the final evaluation submitted by agency supervisor and receives 80 out 100 possible points on seminar course activities. This student's final field grade would look like:

Field Evaluation = Passing = A = 100 points
Seminar Activities   B = 80 points
Final Field Seminar Grade   = 180 points out 200 total = 90% = A

2. A student receives a passing grade on the final evaluation submitted by the agency supervisor but receives only 50 out of 100 possible points on the seminar course activities. The student's final field grade would look like:

Field Evaluation = Passing = A = 100 points
Seminar Activities   F = 50 points
Final Field Seminar Grade   = 150 points out of 200 total = 75% = C - field not
                               passed

Please note that if a student does not pass the final field evaluation, they cannot pass practicum and seminar (SOCW 4300 or 4600). Additionally, should a student miss 3 or more field seminar activities, they will have two full letter grades deducted from the total seminar activity grade (Example - an 70 out of 100 becomes a 50 out of 100). A failing grade in SOCW 4300 or 4600 would require that a student repeat that course in accordance with progression and repeating courses policies.

1. Demonstrate Ethical and Professional Behavior Self Evaluation Total_____ Field/Task Evaluation Total_____					
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context					
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication					
3. Use technology ethically and appropriately to facilitate practice outcomes					

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

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					
Self Evaluation Total_____		Field/Task Evaluation Total_____			
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	Evidence of Rating	# Rating	Evidence of Rating
1. Advocate for human rights at the individual, family, group, organizational, and community system levels					
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice					

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					
Self Evaluation Total_____		Field/Task Evaluation Total_____			
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels					
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences					

4. Engage In Practice-informed Research and Research-informed Practice					
Self Evaluation Total			Field/Task Evaluation Total		
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Apply research findings to inform and improve practice, policy, and programs					
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work					

5. Engage in Policy Practice Self Evaluation Total		Field/Task Evaluation Total			
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services					
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice					

6. Engage with Individuals, Families, Groups, Organizations, and Communities					
Self Evaluation Total		Field/Task Evaluation Total			
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies					
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies					

7. Assess Individuals, Families, Groups, Organizations, and Communities Self Evaluation Total					
		Field/Task Evaluation Total			
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies					
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan					

8. Intervene with Individuals, Families, Groups, Organizations, and Communities Self Evaluation Total		Field/Task Evaluation Total			
Behaviors	**Tasks from Learning Contract**	**Final Evaluation Rating (1-5)**			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	**Evidence of Rating**	**# Rating**	**Evidence of Rating**
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals					
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies					

Behaviors	Tasks from Learning Contract	Final Evaluation Rating (1-5)			
		Student (Self)		**Field/Task Supervisor**	
		# Rating	Evidence of Rating	# Rating	Evidence of Rating
1. Select and use culturally responsive methods for evaluation of outcomes					
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities					

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Self Evaluation Total   Field/Task Evaluation Total

Intern's Areas of Strength:

Intern's Areas for Growth:

Student average: Total Score_____/# of practice behaviors =_____	
Field/task supervisor average: Total Score_____/# of practice behaviors =_____	
Field Instructor: Student average: Total Score_____/# of practice behaviors =_____	

Overall Evaluation (X or Check one)

	Student has excelled by performing above expectations of a BSW student.
	Student has met expectations of a BSW student.
	Student has not met expectations but there is evidence that improvements can be made in order for student to meet expectations. A plan of correction has been discussed.
	Student has not met expectations and has demonstrated serious problems in performance.

Recommend Grade_____   Number of Clock Hours Completed_____

Pass=P or Fail=F

Student Acknowledgment

	I agree with the evaluation.
	I disagree with the evaluation. (please explain below)

Additional Student Comments:

Additional Field Supervisor/Task Supervisor Comments:

		Date:	
Student Signature:		**Date:**	
Field Supervisor Signature:		**Date:**	
Task Supervisor Signature (if applicable):		**Date:**	
Field Education Director Signature:		**Date:**	

SOCW 4300: Social Work Practicum & Seminar II
ePortfolio - Competency Showcase Presentation Foundation

Overview

This is the final project and ePortfolio assignment for this last semester of the social work program. This is a comprehensive assignment based on the progress of each student's classroom and practicum activities measured throughout the program. To create your portfolio, you will integrate ePortfolio assignments, and other program artifacts (class assignments, reflections, field activities and documentation, etc.) into a web-based portfolio that tells your story of growth and competence. You should develop a project that showcases your achievements across CSWE Competencies 1-9; making connections to practice behaviors (PBs). The goal is discuss highlights and make connections.

Presentation

You will present your ePortfolio as a part of SOCW 4600 **and** you will also have the opportunity to share your ePortfolio with professionals from the university and community during the BSW ePortfolio Showcase.

BSW ePortfolio Showcase (TBD): The BSW program will host the BSW ePortfolio Showcase during finals week. This showcase is open to the student body, officials from the university, and our community partners. You are expected to plan your schedule so that you are able to attend the showcase and are encouraged to invite your field supervisors.

Creation of the ePortfolio: Your ePortfolio must use the following structure and information.

Table of Contents (how you will generally organize your website)
- Home: Introduction
- Field Experience
- Competencies
  - Competency 1: Demonstrate Ethical and Professional Behavior
    - PB 1
    - PB 2
    - PB 3
    - PB 4
    - Competency Reflection
  - Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
    - PB 1
    - PB 2
    - Competency Reflection
  - Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
    - PB 1
    - PB 2

- o   Competency Reflection
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 5: Engage in Policy Practice
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Next Steps

Details

1. **Introduction**: In this section introduce yourself. What brought you to social work? What are your interests? How have you been involved with the program? Get creative but keep it focused and professional.
2. **Field Experience**: In this section, identify yourself as an intern and discuss your field placement including the following.
   a. Agency name
   b. Your field and task supervisors
   c. Agency mission and purpose
   d. Population served by agency
3. **Competencies:** Each competency and practice behavior will be discussed through attention to your progress through the program and field-based practice behaviors that evidence your competency. **For each competency and practice behavior, individually include the following.**
   a. Identify the Competency
      i. List and describe the competency and practice behaviors.
   b. Curriculum Connections

      i. Identify and discuss how your *knowledge, skills, values, and affective/cognitive processes* were impacted by the completion of courses and specifically the ePortfolio assignments during the junior and senior years. *Focus on the ePortfolio assignments but you may note other activities that built your competency.*

      ii. Please note that for competencies 6-9, you should take special care to address how you gained competence with the following client systems: individuals, families, groups, organizations, and communities.

      iii. Please note that different ePortfolio assignments demonstrate different competencies - *not all apply to all competencies.*

      iv. Example: – for Competency 6, perhaps you discuss the role of the Individual and Social Influences Paper in your ability to integrate and apply empowerment theory to your engagement with underserved individual clients.

  c. Field Experience Connections

      i. Identify and discuss how your *knowledge, skills, values, and affective/cognitive processes* were impacted by the completion of your field learning contract activities.

      ii. Please note that for competencies 6-9, you should take special care to address how you gained competence with the following client systems: individuals, families, groups, organizations, and communities.

      iii. You should only discuss practicum activities relevant to PBs, not necessarily every activity.

      iv. When discussing practicum activities, be sure to indicate how your activities relate to the practice behaviors and thus the competency.

      v. Example: For competency 1, practice behavior 1.3 perhaps you include an example of your professional interaction with coworkers at the agency evidenced by professional dress, verbal communication, and electronic communication.

  d. Competency Reflection: Provide a written reflection of what the competency means for your social work identity and professional actions. You might reflect on your growth and overall achievement.

4. Next Steps: In this conclusion section, share how you plan to move forward as a social worker and helping professional. What do your next steps look like?

Evaluation

You will be graded by your instructor

SOCW 4300: Social Work Practicum & Seminar II

1. Demonstrate Ethical and Professional Behavior					
Behaviors	. Student utilized both field and curricular connections and analyzed from both connections to practice behavior. ☐ Fall Task ☐ Fall Task Anylasis ☐ Curricular Connection - Snippet of Assignment is attached. ☐ Curricular Connection Analsysis	Student utilized both field and curricular connection but only analyzed either the field or curricular connection. ☐ Fall Task ☐ Curriculum Connection - Snippet of Assignment is attached. ☐ Curricular Connection Analsysis OR Fall Task Analysis	Student demonstrated both field and curricular connections but did not provide an analysis. ☐ Fall Task ☐ Curriculum Connection - Snippet of Assignment is attached.	Students project demonstrates a basic ability to identify either a field or curricular connection. ☐ Fall Task Or curricular Connection (not both) ☐ No analysis of either field or curriculum	Students project does not appear to have evidence of ability to identify or describe and apply the behavior and related competency.
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as	1	.75	.5	.25	0

appropriate to the context					
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication	1	.75	.5	.25	0
3. Use technology ethically and appropriately to facilitate practice outcomes	1	.75	.5	.25	0
4. Use supervision and consultation to guide professional judgment and behavior	1	.75	.5	.25	0
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					
1. Advocate for human rights at the individual, family, group, organizational, and community system levels	1	.75	.5	.25	0
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	1	.75	.5	.25	0
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					

				.25	0
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	.75	.5		
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	1	.75	.5	.25	0
4. Engage In Practice-informed Research and Research-informed Practice					
1. Apply research findings to inform and improve practice, policy, and programs	1	.75	.5	.25	0
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use	1	.75	.5	.25	0

in quantitative and qualitative research methods to advance the purposes of social work					
5. Engage in Policy Practice					
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	1	.75	.5	*.25*	0
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	1	.75	.5	*.25*	0
6. Engage with Individuals, Families, Groups, Organizations, and Communities					
Behaviors					
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	1	.75	.5	.25	0

			.5	.25	0
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1	.75			
7. Assess Individuals, Families, Groups, Organizations, and Communities					
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	1	.75	.5	.25	0
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	1	.75	.5	.25	0
8. Intervene with Individuals, Families, Groups, Organizations, and Communities					

			.5	.25	0
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	1	.75			
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	1	.75	.5	.25	0
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
1. Select and use culturally responsive methods for evaluation of outcomes	1	.75	.5	.25	0
2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1	.75	.5	.25	0

SOCW 4300: Social Work Practicum & Seminar II

Appendix M: BSW Candidate Professional Behavior and Integrity Assessment

	Indicator	Performance Levels			
		Unacceptable	Needs Development	Proficient	Exemplary
1	Integrity	BSW Candidate consistently demonstrates behavior that lacks integrity. Professional judgments and actions are consistently contrary to the value of integrity; even following reprimand, warning, and monitoring. Holds a reputation of untrustworthiness. Examples: Dishonesty in representing work, effort, or situation; breaking confidentiality of client, cheating, falsifying hours, etc.	BSW Candidate demonstrates need for development in integrity. Professional judgment or actions have occurred that require warning, reprimand, or monitoring. Examples: Dishonesty in representing work, effort, or situation; breaking confidentiality of client, cheating, falsifying hours, etc.	BSW Candidate upholds the values and standards of the NASW Code of Ethics in all personal and professional actions. Demonstrates consistent professional judgment and completion of tasks/assignments based on value of integrity.	BSW Candidate upholds the values and standards of the NASW Code of Ethics in all personal and professional actions. Demonstrates integrity in all professional judgments and completion of tasks/assignments. Holds a reputation for integrity and trustworthiness and serves as a leader other students can look up to.
2	Confidentiality	BSW Candidate makes ongoing careless mistakes regarding client confidentiality and privacy. Examples may include speaking about client in earshot of other clients, taking pictures or video that risks client privacy, inappropriately sharing client information. BSW Candidate demonstrates an inability or unwillingness to uphold client confidentiality and privacy, even after warning, reprimand, and supervision.	BSW Candidate has made several careless mistakes regarding client confidentiality and privacy. Examples may include speaking about client in earshot of other clients, taking pictures or video that risks client privacy, inappropriately sharing client information. BSW Candidate demonstrates a lack of understanding or commitment to client confidentiality and privacy. Requires warning, reprimand, and additional supervision.	BSW Candidate upholds client confidentiality and privacy in their verbal, written, and physical actions. BSW Candidate demonstrates adherence to agency policy, client informed consent, and NASW Code of Ethics. Obtains needed informed consent and documentation.	BSW Candidate takes great care to uphold confidentiality and privacy of clients through their verbal, written, and physical actions. BSW Candidate is diligent that client information only be shared in accordance with agency policy, client informed consent, and NASW Code of Ethics. BSW Candidate discusses client information only when needed to benefit the client. Always obtains needed informed consent and documentation.
3	Interpersonal Skills	BSW Candidate demonstrates a continual pattern of inability to communicate and build relationships with others. BSW candidate lacks engagement in all forms of communication between peers, BSW faculty, and	BSW Candidate demonstrates inconsistent use of attending and basic skills. BSW Candidate may be able to demonstrate use of skills with either peers, BSW faculty, or community partners, but not across all	BSW Candidate demonstrates use of attending and basic skills and empathy. Verbal and non-verbal communication are proficient. BSW Candidate appears to be coachable regarding	BSW Candidate reliably demonstrates effective use of attending and basic skills in all interactions. Verbal and non-verbal communication are well developed. BSW Candidate demonstrates a high level of emotional empathy and

		community partners. Demonstrates lack of consideration for others (rude comments, loud noises while others presenting/speaking)	constituencies or situations.	suggestions for creating effective communication with others.	proactively seeks out feedback for improvement.
4	Demeanor	BSW Candidate demonstrates conduct not in accordance with social work values. BSW Candidate's behavior is immature, disrespectful, or argumentative. BSW Candidate has a poor attitude in response to feedback and does not engage in supervision or learning opportunities.	BSW Candidate demonstrates conduct not in accordance with social work values. BSW Candidate's behavior can, at times, be immature, disrespectful, or argumentative. BSW Candidate is not open to feedback or learning opportunities.	BSW Candidate can, at times, demonstrate conduct in alignment with social work professional values. BSW Candidate strives to demonstrate professional demeanor. BSW Candidate is amenable to constructive feedback and participates in the learning process.	BSW Candidate consistently demonstrates conduct in alignment with social work professional values. BSW Candidate demonstrates maturity, respect, and agreeability in all professional settings. BSW Candidate seeks feedback and actively engages in the learning process.
5	Appearance	BSW Candidate often appears disheveled, demonstrating poor hygiene, and disregard for agency dress code rules or policies.	BSW Candidate is aware of program dress code policies and regulations but does not consistently follow said policies. BSW Candidate may, at times, appear disheveled or unprepared for work setting.	BSW Candidate consistently maintains dress code policies as dictated by the agency. BSW Candidate appears to consistently demonstrate good hygiene practices in preparation for work setting.	BSW Candidate is dressed in professional attire at all times. Clothing, shoes, and accessories are appropriate for the setting and job duties. BSW Candidate is well-groomed and presented.
6	Leadership & Collaboration	BSW Candidate does not engage with peers or groups. BSW Candidate does not communicate or contribute ideas or effort. BSW Candidate benefits from group efforts more than they contribute. Others must pick up most of the slack from BSW Candidate.	BSW candidate does not fully engage as a group member or leader, as demonstrated by little communication with the group or lack of contribution to the group. BSW Candidate benefits from group efforts more than they contribute.	BSW Candidate engages in leadership as an active participant in group and peer learning during class and program activities. BSW Candidate demonstrates leadership through clear communication and contribution of ideas and effort. BSW Candidate contributes to group efforts as much as they benefit.	BSW Candidate serves as a role model for peers and the program through leadership ability during class and program activities. BSW Candidate assumes leadership roles in student organizations and class tasks, contributing a high-level of ideas and effort. BSW Candidate encourages shared leadership by empowering peers and colleagues. BSW Candidate contributes to group efforts as much as they benefit.
7	Service and Involvement	BSW Candidate has not attended any BSW sponsored service events in the last year. BSW Candidate does not hold a commitment to the value	BSW Candidate has only attended one BSW sponsored service event in the last year. BSW Candidate does hold a commitment to the value	BSW Candidate engages in service to the university and surrounding community through involvement in several BSW sponsored	BSW Candidate engages in ongoing service to the university and surrounding community through BSW sponsored events and through involvement in external service

		of service, as demonstrated by lack of service and adherence to BSW Service Policy.	of service, as demonstrated by lack of initiative to consistent service and adherence to BSW Service Policy.	events. BSW Candidate demonstrates commitment to the value of service through adherence to BSW Service Policy.	opportunities. BSW Candidate demonstrates a strong commitment to the value of service, exceeding expectations of the BSW Service Policy.
8	Respect for Dignity and Worth of All	BSW Candidate is unable to recognize that every individual holds intrinsic value. BSW Candidate judges constituents based on their situation or circumstance and does not treat others with high regard or esteem.	BSW Candidate recognizes that every individual holds intrinsic value regardless of situation or circumstance. BSW Candidate is able to acknowledge that all constituents deserve to feel a sense of self-worth and dignity.	BSW Candidate recognizes that every individual holds intrinsic value regardless of situation or circumstance. BSW Candidate treats most individuals with high regard and esteem. BSW Candidate is able to encourage self-worth and dignity in all constituents.	BSW Candidate recognizes that every individual holds intrinsic value regardless of situation or circumstance. BSW Candidate regularly treats all individuals with high regard and esteem. BSW Candidate empowers all constituents to recognize their own sense of self-worth and dignity. Engages in advocacy to empower marginalized groups.
9	Attendance & Punctuality in Field and Class Setting	BSW Candidate has a consistent pattern of tardiness or absence from field placement and/or class. Multiple absences and instances of late attendance without communication. Attendance and punctuality are not a priority.	BSW Candidate is frequently tardy or absent from field placement and/or class without proper communication. Does not make attendance and punctuality a priority.	BSW Candidate is on time and in attendance at field placement and/or class. Uses absences sparingly and communicates about absence(s).	BSW Candidate is always on time and in attendance at field placement and/or class. Uses absences sparingly and communicates in advance about any needed absence(s).
10	Dependability & Reliability	BSW Candidate consistently requires frequent follow up and reminders from others. Follow up and reminders are required 85 to 100 percent of the time. BSW Candidate demonstrates pattern of not following through with assigned tasks, or schedule given by instructors, task, or field supervisors.	BSW Candidate frequently requires reminders from others for assigned tasks, assignments, and other duties. BSW Candidate might verbalize inability to stay organized but appears to not be receptive to suggestions or ideas from others regarding organization.	BSW Candidate demonstrates ability to be dependable and reliable, but still requires some reminders from those who have assigned tasks or other duties. BSW candidate will complete all tasks and duties as assigned, but not always by the time frame.	BSW Candidate demonstrates ability to function independently and proactively with minimal follow up. BSW Candidate shows evidence of trying to complete tasks and duties before they are due.
11	Interactions and Relationships with Peers (Colleagues)	BSW demonstrates a lack of maturity and positive use of self that significantly impacts the class and group dynamic. Examples: Consistent	BSW demonstrates some difficulty with respect of peers and use of positive interpersonal skills. BSW Candidate lacks maturity in verbal and nonverbal	BSW Candidate demonstrates an ability to engage peers in a respectful manner. Uses interpersonal skills to contribute in a positive	BSW Candidate demonstrates honesty, respect, warmth, and consideration in communication and actions with peers -maintains these traits even during

		negative attitude, degrading others, demonstrating judgment of others, closed off-hostile-or negative body language or facial expressions.	communication with peers or demonstrates a lack of consideration that negatively impacts class and group dynamics. Examples: complaining, interrupting, negative attitude or body language.	manner to class and group dynamics.	disagreements or instances of feedback or boundary setting. BSW Candidate is viewed by peers as a trusted and encouraging influence on class and group dynamics.
*12	Interactions and Relationships with Professional Constituents (Faculty, Agency Staff and Supervisors)	BSW Candidate demonstrates an inability to form appropriate relationships with professional constituents. Evident by lack of attending skills through verbal and written communication.	BSW Candidate demonstrates ability to form appropriate relationships but appears to be situational. BSW Candidate shows signs of being unreceptive to feedback from others.	BSW Candidate has a demonstrated ability to interact and form relationships with professional constituents. BSW Candidate may require some guidance on how to best form relationships with professional contacts.	BSW Candidate demonstrates clear professional interactions with professional constituents evident by verbal and written communication that is consistently respectful and clear.
13	Interactions and Relationships with Clients	BSW Candidate demonstrates inappropriate interactions with clients. Examples may include, but are not limited to, unprofessional boundaries, not responding to client needs, or engaging in personal relationships with clients.	BSW Candidate demonstrates inappropriate interactions with clients. BSW Candidate is unable to consistently determine the difference between personal and professional relationships.	BSW Candidate demonstrates professional and appropriate interactions with clients. BSW Candidate is able to identify client needs as well as the difference between professional and personal relationships.	BSW Candidate demonstrates professional, supportive, and appropriate interactions with clients. BSW Candidate maintains appropriate boundaries while also addressing client needs regarding necessary steps of the planned change process.
14	Ability to Receive Feedback and Constructive Criticism	BSW Candidate resists or tunes out feedback, as demonstrated by no verbal response or reaction, denial, argumentativeness, or hostility.	BSW Candidate is reluctant to receive feedback, frequently becoming upset, or quiet and an unwillingness to discuss areas for improvement or development.	BSW Candidate accepts feedback and demonstrates an ability to integrate feedback into the development of skills and thinking. BSW Candidate shows willingness to discuss areas for improvement or development.	BSW Candidate receives feedback with openness and grace and uses feedback to develop skills and deeper cognitive and affective processes. BSW Candidate demonstrates humility as a learner, recognizing and eagerly discussing areas for improvement or development.
15	Organization, Preparedness & Time Management	BSW Candidate lacks organizational and time management skills, resulting in consistent lateness and lack of preparation.	BSW Candidate lacks organizational and time management skills, resulting in frequent lateness and lack of preparation.	BSW Candidate is mostly organized and prepared for work tasks and/or class assignments and discussions. Uses several time management skills to facilitate timely completion of responsibilities.	BSW Candidate is always organized and prepared for work tasks and/or class assignments and discussions. Uses strong time management skills (including prioritizing tasks, use of a calendar, and saying no when needed) to ensure timely completion of responsibilities.

16	Supervision & Use of Feedback	BSW Candidate does not attend supervision and takes no initiative in setting up or preparing for supervision. Supervision appointments scheduled by supervisor are missed or if attended the student does not actively participate in discussion.	BSW Candidate attends supervision but does not take an active role in the development of the agenda or does not actively engage discussion or processing. Little evidence that feedback is used to improve written work and practice skills.	BSW Candidate demonstrates openness to receiving and using supervision and feedback. BSW Candidate shows some initiative and preparation for supervision by developing an agenda or asking questions. Engages in a fair level of processing with supervisor. Some evidence that feedback was used in written work and practice skills.	BSW Candidate demonstrates a consistent and appropriate use of supervision and feedback. BSW Candidate initiates (schedules) and prepares for supervision in the field setting and classroom. BSW Candidate develops questions (agenda) that clearly connects to practice concepts and dimensions of learning. In field and class settings, the candidate engages in supervision by eagerly asking questions and reflecting on feedback to improve practice. Strong evidence that feedback was used in written work and practice skills.
17	Self-Regulation	BSW Candidate is unable to regulate emotions and actions. Demonstrating outbursts, inconsistent behaviors, or problematic interactions not in accordance with NASW Code of Ethics.	BSW Candidate cannot consistently regulate emotions and actions. BSW Candidate engages in questionable interactions with incongruent behaviors.	BSW Candidate regularly exercises control of oneself. BSW Candidate works to govern actions and emotions in accordance with NASW Code of Ethics.	BSW Candidate always exercises control of oneself. BSW candidate is able to consistently govern actions and emotions in accordance with NASW Code of Ethics.
18	Self-Awareness	BSW Candidate does not recognize or discuss values, biases, strengths, weaknesses, and emotional reactions (e.g., signs of compassion fatigue) even when prompted. BSW Candidate's responses and discussion lack substance. BSW Candidate is unaware of impact on others and self-protecting.	BSW Candidate minimally recognizes values, biases, strengths, weaknesses, and emotional reactions (e.g., signs of compassion fatigue) when prompted. Discussion of areas often lacks substance and may appear to mimic the responses of classmates. BSW Candidate struggles to see the impact their actions on others or to take personal responsibility.	BSW Candidate recognizes values, biases, strengths, weaknesses, and emotional reactions (e.g., signs of compassion fatigue) when prompted. BSW Candidate is mindful of and teachable about their impact on others. BSW Candidate is willing to discuss and explore areas using feedback to further build self-awareness.	BSW Candidate openly and independently recognizes values, biases, strengths, weaknesses, and emotional reactions (e.g., signs of compassion fatigue). BSW Candidate is mindful of the impact their actions and takes personal responsibility. BSW Candidate demonstrates an eagerness to verbalize and discuss areas of self-awareness.
19	Cultural Responsiveness	BSW Candidate frequently demonstrates indifference to understanding cultural or identity differences and may demonstrate prejudice or hostility toward populations. BSW Candidate unable to	BSW Candidate demonstrates an ability to understand the importance of cultural responsiveness, but does not seem to view it as a ongoing learning process or does not equally apply it to all cultures and identities.	BSW Candidate demonstrates respectful interactions with different cultures and identities and an understanding that cultural competence is a process. BSW Candidate see cultural humility as a	BSW Candidate demonstrates clear engagement by acting in a humble and respectful way towards all different cultures and identities. BSW Candidate understands potential limitations to being culturally responsive. BSW Candidate demonstrates cultural humility,

		effectively challenge potential biases.		requirement to open discussions and understanding.	an ability to self-critique, and sees development of cultural competence as a vital lifelong process.
20	Use of Technology	BSW Candidate demonstrates inability to professionally use social media. For example, BSW candidates may compose electronic messages, such as text messages. Additionally, BSW Candidate demonstrates inability to use technology professionally in a classroom or workplace setting.	BSW Candidate demonstrates indifference regarding use of mobile device in classroom, and field settings. BSW Candidate is coachable but may require frequent reminders to not utilize personal cell phone in the classroom or field setting.	BSW Candidate demonstrates use of public technology often in accordance with guidelines set forth by the NASW, ASWB, CSWE and CSWA standards for Technology in social work practice, but not consistently.	BSW Candidate demonstrates use of public technology that is accurate, respectful, and in accordance with the NASW Code of Ethics, ASWB, CSWE and CSWA standards for Technology in social work practice
21	Initiative	BSW Candidate shows little interest in working on assigned tasks, projects, or assignments and appears to rely on the motivation of others. BSW Candidate may not take independent action, lack communication with others, or wait until the last minute.	BSW Candidate shows inconsistent ability to use initiative to complete tasks, projects, or assignments; requiring multiple prompts or instructions. BSW Candidate may work on tasks both independently and collaboratively but requires ongoing prompting and follow up.	BSW Candidate shows initiative on tasks, projects, or assignments when first prompted or given instruction. BSW Candidate then works well independently and collaboratively to complete task(s). BSW Candidate primarily shows initiative through willingness to work on established projects.	BSW Candidate consistently takes initiative on tasks, projects, or assignments without prior prompt or instruction. BSW Candidate begins tasks early, keeps others updated on progress, and works well independently and collaboratively to complete task(s). BSW Candidate enriches field agency, class, or program through the development and implementation of creative ideas.
22	Growth Mindset & Adaptability.	BSW Candidate does not see setbacks or challenges as opportunities. BSW Candidate resists reflection or reframe, choosing instead to engage negativity or unchanged actions.	BSW Candidate struggles to recognize opportunities for growth or learning when faced with challenges. BSW Candidate may recognize a reframe of situation or challenge when shared by an instructor or supervisor.	BSW Candidate can recognize challenges and setbacks as opportunities for growth and learning when prompted and provided supervision. Uses guided reflection to make improvements and reframe situations.	BSW Candidate demonstrates commitment to growth, positive thinking, and acts accordingly. BSW Candidate sees setbacks or challenges as learning opportunities; easily reframing situations. BSW candidate constantly makes efforts toward improvement and serves as a model for others.
23	Self-Care	BSW Candidate does not utilize strategies for self-care or personal awareness of the need for self-care. BSW Candidate does not reach out for support.	BSW Candidate demonstrates one or two self-care strategies that contribute to professional and personal well-being. When reminded or	BSW Candidate demonstrates use of several self-care strategies that contribute to professional and personal well-being. BSW	BSW Candidate demonstrates a wide range of self-care strategies that contribute to professional and personal well-being. BSW Candidate proactively engages in self-care

			prompted the candidate can verbalize the need for self-care but may infrequently reach out for support.	Candidate can recognize the need for self-care and reaches out for support when needed.	and reaches out for support from multiple sources.
24	Professional Judgment	BSW Candidate rarely uses evidence and reasoning in decision-making. BSW Candidate consistently struggles to draw upon knowledge and skill effectively when making decisions, judgments, or acting. BSW Candidate does not pause when needed or use supervision effectively to make decisions.	BSW Candidate uses evidence and reasoning in decision-making in some situations. BSW Candidate struggles to draw upon knowledge and skill effectively when making decisions, judgments, or acting. BSW Candidate may not pause when needed or seek supervision.	BSW Candidate uses evidence and reasoning in decision-making in most situations. BSW Candidate draws upon knowledge and skill effectively in most decisions, judgments, or actions. BSW Candidate pauses when needed, seeks supervision, and uses appropriate self-regulation to respond appropriately in most situations.	BSW Candidate uses evidence and reasoning in decision-making in all situations. BSW Candidate draws upon knowledge and skill effectively in all needed decisions, judgments, or actions. BSW Candidate pauses when needed, seeks supervision, and uses appropriate self-regulation to respond appropriately in all situations.
25	Passion for Profession and Role	BSW Candidate speaks negatively about profession, agency, or program.	BSW Candidate does not contribute a voice for the profession, agency, and program nor demonstrate excitement and positivity about social work.	BSW Candidate provides a positive voice for the profession, agency, and program by demonstrating excitement and positivity about social work and professional role.	BSW Candidate serves as a strong ambassador for the profession, agency, and program. BSW Candidate serves as a strong voice for the profession, agency, and program by demonstrating excitement and positivity about their role and social work while offering constructive critique of the profession.

Appendix N: ePortfolio Competency Showcase Presentation

SOCW 4600: Social Work Practicum & Seminar II
ePortfolio - Competency Showcase Presentation

Overview

This is the final project and ePortfolio assignment for this last semester of the social work program. This is a comprehensive assignment based on the progress of each student's classroom and practicum activities measured throughout the program. To create your portfolio, you will integrate ePortfolio assignments, and other program artifacts (class assignments, reflections, field activities and documentation, etc.) into a web-based portfolio that tells your story of growth and competence. You should develop a ==project== that showcases your achievements across CSWE Competencies 1-9; making connections to practice behaviors (PBs). The goal is discuss highlights and make connections.

Presentation

You will present your ePortfolio as a part of SOCW 4600 *and* you will also have the opportunity to share your ePortfolio with professionals from the university and community during the BSW ePortfolio Showcase. Your portfolio will be graded by at least 2 faculty members.

BSW ePortfolio Showcase ==(TBD)==: The BSW program will host the BSW ePortfolio Showcase during finals week. This showcase is open to the student body, officials from the university, and our community partners. You are expected to plan your schedule so that you are able to attend the showcase and are encouraged to invite your field supervisors.

Creation of the ePortfolio: Your ePortfolio must use the following structure and information.

Table of Contents (how you will generally organize your website)
- Home: Introduction
- Field Experience
- Competencies
  - Competency 1: Demonstrate Ethical and Professional Behavior
    - PB 1
    - PB 2
    - PB 3
    - PB 4
    - Competency Reflection
  - Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
    - PB 1
    - PB 2
    - Competency Reflection
  - Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
    - PB 1
    - PB 2

- o   Competency Reflection
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 5: Engage in Policy Practice
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
  - o   PB 1
  - o   PB 2
  - o   Competency Reflection
- Next Steps

Details

1. **Introduction**: In this section introduce yourself. What brought you to social work? What are your interests? How have you been involved with the program? Get creative but keep it focused and professional.
2. **Field Experience**: In this section, identify yourself as an intern and discuss your field placement including the following.
   a. Agency name
   b. Your field and task supervisors
   c. Agency mission and purpose
   d. Population served by agency
3. **Competencies:** Each competency and practice behavior will be discussed through attention to your progress through the program and field-based practice behaviors that evidence your competency. **For each competency and practice behavior, individually include the following.**
   a. Identify the Competency
      i. List and describe the competency and practice behaviors.
   b. Curriculum Connections

       i. Identify and discuss how your *knowledge, skills, values, and affective/cognitive processes* were impacted by the completion of courses and specifically the ePortfolio assignments during the junior and senior years. *Focus on the ePortfolio assignments but you may note other activities that built your competency.*

      ii. Please note that for competencies 6-9, you should take special care to address how you gained competence with the following client systems: individuals, families, groups, organizations, and communities.

     iii. Please note that different ePortfolio assignments demonstrate different competencies - *not all apply to all competencies.*

     iv. Example: – for Competency 6, perhaps you discuss the role of the Individual and Social Influences Paper in your ability to integrate and apply empowerment theory to your engagement with underserved individual clients.

  c. Field Experience Connections

      i. Identify and discuss how your *knowledge, skills, values, and affective/cognitive processes* were impacted by the completion of your field learning contract activities.

      ii. Please note that for competencies 6-9, you should take special care to address how you gained competence with the following client systems: individuals, families, groups, organizations, and communities.

     iii. You should only discuss practicum activities relevant to PBs, not necessarily every activity.

     iv. When discussing practicum activities, be sure to indicate how your activities relate to the practice behaviors and thus the competency.

     v. Example: For competency 1, practice behavior 1.3 perhaps you include an example of your professional interaction with coworkers at the agency evidenced by professional dress, verbal communication, and electronic communication.

  d. Competency Reflection: Provide a written reflection of what the competency means for your social work identity and professional actions. You might reflect on your growth and overall achievement.

4. Next Steps: In this conclusion section, share how you plan to move forward as a social worker and helping professional. What do your next steps look like?

Evaluation

SOCW 4600: Social Work Practicum & Seminar II

1. Demonstrate Ethical and Professional Behavior					
Behaviors	. Student utilized both field and curricular connections and analyzed from both connections to practice behavior. ☐ Fall Task ☐ Spring Task ☐ Fall Task Anylasis ☐ Spring Task Anaylasis ☐ Curricular Connection - Snippet of Assignment is attached. ☐ Curricular Connection Analsysis	Student utilized both field and curricular connection but only analyzed either the field or curricular connection. ☐ Fall Task ☐ Spring Task ☐ Curriculum Connection - Snippet of Assignment is attached. ☐ Curricular Connection Analsysis OR Fall Task Analysis And Spring Task Analysis	Student demonstrated both field and curricular connections but did not provide an analysis. ☐ Fall Task ☐ Spring Task ☐ Curriculum Connection - Snippet of Assignment is attached. ☐ An analysis of 2 out of 3 components	Students project demonstrates a basic ability to identify either a field or curricular connection. ☐ Fall Task and Spring Or curricular Connection (not bo) ☐ No analysis of either field or curriculum	Students project does not appear to have evidence of ability to identify or describe and apply the behavior and related competency.
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes	1	.75	.5	*.25*	*0*

of ethics within the profession as appropriate to the context					
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication	1	.75	.5	*.25*	*0*
3. Use technology ethically and appropriately to facilitate practice outcomes	1	.75	.5	*.25*	*0*
4. Use supervision and consultation to guide professional judgment and behavior	1	.75	.5	*.25*	*0*
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					
1. Advocate for human rights at the individual, family, group, organizational, and community system levels	1	.75	.5	*.25*	0

				.25	0
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	1	.75	.5		
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	.75	.5	.25	0
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	1	.75	.5	.25	0
4. Engage In Practice-informed Research and Research-informed Practice					
1. Apply research findings to inform and improve practice, policy, and programs	1	.75	.5	.25	0

				.25	0
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	1	.75	.5		
5. Engage in Policy Practice					
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	1	.75	.5	.25	0
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	1	.75	.5	.25	0
6. Engage with Individuals, Families, Groups, Organizations, and Communities					
Behaviors					

			.5	.25	0
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	1	.75			
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1	.75	.5	.25	0
7. Assess Individuals, Families, Groups, Organizations, and Communities					
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	1	.75	.5	.25	0

			.5	.25	0
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	1	.75			
8. Intervene with Individuals, Families, Groups, Organizations, and Communities					
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	1	.75	.5	.25	0
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	1	.75	.5	.25	0
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					

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			.5	.25	0
1. Select and use culturally responsive methods for evaluation of outcomes	1	.75			
2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1	.75	.5	.25	0

Appendix O: Agency Evaluation of Field Program

Middle Georgia State University

SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Department of Teacher Education and Social Work
Bachelor of Social Work Program
Agency Evaluation of Field Program

Please take a moment to complete the attached form to evaluate the MGA BSW Field Education Program. Your response has a direct impact on changes in the MGA field program. Thank you very much for taking the time to complete this survey. Thank you for the contribution to social work education.

Date of Evaluation:_____

Name of Agency/Organization: _____

Number of Years as a Field Supervisor or Task Instructor: _____

Supervised this Year (X on all pertinent):

BSW Student(s) _____

MSW Foundation Student(s) _____

MSW Concentration Student(s) _____

Please check or (X) the box that best represents the helpfulness of the following Field Education program activities:

FIELD MATERIALS	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Field Education Handbook provides appropriate information about the Social Work Field Education Program.					
2. The Field Education Handbook clearly addresses the Program's expectations of students.					
3. The Field Education Handbook clearly addresses the expectations of the field supervisor and/or task instructor.					
4. The Mid-Term Student Evaluation Form is a good evaluation form.					
5. The Final Student Evaluation form is a good evaluation form.					
FIELD FACULTY	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Faculty were available when needed.					
2. Were knowledgeable about field education.					
3. Provided consultation on learning issues.					
4. Provided adequate feedback on supervisory issues.					
5. Was supportive to both supervisor and student.					
6. Was willing to engage in problem solving.					
7. Interpreted school expectations effectively.					

Middle Georgia
State University

SCHOOL OF EDUCATION & BEHAVIORAL SCIENCES
Department of Teacher Education & Social Work

Department of Teacher Education and Social Work
Bachelor of Social Work Program
Agency Evaluation of Field Program

Please take a moment to complete the attached form to evaluate the MGA BSW Field Education Program.
Your response has a direct impact on changes in the MGA field program. Thank you very much for
taking the time to complete this survey. Thank you for the contribution to social work education.

Date of Evaluation: _____

Name of Agency/Organization: _____

Number of Years as a Field Supervisor or Task Instructor: _____

Supervised this Year (X on all pertinent):

BSW Student(s) __

MSW Foundation Student(s)

MSW Concentration Student(s)

Please check or (X) the box that best represents the helpfulness of the following Field Education program
activities:

FIELD MATERIALS	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Field Education Handbook provides appropriate information about the Social Work Field Education Program.					
2. The Field Education Handbook clearly addresses the Program's expectations of students.					
3. The Field Education Handbook clearly addresses the expectations of the field supervisor and/or task instructor.					
4. The Mid-Term Student Evaluation Form is a good evaluation form.					
5. The Final Student Evaluation form is a good evaluation form.					
FIELD FACULTY	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Faculty were available when needed.					
2. Were knowledgeable about field education.					
3. Provided consultation on learning issues.					
4. Provided adequate feedback on supervisory issues.					
5. Was supportive to both supervisor and student.					
6. Was willing to engage in problem solving.					
7. Interpreted school expectations effectively,					

If a problem was present during field: (complete only if you had a problem during the placement)	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Responded within 24 hours to request for assistance.					
2. Provided guidance on how to evaluate student's learning needs.					
3. When requested, visited agency within a week to work collaboratively on student problems.					
4. Was respectful of supervisory input.					
5. Met jointly with student and Field Supervisor and/or Task Instructor					
6. Understood impact of student's issues on client.					
7. Brought process to a conclusion - either student improvement or removal from agency.					

Was notified of the student(s) interning in time to be adequately prepared: Yes ___ No ___
Number of visits from faculty during the semester: ___
I attended the field training/orientation or completed the online training/orientation: Yes   No

THE CURRICULUM	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The student appeared to have a sound liberal arts educational foundation.					
2. The student's oral communication was effective.					
3. The student's written communication was effective.					
4. Social work courses effectively prepared the student knowledge and skills needed for field.					
5. Social work courses provided the student with a foundation for appropriate values and ethics in field.					

How can we better support and show appreciation for you as a field supervisor/task instructor?

_____

_____

_____

Please use the following to submit comments that will be helpful to the program.

1)   Strengths of the Program

_____

Middle Georgia
State University

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Department of Teacher Education & Social Work

_____

_____

2)   Needed Improvements

_____

_____

_____

Overall, how would you rate the MGA BSW Field Education Program?

⌐ Excellent   ⌐ Good   Average   ⌐ Fair   ⌐ Unsatisfactory ⌐

Other Comments/Suggestions:

_____

_____

_____

Appendix P: Student Evaluation of Field Placement

Department of Teacher Education and Social Work
Bachelor of Social Work program
Student Evaluation of Field Placement

Agency: _____

Agency Field Supervisor: _____

Date: _____

Please circle the best answer to the following questions regarding your experience with the agency and agency field supervisor.

INITIAL CONTACT

Was it difficult to get an appointment?	Yes	No
Did the field supervisor discuss the kind of experience the agency can provide?	Yes	No
Was your current field supervisor present at your first interview?	Yes	No
Did your official field supervisor change during the placement?	Yes	No
If so, why?		

STRUCTURE

When you arrived, was there a plan for what you needed to do first?	Yes	No
Did your field supervisor discuss a time schedule for placement	Yes	No
Did the agency provide training for you during the placement?	Yes	No
If so, what kind?		
Were you provided a work space and phone access?	Yes	No
Was there discussion about the structure of weekly supervision sessions?	Yes	No

AGENCY SUPERVISION

Describe your supervision experiences by circling the appropriate response.

a) Orientation to personal safety provided	Yes	No
b) Orientation to the agency provided	Yes	No
c) Designated time for supervision	Yes	No
d) Access to supervision when needed	Yes	No
e) Supervisor allowed participation in planning activities	Yes	No
f) Supervisor provided regular feedback	Yes	No
g) Supervisor provided opportunities for observation	Yes	No
h) Supervisor understood MGA's requirements for practicum	Yes	No
i) Supervisor facilitated my learning	Yes	No
j) Supervisor provided adequate opportunities for questions	Yes	No
k) Supervisor seemed interested in my learning	Yes	No
l) Supervisor's expectations were made clear	Yes	No

m) Supervision enhanced my growth as a professional	Yes	No
n) Supervisor discussed ethical issues	Yes	No
o) Supervisor discussed evaluation with me	Yes	No
p) Supervisor made students feel welcome in agency	Yes	No

PROFESSIONAL DEVELOPMENT

a) Experience increased my self-awareness	Yes	No
b) Self-perception as a social worker increased	Yes	No
c) Placement challenged me to assess why I want to be a social worker	Yes	No
d) Placement provided opportunities for me to confront my real feelings about clients and their issues	Yes	No
e) My understanding of professional relationships and boundary issues was enhanced	Yes	No

LEARNING EXPERIENCE

Indicate the degree of your learning as a result of the placement by rating (using the scale below) how much learning has occurred in the following areas:

[1= poor; 2 = fair; 3= average; 4 = good; 5 = excellent]

a. The role of social workers _____

b. Social work values and ethics _____

c. Working with diverse populations _____

d. Interview and assessment skills _____

e. Writing treatment/intervention plans _____

f. Relationship building skills _____

g. Identifying community resources _____

h. Working with special client populations _____

i. Leading or co-leading skills _____

j. Skills in interfacing with the community _____

k. Team work with other disciplines _____

l. Case management - service coordination _____

m. Managing the personal safety risk in this setting _____

n. Working with community groups/projects _____

o. Advocating for clients _____

Rate the quality of your learning experience in the agency:

_____Excellent _____Good _____Average _____Fair _____Poor

Would you recommend this placement for other students? _____Yes _____No

Why or why not?

_____

_____

_____

_____

What was the most positive factor contributing to your learning?

_____

_____

_____

_____

How could this placement be improved?

_____

_____

_____

_____

What could you do that would have enhanced your own learning experience?

_____

_____

_____

_____