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PROGRAM INTRODUCTION

HISTORY OF THE SOCIAL WORK PROGRAM

The Social Work Program at Defiance College was started in 1967 as a result of receiving the Schaufler Endowment. The original Schaufler College, was located in Cleveland, Ohio and prepared students for lives of service in Christian Education and Social Work as early as 1886. Our Social Work Program, through our Schaufler College linkage, dates back to the very beginnings of social work education. The relationship between the Schaufler Endowment and Defiance College emphasizes the college's commitment to the social work program and to all its underlying values.

The original Schaufler Chair in Social Work was Ellen Moose who taught the first social work classes. She was succeeded by Elisa DeVos, whose developmental work resulted in the "approved status" designation by the Council on Social Work Education (CSWE) being bestowed in 1970. In 1974, Charles "Hobs" Hobgood was hired as the Schaufler Chair to further improve the program and lead it toward national accreditation. He was joined in 1977 by Professor Jeffrey Weaner. Together, they attained initial CSWE accredited status, which continues through to the present. From 1980 to 2008, Frank Sanders was an integral part of the Social Work faculty. Other full time faculty who have taught in the program over the years include Howard Miller, Lynette Lowry, Elizabeth Collarday, and Rebecca Wiersma. In 2001, Lori Robison and Alesia Yakos-Brown became Program Director and Field Coordinator respectively. Professor Weaner assumed Program Director and Schaufler Chair in 2009, and Tess Homier joined the faculty in fall of 2014. Jeff Weaner, after thirty-nine years of service to the program retired in 2016. As a result Professor Yakos-Brown continued as Field Coordinator and Professor Homier became Program Director in the fall of 2017.

DEFINITION OF SOCIAL WORK

The Defiance College Social Work Program embraces both global and national definitions of social work. The most recent global definition was adopted by the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) in July of 2014. The international organizations recognize social work as *a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people.* Furthermore they identify social work *engages people and structures to address life challenges and enhance wellbeing.* (IFSW.org, 2014)

At the national level the Preamble to the NASW Code of Ethics (2017) acknowledges the primary purpose of the social work profession *is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.* (p.2).

These definitions emphasize social work activities that empower client systems to enhance their competence and enable social structures to relieve human suffering and remedy social problems. Major goals of social work can be devised from the common themes found within the definitions of social work.

Major goals of Social Work (DuBois & Miley, 2014, p. 8):

1. Enhancing people's capacities to resolve problems, cope, and function effectively.
2. Linking clients with needed resources.
3. Improving the social service delivery network.
4. Promoting social justice through the development of social policy.

GENERALIST SOCIAL WORK PRACTICE

The Defiance College Social Work Program develops generalist practitioners through a curriculum that applies critical thinking and reflection within an eclectic knowledge base that includes systems theory, human behavior and the social environment, social welfare policy, social work practice, research-informed practice, and professional values and ethics. (Kirst-Ashman & Hull, Jr., 2018, p. 6).

Practitioners at this level will be called upon to perform a variety of roles with individuals as well as small groups and communities in an inclusive range of practice settings. This fits well with our geographic area and rural composition. The nature of most of the area's agencies places a wide variety of demands upon professional staff. A planned change approach which emphasizes both critical thinking and a logical sequence of steps represents the basic orientation to client outcomes. This approach is built upon a framework that emphasizes client empowerment, strengths, resiliency, and the importance of human diversity, as well as advocates for social, economic, and environmental justice. The foundational value system upon which this practice methodology is built is that contained in the N.A.S.W. Code of Ethics.

A major emphasis of our program is the development of the student through activities and projects that enhance the classroom experience including: two levels of field placement, urban experiences, a highly active student organization, honor societies, service, and numerous professionalization and socialization activities.

MISSION STATEMENT

Mission Statement: The Defiance College Social Work Program strives to be a learning and nurturing community where the facets of students are developed through self-reflection, academics, and experiential learning. Our aim is to develop professional generalist social workers who embody the values of our profession, and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world. The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social, economic, and environmental justice.

PROGRAM GOALS

Program Goals:

1. To prepare students for immediate entry into employment through the development of the Council on Social Work Education defined competencies for Baccalaureate practice.
2. To prepare the student for licensure as a baccalaureate social worker (L.S.W) in the State of Ohio.
3. To prepare the student for graduate school education in social work by giving them a solid foundation in the five component parts of generalist social work practice: social research, social welfare policy, human behavior and social environment, social work practice skills, and field practicum in addition to curriculum content in values, ethics, diversity, social, economic, and environmental justice.
4. To promote life-long learning and professional growth for students and area social work practitioners.

Standards Social Work Education

1.0

Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at Defiance College, beginning summer 2006. These Standards were adapted, with permission from the *Standards for Social Work Education* established by the School of Social Work, University of Texas at Austin in 1997, revised 1998, 1999, 2005, 2011, 2014, 2015, and 2016.

Because of the nature of professional social work practice, the Social Work Program at Defiance College has different expectations of students do non-professional programs. The standards linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Program.

Since becoming a professional is gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students will assess academic performance and apply their professional judgment to determine if standards are being met during a student's career. Professional judgment is the capacity to assess a situation by applying the values knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills making decisions in a helping process. All social work students will be provided with and expected to read the Standards for Social Work Education, the National Association of Social Workers (NASW) Code of Ethics and the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students' files.

2.0

Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Program evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1

Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) *Written*: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) *Oral*: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively and appropriately to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

2.2

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms and/or available resources. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Ohio Counselor, Social worker, & Marriage and family Therapist Board).

2.3

Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior, classroom and field performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct of the Ohio Counselor, Social worker, & Marriage and Family Therapist Board.
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, ethnicity, national origin, immigration status, color, religion, gender identity or expression, mental or physical ability, marital status, sexual orientation, genetic information, veteran status, and/or political belief. No imposition of personal, religious, sexual, and/or cultural values on clients.

- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4

Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their overall GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.0 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

2.5

Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the Social Work Program may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university personnel (Defiance College or other colleges and universities), helping professionals, or community members
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, academic honesty statements, contract to adhere to the NASW Code of Ethics and/or other contracts between the Social Work Program and the student.

FIELD PLACEMENT PROGRAM

PHILOSOPHY OF FIELD EDUCATION

Fieldwork has been a key component of the learning experience from the beginnings of social work education. The field experience is an opportunity for the student to apply classroom learning in a professional setting, to develop and use skills, and to test his/her commitment to social work and the values of the profession. In 2008 CSWE designated field education as the signature pedagogy of social work education. Educational Policy 2.2 states:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. (CSWE, 2015, p. 12)

There are two field placements in the Social Work Program at Defiance College, with the first occurring during the junior year and the second during the senior year. Prior to entering the field students must be accepted into the program and approved by the Field Coordinator through the field placement application. A student signs a contract which includes acknowledgment that he/she has read the policies and procedures set forth in the Defiance College Field Manual.

In 2008 CSWE moved toward competency-based education, establishing core competencies of measurable practice behaviors (CSWE, 2008, p. 3). The goal of the outcome approach in field is to demonstrate the integration and application of the core competencies in professional practice (CSWE, 2015, p.12). The junior and senior field placements both provide generalist practice opportunities for students to demonstrate core competencies. SWK 397 Junior Field Experience is designed to provide students with experiences within eighteen of the thirty-one practice behaviors during a 140 hour placement. SWK 486 Senior Field Instruction is structured for students to demonstrate competency within all practice behaviors within a 450 hour practicum. Both field placements offer demonstration of core competencies through field activities as mutually created between student, field coordinator and the agency.

ELIGIBILITY

SWK397 FIELD EXPERIENCE

Field Experience is taken fall semester of the junior year and is taken concurrently or after successful completion of SWK355 Generalist Practice I. The minimum number of hours in the field for the junior level is 140 based on 14 weeks set at 10 hours per week.

Eligibility criteria for enrolling in SWK397 Field Experience:

- 1.) Students must be accepted for admission to the Social Work Program. (Application for admission is usually submitted spring semester of the Sophomore year).
- 2.) Students must maintain a cumulative GPA of 2.25 overall and 2.50 GPA in all 100 and 200 level social work courses required for program admission.
- 3.) Student must either enroll in SWK355 Generalist Practice I or have successfully completed SWK355 Generalist Practice I.
- 4.) Students must complete an Application to Field Placement and submit it to the Field Coordinator.

*** SWK397 Junior Field Experience Syllabus is located in the Appendix**

SWK486 FIELD INSTRUCTION

The student is required to enroll for a total of nine credits of field instruction.

This would be a minimum of 450 hours in the field based on 15 weeks at 30 hours per week. On this level, the student is expected, under supervision, to begin to work independently. The tasks the student is responsible for will vary in accord with the agency and the student's capacity. The Senior Seminar adds the dimension of group supervision and discussion to his/her experience in addition to the individual supervision provided at the agency.

Eligibility criteria for enrolling in SWK486 Field Instruction:

- 1.) Students must maintain a cumulative grade point average of 2.0 overall and 2.5 in all Pre-professional and professional social work courses taken.
- 2.) Students must have demonstrated successful completion of SWK397 Junior Field Experience or field practicum for transfer students.
- 3.) Students must have completed all required course work or, with permission from the program, enrolled concurrently with field.
- 4.) Students must submit an application to Field Placement along with a resume and reference list to the Field Coordinator.
- 5.) Students must provide proof of professional liability insurance.
- 6.) Students must enroll in SWK488 Senior Seminar

*** SWK488 Senior Seminar Syllabus is located in the Appendix**

APPLICATION TO FIELD PLACEMENT

The field placement process begins with the student's application for fieldwork. It is the responsibility of the Field Coordinator to provide field placement resources. A student with a particular interest in a new agency may discuss the agency with the Field Coordinator. The Field Coordinator will assess the agency to determine if it meets the criteria outlined in the Field Instruction Manual. Students must keep in mind the time required for approval and that final responsibility for approval lies with the Field Coordinator.

Students are required to submit an application for field placement very early in the semester preceding field placement. It is the responsibility of the student to take the initiative in obtaining and submitting this form.

The Field Coordinator will verify eligibility for field placement. Students are eligible for Field Placement when they have met the following criteria.

1. Admission to the Social Work Program
2. Completion of application to field placement
3. Completion of all appropriate course work
4. Evidence of appropriate grade point averages for admission to field
5. Satisfactory completion of Junior Field Placement (Seniors only)
6. Registration for Senior Seminar SWK488 (Seniors only)
7. Proof of student professional liability insurance (Seniors only)

PAID PLACEMENTS

Paid placements are permitted as long as the field instruction remains educationally focused rather than centered on agency services. This type of field practicum should be administered in accordance with the field instruction policies and procedures as established by the program for all students. Paid placements are to be differentiated from places of employment.

FIELD INSTRUCTION IN PLACE OF EMPLOYMENT

Specific criteria need to be followed to ensure field instruction remains educationally focused rather than solely centered on provision of agency services. Likewise, a practicum within a place of employment should be administered in accordance with the field instruction policies and procedures as established by the program for all students. To ensure an educationally focused practicum the following guidelines must be met:

1. The agency meets the standards for consideration as a field agency as established by the program for all placements.
2. Field instruction hours and assignments are completed in a different program or service area than from the area of employment, and offer a new and different learning experience than those experiences within regular employment.
3. The agency has a qualified social worker who can serve as the field instructor and who is NOT the supervisor for regular employment.

FIELD ROLE CLARIFICATION

Responsibility of Agency Personnel:

1. There is no financial obligation on the part of the agency. It is suggested that a mileage reimbursement be given for assignment benefiting the agencies involving the student using their vehicle.
2. To provide the student with experiences which will meet the stated objectives as contained in this manual for each field level.
3. To hold the student responsible for assignments made by the agency either in terms of time, attendance, or other agency requirements.
4. To provide an experienced degreed social worker as a resource person for the student and to act as his/her supervisor.
5. To provide opportunities for supervision of the student. This could be through individual conferences, joint conferences or staff meetings.
6. To provide an evaluation of the student in a form supplied by the College.
7. To participate in field instructor trainings
8. To follow equal employment standards with regard to race, ethnicity, national origin, immigration status, color, sex, sexual orientation, gender identity, genetic information or expression, marital status, age, political belief, religion, class, veteran status, and mental or physical ability .

Responsibility of the College Faculty:

1. To coordinate the program between each placement agency and the student.
2. To provide all pertinent information on the student to the placement agency.
3. To inform the placement agency of what the student is learning in the classroom and is expected to know.
4. To provide the placement agency with the student evaluation and evaluation of program forms.
5. To assign a faculty member as a liaison person to the placement agency and to the student and to have this liaison contact in person in the field setting a minimum of two (2) times per semester.
6. To assume final responsibility for interpreting student responsibilities to the student.
7. To assume final responsibility for evaluating the student, placing emphasis on the evaluation made by the placement agency.
8. To provide educational seminars for the field instructor to completely understand the generalist model, the education expectation for field based learning, and other relative matters.
9. To review all written materials, including the field manual, field logs, field evaluations, and final assignments.

Responsibility of the Student:

1. To meet the responsibilities placed upon any student in the College.
2. To arrange with the placement agency his/her own schedule of time for the field experience
3. To meet all requirements the placement agency sets for students or employees. Agency preference for continuity will be followed.
4. To arrange transportation to and from the agency.
5. To assume full responsibility for any commitment made by the student to the agency.
6. To keep a weekly log on activities and monthly time sheets.
7. To attend group seminars or individual conferences with College Instructor.
8. To work within the guide of the NASW Code of Ethics.
9. To meet with his/her field instructor regularly and to keep faculty liaison updated on field progress.
10. To complete the appraisal of field instructors form, evaluation of field placement form, and a self-evaluation within the student field evaluation.

FIELD AGENCY SELECTION

Field practicums are pursued where students will have the opportunity to practice generalist social work and demonstrate program competencies within practice behaviors. A variety of social work settings is sought so that the interests and skills of students can be matched with agency needs, resulting in a mutually beneficial placement. A majority of agencies are located within fifty-mile proximity of the college within rural northwest Ohio, however placements outside the immediate area are encouraged and supported, especially those within urban settings. Agencies that are selected for student placements have the following characteristics:

- Agency has a volume and flow in its programs that offer a wide range of learning experiences with multi-level client systems.
- Agency provides opportunities for practicing the full scope of generalist social work.
- Agency maintains a learning environment that supports demonstration of program competencies within all levels of social work intervention.
- Agency clearly defines its mission, programs and intervention methods.
- Agency ensures weekly supervision to students by qualified social workers as well as professionals from related disciplines.
- Agency provides adequate student orientation including safety precautions and takes necessary measures to protect student safety.
- Agency provides services to diverse population groups in consideration of ethnicity, race, national origin, immigration status, color, sex, gender identity or expression, social class, age, religion, marital status, sexual orientation, genetic information, physical or mental ability, political beliefs, or veteran status.
- Agency complies with the NASW Code of Ethics.
- Agency supports the educational goals and mission of the Social Work Program of Defiance College.
- Agency ensures a system of community accountability (i.e., board of directors, accrediting agency, fiscal reviews, etc...).
- Agency does not engage in illegal discriminatory practices in hiring, acceptance of students, or clients and supplies evidence of anti-discrimination or harassment policies.
- Agency maintains sufficient staff to support the mission of the agency without reliance on students.
- Agency releases staff to attend field instructor training as offered by the college.
- Agency is willing to sign the Field Agency Contract.

Agencies that should not be considered for student placements include the following:

- Agency is without a key supervisory or administrative position.
- Agency is undergoing massive reorganization.
- Agency is suffering unusually, intense morale problems, resulting in high staff turnover.
- Agency is not in compliance with applicable federal, state, or local laws regarding non-discrimination.
- Agency consistently refuses to release staff to attend training provided by the college for field instructors.
- Agency does not meet the criteria for field instructors as designated by the Social Work Program of the college.

*** Field Placement sites are located in the Appendix**

FIELD INSTRUCTOR SELECTION AND TRAINING

The Defiance College Social Work Program provides quality field instructors dedicated to mentoring students through its field education. Agency field instructors possess degrees in social work from CSWE accredited programs, as well as post-degree practice experience within social services. Likewise field instructors show evidence of competence in the field, typically being state licensed, and adherence to social work values and NASW Code of Ethics. Instructors exhibit a willingness to provide meaningful supervision that invites students to process and reflect on field experiences toward effective generalist practice. Additionally agency field instructors demonstrate the ability to select appropriate learning opportunities that results in the integration of academic content with practicum experiences. An agency field instructor must meet the following criteria:

- Received a B.S.W. or M.S.W. degree from a CSWE accredited school.
- Completed two years post degree practice experience in social services.
- Commits to the values of the social work profession and abides by the NASW Code of Ethics.
- Exhibits competence in social work practice, such as being licensed.
- Demonstrates an interest and ability to mentor social work students, including the ability to select appropriate learning experiences and the ability to integrate academic content with practicum experiences.
- Knowledgeable about the community surrounding the field setting and its resources.
- Commits to being available full term of the field placement, and maintains the support of the agency in undertaking the supervision of a student.
- Attends field instructor orientation and training as needed, and/or willingness to be available for individual orientation and instruction by the college Field Coordinator.
- Openness to reflect on own professional practice for educational purposes of mentoring students.
- Provides meaningful supervision time for students to process and reflect on their experiences.

In all practicum placements the emphasis is to provide the student with an appropriately matched field site with B.S.W. or M.S.W. supervision. However, there are a few potential practicum sites in the northwest Ohio area that have no degreed social workers on staff, even though these agencies provide generalist social work service. To rule these sites out of consideration deprives students of potentially excellent exposure to social work populations. It also deprives agencies of the opportunity to be exposed to the advantages of professional social work training, and the social work profession the potential for upgrading educational requirements in future job openings. Therefore, the Defiance College Social work Program is open to placing a limited number of students, particularly at the junior field level, in such placements given the following:

- The designated field instructor possesses credentials appropriate to services provided at the field setting. Examples include a grandfathered LSW, national or state certified professionals, or degreed professional in a related field such as psychology, counseling, or criminal justice.
- The field instructor has appropriate length of practice experience in relation to the services provided at the agency field setting.
- The agency director and designated field instructor understand the link between their services and BSW generalist education.
- The field instructor is willing to attend orientation and training as needed, and/or willingness to be available for individual orientation and instruction by the college Field Coordinator.
- The field coordinator has been given the necessary “release time” by the program to provide necessary support, education and supervision.
- The field instructor is aware of the values of the social work profession and NASW Code of Ethics.
- The designated field instructor is knowledgeable about the community surrounding the field setting and its resources.
- The field instructor commits to being available full term of the field placement, and maintains the support of the agency in undertaking the supervision of a student.
- The field instructor demonstrates an interest and ability to mentor social work students, including the ability to select appropriate learning experiences and the ability to integrate academic content with practicum experiences.
- The field instructor is willing to reflect on own professional practice for educational purposes of mentoring students.
- The designated field instructor provides meaningful supervision time for students to process and reflect on their experiences.

MALPRACTICE LIABILITY INSURANCE

It is **strongly recommended** of Junior students during the Field Experience and **required** of Senior students during the Field Instruction to carry malpractice liability insurance. Senior students placed in a field practicum must provide proof of student professional liability insurance prior to the beginning of the practicum. Student professional liability insurance is available from NASW as well as other sources.

GENERAL LIABILITY

Students are recommended to review the general liability coverage of the field placement and of the Defiance College.

PROBLEMS IN THE FIELD PLACEMENT

Rarely, but occasionally problems arise in field placement. A problem could center upon the students functioning within the field placement setting, or the concern could be with the field agency not providing the experience that is necessary for the student.

PROBLEMS WITH THE STUDENT IN THE FIELD PLACEMENT

There are times when problems arise due to inadequate performance of the student in the field placement. In the case of direct violations of the NASW Code of Ethics, Ohio licensing law, or the Defiance College Standards of Social Work Education, the agency field instructor should contact the field coordinator for consultation at the earliest possible convenience. Under normal circumstances, the student is to be promptly informed by the agency field instructor of any problem(s) generated by his/her actions or behavior. To remedy the situation the student should be given clear instructions on what improvement is expected and a time line for such improvement. If the problem is not resolved within this supervisory process, then the field coordinator should be contacted. The field coordinator will call a meeting between the student and field instructor to devise a general strategy to resolve or alleviate the problem. If the problem continues and is not resolved, or a more serious problem arises, then the student will be terminated from the placement. Depending on the nature of the concern the student may be placed in another agency at a later time, or may be asked to reapply to the program with acceptance before consideration for future placement. In the event of the latter, the student upon re-application to the program will provide evidence of actions taken to prevent future problems within the field before consideration of re-acceptance to the program and field. At the time of dismissal, the field coordinator will complete the Reason for Removal Form.

PROBLEMS IN THE FIELD PLACEMENT AGENCIES

Problems can arise at a field placement agency that affects the quality of a student's education. In issues involving the field placement the student or agency should notify the field coordinator at the earliest possible convenience. Plans to improve the situation will be the first step, however other measures may be necessary to ensure the educational focus of the practicum. For example, if the field instructor has not been adequate, the field coordinator may request a change of supervision within the agency. However if the agency is not able to provide adequate supervision, the student will be removed from the field agency and reassigned. The agency will not be considered for further placement of students until the problems have been rectified. At the time of removal the field coordinator will complete the Reason for Removal form.

HARASSMENT OR DISCRIMINATION INVOLVING FIELD PLACEMENT

Defiance College seeks to create and maintain an academic environment in which all members of the community are free of harassment and discrimination of one's basic civil rights. Policies are outlined in the Defiance College Student Handbook. These policies also apply to students in field practicums. Any incident should be reported to the college Field Coordinator. If necessary, the matter will be directed to the Social Work Program Director for appropriate action under college policy. Students are encouraged to obtain a copy of the harassment policy from a perspective field placement. If no such policy exists within a particular placement, the Program will strongly urge development of such policy before future placements of students.

ACCESSIBILITY SERVICES

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973 (Section 504). The

purpose of accommodations is to provide equal access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of the student to request necessary accommodations and the student should do so as early as possible, as some accommodations may require time to implement. Students with a documented physical, psychological, or learning disability must submit appropriate documentation to Defiance College's Accessibility Services Coordinator, Kris Knight.

POLICY ON INDIVIDUALS WITH DISABILITIES

The Social Work Program of Defiance College is committed to providing all admitted students with opportunities to take full advantage of the college's educational opportunities. Students with disabilities who wish to request accommodations in the field placements should contact the Field Coordinator. The Field Coordinator will work with the student and the field placement agency to coordinate reasonable accommodations that do not impose any undue hardship on the program or the agency. Students should also request accommodations on the Placement Application.

GRADING POLICY

The SWK 397 Junior Field Experience of 140 hours is a Pass / Fail course. Unlike the junior experience, students within SWK 486 Senior Field Instruction receive an actual letter grade. The grade received within a field placement is based upon completion of Student Learning Agreement Activities and obtaining a competency level or above on the CSWE competencies for baccalaureate students, both contained within the perspective field evaluation forms. The Agency Field Instructor evaluates student performance with input into the student's grade, however the College Field Coordinator assumes final responsibility for grading.

GRIEVANCE PROCEDURE

All students have rights to grievance procedures if they feel they have been treated unfairly. Social Work majors are encouraged to speak directly with the faculty member or agency field instructor with whom he/she has a grievance as the first step towards the resolution of the difference. If the student still feels her/his rights have been violated, a meeting can be scheduled with the student, faculty member or field instructor, and the Program Director. Should a satisfactory solution not come forth from the meeting, an appeal may be made to the Chair of the Business, Education, and Social Work Division and a subsequent meeting of relevant parties might be arranged. Every attempt is made to resolve the issue within the Department. However, if an academic grievance still remains unresolved to the parties' satisfaction, the student may submit an appeal in writing, to the Chief Academic Officer. The Chief Academic Officer will rule on the appeal.

WEATHER EMERGENCY AND FIELD HOURS

Students are not expected to travel in the event a field agency closes or an emergency level is issued prohibiting travel in the student's area of residence or at the location of the field agency.

READMISSION OR REASSIGNMENT PROCEDURES FOR A SECOND FIELD PLACEMENT OPPORTUNITY

Student receiving an unacceptable grade in the field placement or being asked to leave may apply to be readmitted to the Social Work program and to a field placement. The prospective student must submit the application to both the field and program with the accompanying three letters of recommendation along with a written statement that included the following:

- 1) Students must provide a written explanation of the concerns that resulted in their termination from the Program. Students should include an acknowledgement of the deficiency in their previous performance as well as evidence that the deficiency has been removed. Students should also include a plan for continuous improvement and for preventing a reoccurrence of events.
- 2) The student must submit their reasons for their wish to return to the Program and to complete their social work degree.
- 3) Students must be in good standing with the college academically and financially.

The application and accompanying documentation should be submitted to the Social Work Program Director. Upon receipt of required materials, an interview will be conducted with the student and the Social Work Program faculty.

Following the interview, the Social Work faculty will make a decision regarding readmission. If denied readmission, the student may follow the steps outlined in the Grievance Procedure.

FIELD FORMS

Defiance College FIELD PLACEMENT APPLICATION

Legal Name _____ Student ID # _____

Preferred Name _____ Preferred Pronouns _____

Local address _____

Home address _____
Street City State ZIP

Cell
Phone number: _____ Home phone: _____

Personal E-Mail Address _____

Defiance College Email Address: _____

Will you have access to transportation during your placement semester? Yes _____

No _____

Anticipated Graduation Date: _____

Social Work Advisor _____

Are there any special considerations that should be taken into account when selecting an agency setting? (hearing or visual impairment, wheelchair utilization, etc.) _____

If yes, please explain _____

Indicate any previous social work experience or related work experience in which you have participated. _____

List, beginning with your first job, your work experiences and the dates of these.

Professional plans following graduation

What are your special interests? _____

In order of preference, list your top 3 agency choices for your placement experience. Refer to the Field Manual for examples and options.

1. _____
2. _____
3. _____

I understand that this information is also to be used for the convenience of supervisors in agencies selected for the placement experience. I give my permission for this information to be sent to any agency being considered as a placement for me. I have read the NASW code of ethics, Ohio licensing, CSWE Educational Policy Statement and know I must abide by them all, including, responsibility for any prior conduct that would prohibit my license eligibility.

Applicant signature _____

Date _____

Field Placement Extension

On a limited case by case basis students are permitted to extend their field placements beyond one semester due to external circumstances such as full time employment or familial caregiving responsibilities. All extensions must be approved by the college field coordinator, along with agreement from the agency field instructor(s). All parties involved must agree to the terms of the extension and hours completion date at the beginning of the semester. Revisions cannot be made to the original agreement without prior notification to all parties. Breaking the terms of the agreement may result in failing the practicum.

I, _____ (student), do hereby request an extension to the field placement beyond one semester due to _____

_____ circumstance),

and agree to have all hours completed by _____ (date). Furthermore I agree to all specified requirements of this extension as follows: _____

(Such as must complete all SWK 488 Sr. Seminar mini-papers and case presentation with all other spring semester students in April...etc....)

Student Signature

Date

Agency Field Instructor

Date

College Field Coordinator

Date

FIELD AGENCY CONTRACT

This contract is between: _____ and DEFIANCE COLLEGE.
(Agency name)

This agreement is made on _____ between Defiance College, Defiance, Ohio,
(Date)

and the agency Field Instructor: _____
(Agency Field Instructor's name)

This agreement establishes a relationship between the Agency and school for the purpose of providing a field-based educational learning experience for the Social Work students of The Defiance College. This agreement may be broken by notice of either party, at any time, but in regard to professional consideration it is expected that both parties will keep the needs of the students uppermost in this decision. It is expected that if a student placement is in operation, it should be carried through the current semester unless there are extreme circumstances. The agency is expected to notify the college if it does not intend to participate in future field placements.

The Agency and College mutually agree to the following:

- I. The Agency is:
 1. To provide the student with the experiences that will meet the objectives for the student learning experience.
 2. To follow equal employment standards with regard to discrimination to students with regard to race, ethnicity, religion, genetic information, national origin, color, immigration status, sex, gender identity or expression, sexual orientation, marital status, age, class, physical or mental ability, political belief, or veteran status.
 3. To provide a supervisory person who has the expertise and experience to provide for the student's learning experience.
 4. To be listed as an affiliate agency of the Social Work Program of The Defiance College.
 5. To allow the Field Instructor appropriate time to carry out his/her responsibilities to the student.
 6. To permit the Field Instructor to be involved in the field meetings and educational seminars.
 7. To provide the student with an orientation to the agency including safety precautions.
- II. The Defiance College Social Work Program is:
 1. To provide a faculty liaison (Field Coordinator) between the student and agency Field Instructor.
 2. To provide a field contract to give direction to the field-based learning.
 3. To provide education for enhancing the agency Field Instructor's ability to work with undergraduate students in Social Work.
 4. To provide a Field Manual that contains a complete description of the expectations and objectives of the Field Program.
 5. To provide materials for an evaluation of students while they are in field placement and assume final responsibility for grading.
 6. To secure the Agency's acceptance of a specific student and to provide the necessary information on that student to the Agency personnel.

I hereby agree to the above contractual conditions.

Defiance College Field Coordinator

Agency Field Instructor

Agency Director

STUDENT CONTRACT

EXPECTATIONS OF STUDENTS IN FIELD PLACEMENT

Once the student is placed at an agency, there are certain expectations that he/she must fulfill. This form describes those expectations and must be signed by the student and the college Field Coordinator. In signing this form, the student acknowledges that he/she has read the Student Handbook and the Field Manual and understands the following:

- ✓Criteria for Entering Field Placement
- ✓Grading Policy
- ✓Standards for Social Work Education
- ✓Reasons for Removal
- ✓Termination Policy
- ✓Grievance Procedures
- ✓The NASW Code of Ethics
- ✓Technology in Social Work Practice
- ✓Ohio State Licensing Laws

I agree to:

1. Be punctual, reliable and show maturity where agency matters are concerned.
2. Notify agency Field Instructor if unable to be at the agency on any scheduled day. In case of absence from fieldwork, arrangements must be made with the Field Instructor to make up the missed time.
3. Meet with the Field Instructor for a minimum of one hour weekly.
4. Complete weekly conference record forms.
5. Wear appropriate attire
6. Abide by the NASW Code of Ethics and Defiance College Standards of Social Work Education
7. Complete all assigned tasks in a timely fashion
8. Share responsibility with agency Field Instructor in preparing the Learning Activities.
9. Discuss any difficulties with the field experience first with the agency Field Instructor, and, if necessary, with the college Field Coordinator.
10. Consult with agency Field Instructor prior to any use of case material in the classroom.
11. Be available and prepared for visits by the college Field Coordinator
12. Be prepared for meetings with agency Field Instructor.
13. Be responsible for transportation to and from the field agency.
14. Agree to complete required field placement hours.
15. Agree to share personal information that is relevant or affects their performance in the
16. Field Placement with the agency Field Instructor and college Field Coordinator.
17. Agree to a background check if required by the agency for placement.
18. Agree to update immunizations, submit to health tests, and obtain instruction on universal precautions for occupational pathogens, if required by the agency for placement.
19. Agree to abide by agency policy, NASW Code of Ethics and/or DC Standards of Social Work Education regarding appropriate use of technology.

Date _____

Student _____ College Field Coordinator _____

UNDERSTANDING GENERALIST PRACTICE FOR FIELD

Knowledge - Values - Cognitive and Affective Processes - Skills

Eclectic Knowledge Base

Theoretical Foundations (Systems Theories), HBSE, Policy, Practice, Research, Values

Critical Thinking

Client Empowerment, Strengths, Resiliency

Professional Values

NASW Code of Ethics, Self -Awareness, Ethical Dilemmas

Importance of Human Diversity

Human Rights Advocacy

Social, Economic and Environmental Justice

Social Work Levels of Intervention

Micro: Individuals

Mezzo: Families and Groups

Macro: Organizations and Communities

Planned Change Process

Engagement-Assessment-Planning-Implementation- Evaluation-Termination-Follow-Up

Professional Social Work Roles

Enabler-Mediator-Coordinator-Manager-Educator-Analyst-Broker-

Facilitator-Initiator-Negotiator-Mobilizer-Advocate

Research-Informed Practice

Agency Field Instructor's Initials: _____

Date: _____

Monthly Time Record – Field Placement

Student Name: _____

Time Period From _____ To _____

| Month | Day | AM | | PM | | Hrs. direct supervision: | | | Total Daily Hrs. | by agency Field Instr. | other agency staff |
|-------|-----|----|-----|----|-----|--------------------------|-----|----|---------------------|------------------------------|--------------------------|
| | | In | Out | In | Out | In | Out | In | | | |
| | 1 | | | | | | | | | | |
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| | 31 | | | | | | | | | | |

I certify this time to be correct _____
 Student's Signature

I have reviewed this above time sheet and have found it to be accurate. _____
 Agency Field Instructor Signature

Total hrs. this month _____
 Total hrs. to date _____

STUDENT WEEKLY CONFERENCE SHEET

Student:

Beginning Date of Week:

GENERALIST PRACTICE LOG

Levels of Social Work Intervention

Experiences with Individuals:

Experiences with Families:

Experiences with Groups:

Experiences within the Organization:

Experiences within the Community:

Eclectic Knowledge Base

Examples of application of **theory** to practice:

Examples of **policy** that influenced practice:

Discussions of how available **research** informed practice:

Questions from practice that led to further **research**:

Examples of **evaluation** improving practice effectiveness:

Professional Values & Ethics

Application of **Social Work values**:

Application of **NASW Code of Ethics** (Code #s):

Examples of **ethical dilemmas**:

Discussions on **cultural competence**:

Discussions on **vulnerable populations**:

Discussions on advancing **social, economic, & environmental justice**:

Examples of **client empowerment, strengths, & resiliency**:

Planned Change Process

Participation with Engagement, Assessment, Planning, Implementation, Evaluation, Termination, and/or Follow-Up:

Professional Social Work Roles

Examples of **roles** utilized (enabler, educator, counselor, broker, case mgr., mediator, organizer, initiator, facilitator, advocate):

Oral and Written Communication Skills

Interviews conducted:

Documentation provided:

Ethical use of **technology**:

Consultation and Supervision

Example of Effective Use of Consultation/Supervision:

Critical Thinking

Demonstration of Critical Thinking Skills:

STUDENT WEEKLY JOURNAL

I was most satisfied with the following experience(s) this week:

I was least satisfied with the following experience(s) this week:

The most difficult aspect of field for me this week was:

I managed personal values and maintained professionalism this week when I:

I demonstrated empathy and other interpersonal skills this week by:

This week I realized the importance of diversity and difference in shaping life experiences when:

Based upon experiences of diversity and difference I need further training on:

Based upon experiences of diversity and difference I need to better manage personal biases and values regarding:

I demonstrated good practice behaviors in the following areas this week:

Based upon my performance this week I need further development in the following practice areas (engagement, assessment, planning, intervention, evaluation, termination):

Questions/Concerns I want to discuss with my agency field instructor this week:

Any other comments:

Student Initials:

Agency Field Instructor Initials:

**Defiance College Social Work Program
STUDENT JUNIOR FIELD EVALUATION
(To be completed by Student)**

Student: _____ Initial Site Visitation Date: _____

Agency _____

Field Instructor _____

Mid-Term Date _____ Final Evaluation Date _____

Rating scale for evaluation of Field Placement performance

| | | | |
|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| SENIORS | JUNIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | | 4 | The student is demonstrating expected competency in this area. |
| | | 3 | The student is demonstrating beginning competency in this area |
| | 2 | The student is gaining experience and meeting expectations in this area | |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. | |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. | |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area | |

2.1.1 Competency: Demonstrate Ethical and Professional Behavior

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics as appropriate to context. | | | |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | | |
| 1.3 | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. | | | |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes. | | | |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area. |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area. |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area. |

2.1.2 Competency: Engage Diversity and Difference in Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | | | |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences. | | | |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

2.1.3 Competency: Advance human rights and social, economic, and environmental justice.

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 3.1 | Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | | |
| 3.2 | Engage in practices that advance social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area. |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area. |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area. |

2.1.2 Competency: Engage Diversity and Difference in Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | | | |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences. | | | |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

2.1.3 Competency: Advance human rights and social, economic, and environmental justice.

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 3.1 | Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | | |
| 3.2 | Engage in practices that advance social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

2.1.4 Competency: Engage in Practice-Informed Research and Research-Informed Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 4.1 | Use practice experience and theory to inform scientific inquiry and research. | | | |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | | | |
| 4.3 | Use and translate research evidence to inform and improve practice, policy and service delivery. | | | |

Instructor Comments

Student Comments

2.1.5 Competency: Engage in Policy Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | | | |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services. | | | |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

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

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | | | |
| 6.2 | Use empathy, reflection and other interpersonal skills to effectively engage diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended grade: Pass/Fail

Date: _____

Agency Field Instructor: _____ Recommended grade: Pass/Fail
Signature certifies that student has completed the necessary 140 hours for field

Date: _____

College Field Coordinator: _____ Grade Awarded: Pass/Fail

Date: _____

Defiance College Social Work Program
AGENCY FIELD INSTRUCTOR JUNIOR FIELD EVALUATION
 (To be completed by Field Instructor)

Student: _____ Initial Site Visitation Date: _____

Agency: _____

Field Instructor: _____

Mid-Term Date _____ Final Evaluation Date _____

Rating scale for evaluation of Field Placement performance

| | | | |
|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| SENIORS | JUNIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | | 4 | The student is demonstrating expected competency in this area. |
| | | 3 | The student is demonstrating beginning competency in this area |
| | 2 | The student is gaining experience and meeting expectations in this area | |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. | |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. | |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area | |

2.1.1 Competency: Demonstrate Ethical and Professional Behavior

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics as appropriate to context. | | | |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | | |
| 1.3 | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. | | | |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes. | | | |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

2.1.2 Competency: Engage Diversity and Difference in Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | | | |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences. | | | |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

2.1.3 Competency: Advance human rights and social, economic, and environmental justice.

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 3.1 | Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | | |
| 3.2 | Engage in practices that advance social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

2.1.4 Competency: Engage in Practice-Informed Research and Research-Informed Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 4.1 | Use practice experience and theory to inform scientific inquiry and research. | | | |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | | | |
| 4.3 | Use and translate research evidence to inform and improve practice, policy and service delivery. | | | |

Instructor Comments

Student Comments

2.1.5 Competency: Engage in Policy Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | | | |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services. | | | |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

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

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | | | |
| 6.2 | Use empathy, reflection and other interpersonal skills to effectively engage diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended grade: Pass/Fail

Date: _____

Agency Field Instructor: _____ Recommended grade: Pass/Fail
Signature certifies that student has completed the necessary 140 hours for field

Date: _____

College Field Coordinator: _____ Grade Awarded: Pass/Fail

Date: _____

**Defiance College Social Work Program
STUDENT SENIOR FIELD EVALUATION
(To be completed by Student)**

Student: _____ Initial Site Visitation Date: _____

Agency _____

Field Instructor _____

Mid-Term Date _____ Final Evaluation Date _____

Rating scale for evaluation of Field Placement performance

| | | | | |
|----------------|----------------|---|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | | 5 | The student is exceeding expected competency in this area for generalist social work practice. | |
| | | 4 | The student is demonstrating expected competency in this area. | |
| | | 3 | The student is demonstrating beginning competency in this area | |
| | JUNIORS | | 2 | The student is gaining experience and meeting expectations in this area |
| | | | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | | | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | | | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

2.1.1 Competency: Demonstrate Ethical and Professional Behavior

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics as appropriate to context. | | | |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | | |
| 1.3 | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. | | | |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes. | | | |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

2.1.2 Competency: Engage Diversity and Difference in Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | | | |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences. | | | |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

2.1.3 Competency: Advance human rights and social, economic, and environmental justice.

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 3.1 | Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | | |
| 3.2 | Engage in practices that advance social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area. |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area. |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area. |

2.1.4 Competency: Engage in Practice-Informed Research and Research-Informed Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 4.1 | Use practice experience and theory to inform scientific inquiry and research. | | | |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | | | |
| 4.3 | Use and translate research evidence to inform and improve practice, policy and service delivery. | | | |

Instructor Comments

Student Comments

2.1.5 Competency: Engage in Policy Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 5.1 | Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services. | | | |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services. | | | |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

WITHIN COMPETENCIES 2.1.6 - 2.1.9 STUDENTS MUST COMPLETE A MINIMUM OF TWO LEARNING ACTIVITIES PER CLIENT SYSTEM (Individuals, Families, Groups, Organization, Communities). The two minimum is in total, NOT per competency or competency practice behavior.

| | | | |
|---------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. | |
| | 4 | The student is demonstrating expected competency in this area. | |
| | 3 | The student is demonstrating beginning competency in this area | |
| | JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area | | |

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

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | | | |
| 6.2 | Use empathy, reflection and other interpersonal skills to effectively engage diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

2.1.7 Competency: Assess Individuals, Families, Groups, Organizations, Communities

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 7.1 | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | | | |
| 7.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | | | |
| 7.3 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | | | |
| 7.4 | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area. |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area. |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area. |

2.1.8 Competency: Intervene with Individuals, Families, Groups, Organizations, Communities

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 8.1 | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | | | |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | | | |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | | | |
| 8.4 | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | | | |
| 8.5 | Facilitate effective transitions and endings that advance mutually agreed-on goals. | | | |

Instructor Comments

Student Comments

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

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 9.1 | Select and use appropriate methods for evaluation of outcomes. | | | |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | | | |
| 9.3 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. | | | |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. | | | |

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended letter grade: _____

Date: _____

Agency Field Instructor: _____ Recommended letter grade: _____

Date: _____

Signature certifies that student has completed the necessary 450 hours for field

College Field Coordinator: _____ Letter grade Awarded: _____

Date: _____

Defiance College Social Work Program
AGENCY FIELD INSTRUCTOR SENIOR FIELD EVALUATION
(To be completed by Field Instructor)

Student: _____ Initial Site Visitation Date: _____

Agency _____

Field Instructor _____

Mid-Term Date _____ Final Evaluation Date _____

Rating scale for evaluation of Field Placement performance

| | | | |
|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| SENIORS | JUNIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | | 4 | The student is demonstrating expected competency in this area. |
| | | 3 | The student is demonstrating beginning competency in this area |
| | 2 | The student is gaining experience and meeting expectations in this area | |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. | |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. | |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area | |

2.1.1 Competency: Demonstrate Ethical and Professional Behavior

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|--------------|
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical conduct of research, and additional codes of ethics as appropriate to context. | | | |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | | |
| 1.3 | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. | | | |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes. | | | |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

2.1.2 Competency: Engage Diversity and Difference in Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | | | |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences. | | | |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

2.1.3 Competency: Advance human rights and social, economic, and environmental justice.

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 3.1 | Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | | |
| 3.2 | Engage in practices that advance social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| JUNIORS | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

2.1.4 Competency: Engage in Practice-Informed Research and Research-Informed Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 4.1 | Use practice experience and theory to inform scientific inquiry and research. | | | |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | | | |
| 4.3 | Use and translate research evidence to inform and improve practice, policy and service delivery. | | | |

Instructor Comments

Student Comments

2.1.5 Competency: Engage in Policy Practice

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 5.1 | Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services. | | | |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services. | | | |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | | | |

Instructor Comments

Student Comments

WITHIN COMPETENCIES 2.1.6 - 2.1.9 STUDENTS MUST COMPLETE A MINIMUM OF TWO LEARNING ACTIVITIES PER CLIENT SYSTEM (Individuals, Families, Groups, Organization, Communities). The two minimum is in total, NOT per competency or competency practice behavior.

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area |

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

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | | | |
| 6.2 | Use empathy, reflection and other interpersonal skills to effectively engage diverse clients and constituencies. | | | |

Instructor Comments

Student Comments

2.1.7 Competency: Assess Individuals, Families, Groups, Organizations, Communities

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 7.1 | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | | | |
| 7.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | | | |
| 7.3 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | | | |
| 7.4 | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | | |

Instructor Comments

Student Comments

| | | |
|---------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SENIORS | 5 | The student is exceeding expected competency in this area for generalist social work practice. |
| | 4 | The student is demonstrating expected competency in this area. |
| | 3 | The student is demonstrating beginning competency in this area. |
| JUNIORS | 2 | The student is gaining experience and meeting expectations in this area. |
| | 1 | The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future. |
| | 0 | The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future. |
| | N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area. |

2.1.8 Competency: Intervene with Individuals, Families, Groups, Organizations, Communities

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 8.1 | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | | | |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | | | |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | | | |
| 8.4 | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. | | | |
| 8.5 | Facilitate effective transitions and endings that advance mutually agreed-on goals. | | | |

Instructor Comments

Student Comments

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

Evaluation

| | Practice Behaviors: | Student Learning Agreement Activities to Meet Competency | Midterm | Final |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------|-------|
| 9.1 | Select and use appropriate methods for evaluation of outcomes. | | | |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | | | |
| 9.3 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. | | | |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. | | | |

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended letter grade: _____

Date: _____

Agency Field Instructor: _____ Recommended letter grade: _____
Signature certifies that student has completed the necessary 450 hours for field

Date: _____

College Field Coordinator: _____ Letter grade Awarded: _____

Date: _____

**Defiance College Social Work Program
STUDENT APPRAISAL OF FIELD INSTRUCTORS**

Student's Name _____

Agency's Name: _____ Location: _____

Agency Field Instructor's Name _____

Circle if Junior or Senior Placement

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS BY PLACING THE NUMBER THAT BEST DESCRIBES YOUR POSITION AFTER THE STATEMENT. PLEASE USE THE FOLLOWING SCALE:

- | | |
|-------------------|----------------------|
| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

1. I had confidence in the ability of my field instructor as a social worker. _____
2. My instructor assisted with the creation of my learning activities towards skill competencies. _____
3. I received adequate time in supervision with my agency field instructor to accomplish field objectives. _____
4. I received clear expectations and instructions. _____
5. I received constructive feedback regarding field performance. _____
6. My instructor was approachable to address questions or concerns arising from practice situations. _____
7. My instructor shared his/her professional experience in a manner which was of value to my development as a social worker. _____
8. My instructor was interested in my growth and development as a social worker. _____
9. My instructor consulted me when making decisions that affected my practicum. _____
10. My agency field instructor demonstrated respect to social work values and adherence to the NASW Code of Ethics. _____

This form is to be shared with the Agency Field Instructor as well as with the College Field Coordinator.

Agency Field Instructor Signature

Date

**Defiance College Social Work Program
STUDENT'S EVALUATION OF FIELD PLACEMENT**

Student's Name: _____

Agency: _____ Location: _____

Agency Field Instructor: _____

Circle if Junior or Senior Placement:

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS BY PLACING THE NUMBER THAT BEST DESCRIBES YOUR POSITION AFTER THE STATEMENT. PLEASE USE THE FOLLOWING SCALE:

- | | |
|-------------------|----------------------|
| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

AGENCY FIELD PLACEMENT SITE

- 1. Provided a supportive environment for learning. _____
- 2. Provided opportunity to fulfill student learning activities towards core skill competencies. _____
- 3. Clearly defined expectations and assigned tasks. _____
- 4. Responded to questions/concerns in a timely manner. _____
- 5. Provided appropriate level of direct client contact. _____
- 6. Promoted social work values and adherence to the NASW Code of Ethics. _____

DC SOCIAL WORK FIELD COORDINATION

- 1. College field coordinator was available when needed. _____
- 2. Field coordinator responded to questions and/or concerns in a timely manner. _____
- 3. Coordinator was helpful in designing a professional learning experience. _____
- 4. Onsite visits or interactive technological sessions between student, agency field instructor, and college field coordinator adequately addressed field expectations, periodic progress, and questions/concerns. _____

Please answer the following questions:

Briefly describe your responsibilities at your field placement.

What were the strengths of your field placement?

What were the weaknesses of your field placement?

What have you learned from this field experience towards your growth and development within the social work profession?

Other comments?

Signature: _____ Date: _____

Defiance College Social Work Program
FIELD AGENCY EVALUATION OF PROGRAM AND FIELD COORDINATION

Agency's Name: _____ Location: _____

Agency Field Instructor's Name: _____

Circle if Junior or Senior Placement

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS BY PLACING THE NUMBER THAT BEST DESCRIBES YOUR POSITION AFTER THE STATEMENT. PLEASE USE THE FOLLOWING SCALE:

- | | |
|-------------------|----------------------|
| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

1. Field expectations, classroom assignments, and criteria for evaluation were clearly defined. _____
2. College field coordinator was available when needed and responded to questions and/or concerns in a timely manner. _____
3. Problems identified were addressed in an appropriate manner. _____
4. On site visitations or conferences by means of technology were beneficial in obtaining directions, support, and/or feedback towards meeting field objectives _____
5. DC Social Work Program offered sufficient orientation and ongoing training opportunities regarding academic foundation, field expectations, criteria for evaluation, and/or current trends within the social work profession. _____
6. Program and field coordinator demonstrated respect for social work values and adherence to the NASW Code of Ethics. _____
7. In general I would rate the experience favorably. _____

Comment:

Date: _____

Agency Field Instructor's Signature: _____

Reasons for Removal from Field Placement Form

Date: _____

Name of student _____

Name of Agency _____

Name of Supervisor _____

Date of removal _____

Please describe the specific behaviors that first lead you to be concerned.

Describe what was done to remedy these concerns.

Describe the reason for removal.

Student: _____

Agency Field Instructor _____

College Field Coordinator: _____

Date: _____

APPENDIX:

| | |
|--------------------------------------------------------|----|
| SAFETY TIPS FOR SOCIAL WORKERS _____ | 56 |
| IMMUNIZATIONS _____ | 57 |
| CRIMINAL BACKGROUND CHECKS _____ | 57 |
| CWSE EDUCATIONAL POLICY AND ACCREDITATION POLICY _____ | 58 |
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| SWK488 SOCIAL WORK SENIOR SEMINAR SYLLABUS _____ | 61 |
| SWK 397 JUNIOR FIELD EXPERIENCE ASSIGNMENT _____ | 79 |
| FIELD PLACEMENT SITES _____ | 80 |

SAFETY TIPS FOR SOCIAL WORKERS

RE M I N D E R S

I. RECOGNIZE WHEN YOU ARE IN DANGER

1. Pay attention, keep thoughts focused on the present
2. Do not deny the possibility of violence; see it coming
3. Learn de-escalation techniques
4. Have a plan, consult yourself
5. Trust your feelings and be ready to take action
6. Be flexible in thinking and in movement
7. Stay centered and balanced and breathe

II ON THE STREET

1. Know what and who is around you; keep aware
2. Walk assertively and make eye contact
3. Do not look like a victim or target
4. Conceal your money and jewelry
5. Keep a safe distance from aggressors
6. Change directions if you think you're being followed
7. Carry change for a phone call
8. Carry a cell phone for emergencies

III. CAR SAFETY

1. Students should not transport clients in their private vehicles. Any injury incurred would be directed to the student's private insurer.
2. Keep your car in good order and the gas tank filled
3. Have your keys ready before you reach your car
4. If your car breaks down, stay in the car and wait for the police or tow truck. Put a **CALL POLICE** sign in the window
5. If available, use a cell phone to call for help.
6. Keep your doors locked and windows rolled up as much as possible
7. If you're being followed, drive to nearest police station or gas station; honk and turn on emergency flashers
8. Be especially careful in parking garages or lots;
 - a. Do not park near vans, you can be pulled in through sliding doors
 - b. Look under and in the back seat of your car, before entering
 - c. Look around before you exit your car

IV. FIELD PRACTICUM

1. Complete safety orientation at the field agency.
2. Know the agency's emergency and safety procedures.
3. Have all immunizations appropriate to the worksite.
4. When departing the agency on field business:
 - a. obtain accurate directions to the intended destination
 - b. leave the make, model and license number of your private vehicle, or other mode of transport
 - c. log the date and time of departure and anticipated return
 - d. indicate the name, address and phone number of the destination
5. Students should not be left alone in the building of any practicum setting.
6. Avoid being alone with clients known to be violent.
7. If available, carry a cell phone for emergencies

V. USING PUBLIC TRANSPORTATION

1. Try to sit near the driver
2. Look for alarm
3. If someone is following you when you get off walk to populated area, avoid walking directly home

IMMUNIZATIONS AND HEALTH CONCERNS

Students should update all immunizations prior to a field practicum. Defiance College, within The Immunization History Form of the admissions process, lists the following immunizations: MMR, DPT, Polio, Chicken Pox, Hepatitis B and Meningitis. Another immunization to consider is Hepatitis A. Some field agencies may require or offer immunizations prior to entering a practicum. Immunizations are offered at the Defiance County Health Department (419-784-3818). The student should be prepared to pay for any part of the cost not covered by his/her health insurance.

With the prevalence of tuberculosis increasing, some field agencies, particularly those within health settings, may offer and require TB testing prior to beginning a practicum. Defiance College requires for admission proof of the Tuberculin Test within one year. The student should be prepared to pay for any part of the cost not covered by his/her health insurance.

CRIMINAL BACKGROUND CHECKS

Field agencies may require students to submit to criminal background checks prior to an agreement to serve as a placement site. An agency may require background checks at the student's expense. Therefore, the student should be prepared to pay for the cost of any requested background checks.

CSWE Education Policy and Accreditation Standards

The most recent CSWE Educational Policy and Accreditation Standards may be found at the this link, <https://cswe.org/Accreditation/Accreditation-Process/2015-EPAS.aspx>

Code of Ethics *of the National Association of Social Workers*

The NASW Code of Ethics can be found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**OHIO COUNSELOR, SOCIAL WORKER
& MARRIAGE AND FAMILY
THERAPIST BOARD
LAWS
&
RULES
As of March 5, 2018**

The most current version of the Ohio Counselor, Social Worker & Marriage and Family
Therapist Board Laws & Rules can be accessed at <http://cswmft.ohio.gov/>

Defiance College Social Work Program
SWK 488 SOCIAL WORK SENIOR SEMINAR
PREREQUISITES: SWK 355, 356, 379, 457, 476 to be taken
concurrently with SWK 486

INSTRUCTOR: Alesia Yakos-Brown, MSW/LISW
CLASS TIME: Wednesday 9:30am-noon
CLASS ROOM: SCH 126
OFFICE: Schaufler Hall 207
OFFICE HOURS: Determined each semester; Or by appointment
PHONE: 419-783-2425; Cell: 419-203-1621
E-MAIL: aybrown@defiance.edu

REQUIRED TEXTS: Royce, D., Dhooper, S. S., Badger, K. (2017). *Field instruction*, (7th ed.). Long Grove, IL: Waveland Press, Inc.

Recommended Texts:

Coggins, K. & Hatchett, B. (2009). *Field practicum: Skill building from a multicultural perspective*, (2nd ed.). Peosta, IA: Eddie Bowers.

Schaefer, R. T. (2015). *Racial and ethnic groups*. (14th ed.). Upper Saddle River, NJ: Pearson.
From SWK 265 Cultural Diversity

Sue, Derald Wing. (2006). *Multicultural social work practice*, Hoboken, New Jersey: John Wiley & Sons.
From SWK 265 Cultural Diversity

Schriver, J. (2015). *Human behavior and the social environment shifting paradigms in essential knowledge for social work practice*, (6th ed.). Boston, MA: Allyn & Bacon.
From SWK 379 Applied Behavioral Science

DESCRIPTION AND RATIONALE

The emphasis is to be given to integration of all previous course content in social work with concurrent senior field instruction. This course requires regular reporting of field activities and assists students in achieving learning objectives of the field practicum. Consideration is given to the application of the generalist practice model of social work to the field.

ATTENDANCE POLICY

Required, including senior case presentations. One letter grade for each *unexcused* absence. Students are expected to attend class and should inform their practicum site as to the necessity of release time in order to do so. Absences should be discussed with the instructor. The student is responsible for assignments and lectures missed. Participation in classroom discussions is an essential component for learning and benefiting from the senior seminar. Students should come to class prepared to share related aspects of their field practicum in a group discussion

GRADING SCALE:

| | |
|-----------------|-----------------|
| 93% to 100% = A | 77% to 79% = C+ |
| 90% to 92% = A- | 73% to 76% = C |
| 87% to 89% = B+ | 70% to 72% = C- |
| 83% to 86% = B | 60% to 69% = D |
| 80% to 82% = B- | 0% to 59% = F |

COURSE OBJECTIVES

| Course Learning Objective: at the successful completion of this course, students should be able to: | CSWE EPAS Competency | Assignment Classroom Exercise | Course Readings of Required Text |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. Demonstrate integration of the NASW Code of Ethics in professional conduct, communication, technological utilization and research. | 2.1.1.1 / 2 / 3 / 4 / 5 | Seminar Discussions of Professionalism. Seminar Classmate Relationships Seminar Discussions from Field Mini-Papers ↔Sr. Case Presentation | Field Instruction Royce, Dhooper, Badger Chapters 1 - 9 |
| 2. Exhibit an appreciation for how diversity shapes the human experience, and demonstrate personal reflection and self-regulation toward cultural competency. | 2.1.2.1 / 2 / 3 | Seminar Discussions from Field ↔Diversity Paper Community Assessment Paper Sr. Case Presentation | Field Instruction Royce, Dhooper, Badger Chapter 6 & 7 |
| 3. Apply understanding of social, economic, and environmental justice to advocate for human rights at all levels. | 2.1.3.1 / 2 | Seminar Discussions from Field Oral Policy Presentation Diversity Paper Community Assessment Paper Sr. Case Presentation | Field Instruction Royce, Dhooper, Badger Chapters 1, 5, 6 |
| 4. Demonstrate critical thinking and reflection to engage in practice-informed research and research-informed practice. | 2.1.4.1 / 2 / 3 | Seminar Discussions from Field ↔Research Paper Sr. Case Presentation | Field Instruction Royce, Dhooper, Badger Chapters 5 |
| 5. Identify and analyze policy that impacts client well-being, access to services, and service delivery, as well as to formulate and advocate for policy toward advancement of human rights and justice. | 2.1.5.1 / 2 / 3 | Seminar Discussions from Field Oral Policy Presentation Sr. Case Presentation | Field Instruction Royce, Dhooper, Badger Chapters 2 & 5 |
| 5. Apply theory surrounding Human Behavior in the Social Environment to guide processes of practice. | 2.1.6.1 2.1.7.2 2.1.8.2 2.1.9.2 | Seminar Discussions from Field Community Assessment Paper Theory Paper Sr. Case Presentation | Field Instruction Royce, Dhooper, Badger Chapters 4 - 7 |
| 6. Utilize conceptual and theoretical frameworks to guide processes of practice from engagement through evaluation. | 2.1.6.2 2.1.7.1 / 3 / 4 2.1.8.1 / 3 / 4 / 5 2.1.9.1 / 3 / 4 | Seminar Discussions from Field Seminar Classmate Relationships Community Paper Theory Paper Research Paper ↔Sr. Case Presentation | Field Instruction Royce, Dhooper, Badger Chapters 4 - 7 |

CLASSROOM EXERCISES

Come prepared to address the following in an oral report.

1. Agency Overview [CSWE 2.1.2.1; 2.1.2.2; 2.1.6.1]

1. Purpose, Mission Statement, Year Founded; Services,
2. Population & Numbers Served; Issues of Diversity & Numbers Served
3. Role in Community, Network & Referral Systems
4. Accreditations or Certifications
5. Strengths/Limitations of Services & Service Delivery; Suggestions on How to Address Limitations.
6. Funding Sources
7. Hierarchical Structure and Task Distribution, Impact on Agency Functioning; Diversity of Staff
8. Job Requirements (Education, Certifications, Licenses); Salary Range & Benefits
9. Standards of Practice (NASW, Ohio Revised Code, etc...)
10. Volunteer Utilization
11. Environmental Practices

2. Policy Critique [CSWE 2.1.5.1; 2.1.5.2; 2.1.5.3]

Identify & critique a policy. (Policy can be agency, local/county/city, state or federal).

Include the results of dialog with agency personnel regarding the impact of the policy on client services and/or service delivery. Provide recommendations for change.

Consideration should be given to caseload and future case presentation.

What policies exist in regards to use of technology? Social Media?

GRADE FACTORS

↪ **Mini Papers** [25 pts each paper, 100 total]

Mini papers are to be a **minimum** of 5 pages typed. Please consult the evaluation tool for each mini-paper for further guidance.

All assignments to be reviewed by Agency Field Instructor as evidenced by initials on paper or email to College Field

Coordinator

Paper #1 **Diversity** (Race, ethnicity, gender, religion, sexual orientation, age, physical/mental ability, or social class)

Address the following within the paper: [CSWE 2.1.2.1; 2.1.2.2; 2.1.2.3; 2.1.6.1]

1. Diversity and numbers served at agency. Diversity of staff.
2. Resources within the agency to address the needs of the diversity of clientele.
3. Extent agency's structures and values may oppress, marginalize or alienate clients of diversity.
4. Professional literature review on how to best serve the diversity represented within the agency.
5. **Agency dialog** on diversity represented within the agency, literature review in regards to diversity represented, and best practices to best address the needs of a diverse clientele.
6. Personal past experience with diverse population(s) explored. Areas of personal bias or value conflict. Steps needed to increase one's own cultural competence.

Paper #2 **Community** – Follow the outline provided from SW 457 text to gather data. [CSWE 2.1.6.1; 2.1.7.1; 2.1.7.2; 2.1.7.3]

Provide a **minimum** of **5** detailed strengths / **5** detailed limitations for the **overall** community **AND 5** strengths/limitations for **social services** specific to the community. Include consideration for diversity, vulnerable populations, and social & economic justice; as well as **agency dialog** regarding perceived strengths/limitations. **YOU COMPLETED A COMMUNITY ASSESSMENT IN SW 457. PLEASE JUST USE THE FOLLOWING OUTLINE AS A FRAMEWORK FOR CONSIDERATION OF POSSIBLE STRENGTHS AND CHALLENGES WITHIN THE COMMUNITY OF YOUR AGENCY. PLEASE REMEMBER TO CITE YOUR RESOURCES.**

Community Assessment Data Collection Model

Name of Community:

Location/Geography:

Location, boundaries, relation to other communities

History:

reasons people chose location; where people traveled from; important events; major changes over time

Population Characteristics:

size; distribution by age, gender, race/ethnicity; religion

Income:

overall median income; median incomes by age, gender, race/ethnicity; poverty rates

Education:

median educational levels for total adult population; levels by age, gender, race/ethnicity; schools within area; building conditions, student-teacher ratios, administration and faculty characteristics by degree, age, gender, race/ethnicity, religion; special needs, cultural sensitivity and extracurricular programming; graduation/drop out rates, higher education availability

Commerce/Industry:

major employers and industries; stability, role of unions, unemployment rates; renewal or development efforts

Housing:

types, conditions; percentage of owning vs. renting
avg. mortgage/rent

Transportation:

highways, bus routes, railroad, airports, waterways; availability of public transportation

Government Type:

mayor, commissioners, city council, law enforcement

Political:

political parties; voting patterns; major issues; tax structure; elected vs. appointed;

Spirituality/Religion:

churches & spiritual organizations; role & influence

Sources of Information:

radio; newspapers; TV; cable, satellite and Internet availability

Social/Cultural Systems:

parks & recreation; multicultural resources; clubs and civic organizations, cultural events

Social/Health Systems:

hospitals and clinics, medical services; mental health services; nursing facilities; social service agencies;

Paper #3 **Theory** – Provide a professional literature review on the main theory(ies) that surround(s) the rationale for treatment at your practicum. **Minimum of 5 journals +/- or texts required.** Give consideration to your caseload and approaching case presentation. Include **agency dialog** regarding theory, rationale for treatment, and literature review. **[Example:** A student wants to highlight Behavior Theory as a main theory to assisting youth within the foster care system. Find journal articles to explain how one could use Behavior Theory with youth within the foster care system and what evidence exists that this is an appropriate choice. Locate journal articles that prove this theory provides effective results (best practices). Such as an article that highlighted a program where foster parents were trained to use a behavior model for children within their care and research supported that children within their care evidenced a reduction in problem behaviors.] [CSWE 2.1.7.2; 2.1.8.2; 2.1.9.2]

Paper #4 ↔ **Research** - Purpose and execute a research project to benefit your field agency regarding the evaluation of practice or client services. Project should clearly address a research question from practice. Include a meaningful analysis of collected data and practice inferences from results. [CSWE 2.1.9.1; 2.1.9.2; 2.1.9.3; 2.1.9.4]

3. Senior Case Presentation and Paper [100 pts]

As the senior capstone project students are to complete a major case presentation. Utilizing material from the field, students are to follow a client system through the planned change process, explaining their rationale and theory behind their practice. Students are to follow the provided outline and review the rating sheets.

SENIOR CASE ORAL PRESENTATION [CSWE 2.1.1.3; 2.1.1.4]

- I. Agency Overview** [CSWE 2.1.6.1]
Brief description of purpose/mission and services
Profit or Non-Profit
Student's roles & responsibilities

- II. Engagement and Assessment** [CSWE 2.1.6.1; 2.1.6.2; 2.1.7.1; 2.1.7.2; 2.1.7.3; 2.1.7.4]
Brief description of preparation for individuals, families, groups, organizations, and/or communities.
Interpretation of client data (biological-psychological-social-cultural-spiritual)
Assessment of client strengths and limitations
Agreed focus of work and desired outcomes
Application of theory to understand person in environment. Theories to understand **Human Behavior in Social Environment**.
Include agency assessment tools such as behavior scales, checklists, genogram, ecomap, etc...
Must include a genogram **or** ecomap, even if not utilized by agency.

- III. Planning and Intervention** [CSWE 2.1.8.1; 2.1.8.2; 2.1.8.3; 2.1.8.4]
Describe goals and objectives established with client
Discuss intervention strategies used
Inter-professional collaboration
Social Work roles utilized

Rationale for Intervention [CSWE 2.1.2.1; 2.1.2.2; 2.1.2.3; 2.1.3.1; 2.1.3.2; 2.1.4.3; 2.1.6.1; 2.1.7.2]
Implement evidence-based interventions designed to achieve client goals
Cite resources to support theories/rationale for treatment; best practices.
Sensitivity to cultural competence / social, economic, & environmental justice to vulnerable or marginalized populations;
Addressed evident areas in need of advocacy.
And self-awareness and self-regulation toward management of personal biases or values.

Impact of Policy (Agency, Local/County, State, Federal) [CSWE 2.1.3.1; 2.1.3.2; 2.1.5.1; 2.1.5.2; 2.1.5.3]
Role of policy in service delivery
How did policy enhance or impede practice
Difference of Profit from Non-Profit Agency
Engagement in advocacy toward social, economic, & environmental justice

- IV. Evaluation** [CSWE 2.1.9.1; 2.1.9.2; 2.1.9.3]
Analyze, monitor, and evaluate interventions.
Evaluate program outcomes and practice effectiveness

- V. Termination and Follow-Up** [CSWE 2.1.8.5]
Describe transitions and endings
Referrals

- VI. Social Work Values and Ethics** [CSWE 2.1.1.1; 2.1.1.2]
Discuss how professional values guided practice
Integration of NASW Code of Ethics (Identity # within code that addresses issue)
Describe ethical dilemmas or value conflicts

GUIDELINES

Approximately 20 minutes in length
5-10 minutes will be allowed for Q& A
Power Point mandatory; evaluated on all audio-visual aids
Handouts beneficial to audience
Respect confidentiality; Generalized demographics
No use of client names; Obtain informed consent
Review "Rating Sheet" for evaluation criteria

AUDIENCE

Social Work Program Faculty (evaluating)
Advisory Board (evaluating)
Agency Field Instructors (student guests)
Junior Level Social Work Majors (program guests)

DEFIANCE COLLEGE SOCIAL WORK PROGRAM

**Senior Seminar Case Presentations
Informed Consent**

I, the undersigned, give my permission for _____ (name of student) to utilize information from my life to complete a written and oral case presentation. **All attempts will be made to conceal my identity.** The case presentation will include the following.

Brief Agency Overview

Intake and Assessment

biological-psychological-social-cultural-spiritual

Goals

Interventions or Treatment

Rationale for Treatment

Theory

Sensitivity to Cultural Diversity and Social & Economic Justice

Policy

Social Work Values & Ethics

Goal Analysis and Evaluation

Discharge/Termination/Follow-Up

Supports, Resources and Referrals

The case presentation will be presented to a panel of program faculty, advisory board members, agency field instructors and social work majors. The written copy will be locked and stored within the office of the Field Coordinator. The written copy also may be viewed by the college's academic dean and his/her assessment review group; in which case the copy would be secured within the academic dean's office.

I give permission for information of my life to be used within a written and oral case presentation as stated above.

Signature

Date

Witness Signature
(Witness cannot be the student or field instructor)

Date

The signed informed consent will be locked and stored within the office of the Field Coordinator of the Defiance College Social Work Program.

RECOMMENDED READINGS

Human Behavior and Social Environment

Forte, J. A. (2007). *Human behavior in the social environment*. Belmont Calif.: Thomson/Brooks Cole.

Robbins, S. P.; Chatterjee, P. & Canda, E. R. (2006). *Contemporary human behavior theory: A critical perspective for social work, (2nd ed.)*. Boston, MA: Pearson/Allyn & Bacon.

Social Work Practice

Dhooper, S.S. & Moore, S.E. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage Publications.

Dillon, C. (2003). *Learning from mistakes in clinical practice*. Pacific Grove, CA: Brooks/Cole.

Kilpatrick, A & Holland, T. (2006). *Working with families: An integrative model by level of need, (4th ed.)*. Needham Hts., MA: Allyn & Bacon.

Kirst-Ashman, K. K. & Hull, Jr., G. H. (2018). *Understanding generalist practice, (8th ed.)*. Boston, MA: Cengage Learning.

Kirst-Ashman, K. K. & Hull, Jr., G. H. (2018). *Generalist practice with organizations & communities, (7th ed.)*. Boston, MA: Cengage Learning.

Loewenberg, F.M.; Dolgoff, R. & Harrington, D. (2012). *Ethical decisions for social work practice, (9th ed.)*. Belmont, CA: Brooks/Cole-Cengage Learning.

Strong, B., DeVault, C., & Cohen, T. (2011). *The marriage and family experience: Intimate relationships in a changing society, (11th ed.)*. Belmont, CA: Wadsworth/Thomson Learning.

Szuchman, L.T., & Thomlison, B. (2011). *Writing with style: APA style for social work, (4th Ed.)*. Brooks/Cole Cengage.

Toseland, R. & Rivas, R. (2012). *An introduction to group work practice, (7th ed.)*. Boston, MA: Pearson/Allyn & Bacon.

Social Research

Grinnell and Unrau. (2008). *Social work research and evaluation: Foundations of evidence based practice, (8th ed.)*. Oxford Press.

Salking, N. J. (2007). *Statistics for people who (think they) hate statistics, (3rd ed.)*. Sage.

Social Policy

Karger, H.J. & Stoesz, D. (2018). *American social welfare policy: A pluralist approach (8th ed.)*. Boston, MA: Pearson.

Karger, H.J., Midgley, J., Kindle, P., & Brown, C.B. (Eds.). (2007). *Controversial issues in social policy, (3rd ed.)*. Boston: Allyn & Bacon.

Karger, H.J. & Stoesz, D. (2002). *The internet and social welfare policy*. Boston: Allyn and Bacon.

Poppo, P.R. & Leighninger, L. (2001). *The policy-based profession: An introduction to social welfare policy analysis for social workers, (2nd ed.)*. Needham Hts., MA: Allyn & Bacon.

Poppo, P.R. & Leighninger, L. (2005). *Social work, social welfare, and American society (6th ed.)*. Boston: Pearson Education, Inc.

Human Diversity

Adams, M.; Bell, Lee, A & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice: A sourcebook, (2nd ed.)*. New York, NY: Routledge.

Diller, J. V. (2007). *Cultural diversity: A primer for the human services, (3rd ed.)*. Belmont, CA: Brooks/Cole-Thomas Learning.

Dhooper, S.S. & Moore, S.E. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage Publications.

Kottak, C. P. & Kozaitis, K.A. (2008). *On being different: Diversity and multiculturalism in the North America mainstream, (3rd ed.)*. Boston, MA: McGraw-Hill.

McGoldrick, M., Giordano, J. & Pearce, J. K. (Eds.). (2006). *Ethnicity and family therapy, (3rd ed.)*. New York: Guilford.

Name: _____

DIVERSITY* PAPER EVALUATION TOOL

[CSWE 2.1.2.1; ~~2.1.2.2~~; 2.1.2.3]

1. Summarized the diversity represented within the agency in regards to diversity of clientele and staff.

1 2 3 4 5 6 7 8 9 10

2. Recognized the extent to which the agency's structure and values can oppress, marginalize, or alienate clients of diversity.

1 2 3 4 5 6 7 8 9 10

3. Identified the extent of which the agency attempts to address the needs of a diverse clientele.

1 2 3 4 5 6 7 8 9 10

4. Demonstrated personal reflection and self-correction toward cultural competency.

1 2 3 4 5 6 7 8 9 10

5. Literature review appropriate to diversity represented in the agency and adequately summarized the literature review.

1 2 3 4 5 6 7 8 9 10

6. Exhibited quality and quantity (3 minimum) of literature review (journals, texts...).

1 2 3 4 5 6 7 8 9 10

7. Dialog occurred with agency personnel regarding diversity represented within the agency, literature review in regards to diversity represented, and best practices to best address the needs of a diverse clientele. [CSWE ~~2.1.2.2~~]

1 2 3 4 5 6 7 8 9 10

8. Organization, Paragraph Formations, Easy to Follow, Length, Sentence Structure, Spelling, Grammar, Punctuation, Typing Errors...

1 2 3 4 5 6 7 8 9 10

Score: _____

* Diversity: consideration to race, ethnicity, social class, religion, language, age, gender, sexual orientation, physical/mental ability, family type, and/or geographic region.

Name: _____

COMMUNITY ASSESSMENT EVALUATION TOOL
[CSWE 2.1.6.1; 2.1.7.1; 2.1.7.2; 2.1.7.3]

1. Critique of strengths and limitations of overall community (**minimum** 5 strengths/5 limitations)

1 2 3 4 5 6 7 8 9 10

2. Critique of strengths and limitations of social services within community (**minimum** 5 strengths / 5 limitations)

1 2 3 4 5 6 7 8 9 10

3. Community assessment considered issues of diversity / vulnerable populations / social, economic, & environmental justice

1 2 3 4 5

4. Community assessment included dialog with agency personnel regarding perceived strengths / limitations
Dialog appropriately cited within paper.

1 2 3 4 5

5. Organization, Paragraph Formations, Easy to Follow, Length, Sentence Structure, Spelling, Grammar,
Punctuation, Typing Errors, Citations...

1 2 3 4 5

Score: _____

Name: _____

Theory Evaluation Tool
[CSWE 2.1.6.1; 2.1.7.2/4; 2.1.8.2; 2.1.9.2]

1. Literature review appropriate to rationale behind treatment in practicum.

1 2 3 4 5

2. Adequately summarized the literature review in relation to treatment. Demonstrated evidence based, best practices.

1 2 3 4 5

3. Quality and quantity of literature review (Minimum of five; journals / texts).

1 2 3 4 5

4. Dialog with agency personnel regarding literature review and rationale of treatment.

(Names/number/position of staff consulted; staff individual and collective remarks; field instructor input & initials).

1 2 3 4 5

5. Organization, Paragraph Formations, Easy to Follow, Length, Sentence Structure, Spelling, Grammar, Punctuation, Typing Errors...

1 2 3 4 5

Score: _____

Name: _____

RESEARCH EVALUATION TOOL

[CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.9.3; 2.1.9.4]

| | | |
|---|-----------------------------------------------------------------|---|
| 1 | The student demonstrated unsatisfactory competency in this area | F |
| 2 | The student demonstrated below average competency in this area | D |
| 3 | The student demonstrated competency in this area | C |
| 4 | The student demonstrated above average competency in this area | B |
| 5 | The student exceeded competency in this area | A |

1. Clearly stated research problem from his/her practice

1 2 3 4 5

2. Developed appropriate research strategy and method of data collection.

1 2 3 4 5

3. Critically analyzed the findings

1 2 3 4 5

4. Translated the findings into meaningful inferences for effective practice

1 2 3 4 5

Comments:

Score: _____

| Skills | Exceeded Competency 5 | Above Average Competency 4 | Demonstrated Competency 3 | Below Average Competency 2 | Unsatisfactory Competency 1 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Demonstration of Professional Communication [CSWE 2.1.1.3; 2.1.1.4] | Excellent eye contact. Voice really captured the audience's attention. Great professional articulation of material. Responded to questions thoroughly. Excellent and ethical use of audio-visuals with organized and professional PowerPoint slides and handouts. | Good Eye Contact. Voice held audience's attention. Good professional articulation of material. Responded well to questions. Good and ethical use of audio-visuals with easy to read and understand PowerPoint slides and handouts. | Average eye contact. Audience understood the speaker. Appropriate professional articulation of thought. Addressed questions. Appropriate and ethical PowerPoint slides and handouts. | Poor eye contact. Audience had some difficulty understanding. Inadequate professional articulation of thought. Inadequate addressing of questions. Audio-visuals somewhat difficult to read, unorganized, and lacking in necessary information. Ethics of information presented in question. | Limited or no eye contact. Audience could not understand. Unprofessional articulation of thought. Minimal or no attempt to address questions. Poor or non-existent audio-visuals. PowerPoint slides and/handouts if present difficult to read, cluttered, unorganized, and without sufficient information. Information presented unethical. |
| 2. Utilization of Conceptual Frameworks to Guide the Processes of Practice [↔ CSWE 2.1.7.1, 2.1.8.1, 2.1.9.1/3; 2.1.7.3/4, 2.1.8.3/5, 2.1.9.4] | Excellent critical thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation. | Good relevant thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation. | Adequate thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation. | Inadequate thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation. | Minimal or no thought given to theoretical and conceptual frameworks as applied to the processes of assessment, intervention, and evaluation. |
| 3. Application of Theory surrounding Human Behavior in the Social Environment [CSWE 2.1.4.1/2/3; 2.1.6.1; 2.1.7.2; 2.1.8.2; 2.1.9.2] | Thorough coverage of theories that explain development through the life span. Excellent understanding of biological, social, cultural, psychological, and spiritual development. Thorough review of the reciprocal relationships among systems and the role environment plays in human behavior. | Good coverage of theories that explain development through the life span. Demonstrated a good understanding of biological, social, cultural, psychological, & spiritual development. Appropriate review of the reciprocal relationships among systems and the role environment plays in human behavior. | Sufficient coverage of theories that explain development through the life span. Exhibited an understanding of biological, social, cultural, psychological, & spiritual development. Adequate coverage of the reciprocal relationships among systems and the role environment plays in human behavior. | Poor coverage of theories that explain development through the life span. Inadequate understanding of biological, social, cultural, psychological, and spiritual development. Limited review of the reciprocal relationships among systems and the role environment plays in human behavior. | Insufficient coverage of theories that explain development through the life span. Little or no understanding of biological, social, cultural, psychological, and spiritual development. Deficient in review of the reciprocal relationships among systems and the role environment plays in human behavior. |
| 4. Utilization of Research to Inform Practice [CSWE 2.1.4.1, 2.1.4.2, 2.1.4.3] | Excellent use of professional research towards evidence based practice to inform, evaluate, and improve interventions. | Good use of professional research towards evidence based practice to inform, evaluate, and improve interventions. | Adequate use of professional research towards evidenced based practice to inform, evaluate, and improve interventions. | Inadequate coverage of professional research towards evidence based practice to inform, evaluate, and improve interventions. | Limited or no coverage of professional research towards evidence based practice to inform, evaluate, and improve interventions. |
| 5. Sensitivity to Cultural Diversity and Social, Economic & Environmental Justice [CSWE 2.1.2.1↔/2/3.3; 2.1.3.1/2; 2.1.8.4] | Thorough exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including evident areas for advocacy. Excellent self-awareness and self-regulation in managing personal biases and values. | Good exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including evident areas for advocacy. Good self-awareness and self-regulation in managing personal biases and values. | Adequate exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including evident areas for advocacy. Adequate self-awareness and self-regulation in managing personal biases and values. | Inadequate exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including inadequate coverage of evident areas for advocacy. Concern regarding self-awareness and self-regulation in managing personal biases and values. | Minimal or no exploration of defining circumstances regarding issues of diversity and social, economic, and environmental justice, including absence of evident areas for advocacy. Absence of self-awareness and self-regulation in managing personal biases and values. |
| 6. Identified how policy impacted client well-being, access to social services, +/- or service delivery. [CSWE 2.1.5.1/2/3] | Excellent identification of how policy impacted client well-being, access to services, +/- or service delivery. | Good identification of how policy impacted client well-being, access to services, +/- or service delivery. | Adequate identification of how policy impacted client well-being, access to services, +/- or service delivery. | Inadequate identification of how policy impacted client well-being, access to services, +/- or service delivery. | Limited or no identification of how policy impacted client well-being, access to services, +/- or service delivery. |
| 7. Demonstrated social work values and ethics and self-regulation. [CSWE 2.1.1.1; 2.1.1.2↔] | Thorough demonstration of social work values and application of the NASW Code of Ethics. Student demonstrated great reflection and self-regulation to manage personal values and maintain professionalism. | Good demonstration of social work values and application of the NASW Code of Ethics well. Good reflection and self-regulation to manage personal values and maintain professionalism. | Adequate demonstration of social work values and application of the NASW Code of Ethics. Fair reflection and self-regulation to manage personal values and maintain professionalism. | Inadequate demonstration of social values and application of the NASW Code of Ethics. Inadequate reflection and self-regulation to manage personal values and maintain professionalism. | Poor or no demonstration of social values or application of the NASW Code of Ethics. Poor or no reflection and self-regulation to manage personal values and maintain professionalism. |

SWK 488 Senior Seminar CASE PRESENTATION RATING SHEET

Student: _____

Faculty Evaluator: _____

9 – 10 = Exceeded Competency **A**
8 - 8.5 = Above Average Competency **B**

7 - 7.5 = Demonstrated Competency **C**
6 - 6.5 = Below Average Competency **D**
1 - 5 = Unsatisfactory Competency **F**

1. Demonstrated professional communication and use of technology.

| | | | | | | | | | | | | | |
|---|---|---|---|---|----|-----|----|-----|----|-----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 |
| F | F | F | F | F | D- | D | C- | C | B- | B | A- | A | A+ |

2. Utilized conceptual and theoretical frameworks to guide processes of practice from engagement through evaluation.

| | | | | | | | | | | | | | |
|---|---|---|---|---|----|-----|----|-----|----|-----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 |
| F | F | F | F | F | D- | D | C- | C | B- | B | A- | A | A+ |

3. Applied theory surrounding Human Behavior in the Social Environment.

| | | | | | | | | | | | | | |
|---|---|---|---|---|----|-----|----|-----|----|-----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 |
| F | F | F | F | F | D- | D | C- | C | B- | B | A- | A | A+ |

4. Utilized research to inform practice.

| | | | | | | | | | | | | | |
|---|---|---|---|---|----|-----|----|-----|----|-----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 |
| F | F | F | F | F | D- | D | C- | C | B- | B | A- | A | A+ |

5. Demonstrated sensitivity to cultural diversity and social, economic, & environmental justice.

| | | | | | | | | | | | | | |
|---|---|---|---|---|----|-----|----|-----|----|-----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 |
| F | F | F | F | F | D- | D | C- | C | B- | B | A- | A | A+ |

6. Identified how policy impacted client well-being, access to social services, and/or service delivery.

| | | | | | | | | | | | | | |
|---|---|---|---|---|----|-----|----|-----|----|-----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 |
| F | F | F | F | F | D- | D | C- | C | B- | B | A- | A | A+ |

7. Demonstrated social work values and application of the NASW Code of Ethics. Self-regulated personal values to maintain professionalism.

| | | | | | | | | | | | | | |
|---|---|---|---|---|----|-----|----|-----|----|-----|----|-----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 |
| F | F | F | F | F | D- | D | C- | C | B- | B | A- | A | A+ |

Total:

Comments:

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

FINAL:

Strengths:

Strengths:

1. _____

1. _____

2. _____

2. _____

Development:

Development:

1. _____

1. _____

2. _____

2. _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Please circle recommended grade.

Student: _____

Recommended grade:

Pass / Fail

Date: _____

Agency Field

Instructor: _____

Recommended grade:

Pass / Fail

Date: _____

Signature certifies that student has completed the necessary 140 hours for field

College Field Coordinator: _____

Grade Awarded: Pass / Fail

Date: _____

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Please circle recommended grade.

Student: _____

Recommended grade:

Pass / Fail

Date: _____

Agency Field

Instructor: _____

Recommended grade:

Pass / Fail

Date: _____

Signature certifies that student has completed the necessary 140 hours for field

College Field Coordinator: _____

Grade Awarded:

Pass / Fail

Date: _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended letter grade: _____

Date: _____

Agency Field Instructor: _____ Recommended letter grade: _____

Date: _____

Signature certifies that student has completed the necessary 450 hours for field

College Field Coordinator: _____ Letter grade Awarded: _____

Date: _____

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

FINAL:

Strengths:

Strengths:

1. _____

1. _____

2. _____

2. _____

Development:

Development:

1. _____

1. _____

2. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended letter grade: _____ Date: _____

Agency Field Instructor: _____ Recommended letter grade: _____ Date: _____
Signature certifies that student has completed the necessary 450 hours for field

College Field Coordinator: _____ Letter grade Awarded: _____ Date: _____
Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

SWK 397 FIELD EXPERIENCE ASSIGNMENT

Junior Field Placement

Agency/Policy Oral Presentation OR Typed Outline

Students should address the following question prompts in regards to his/her field agency.

- A. Purpose, Mission, Year Establish, Why Established
- B. Funding Sources
- C. Sponsorship
- D. Days and Hours of Operation
- E. Programs and Services
- F. Diversity of Populations Served and Numbers Served
- G. Staff Composition and Hierarchy, Job Descriptions, Education, Licenses/Certifications
- H. Referrals within the Network of Social Services
- I. Agency Strengths and Limitations
- J. Cultural Sensitivity
- K. Environmental Practices
- L. What/Who Establishes Policies (Accreditation or Certification)
- M. Policies Effect on Service Delivery
- N. Policy Compatibility with Social Work Values
- O. Recommended Changes to Enhance Policies

FIELD PLACEMENT SITES

AGENCY: Adriel
ADDRESS: 22450 County Road F, Archbold, OH 43502
PHONE: 419-445-1980 FAX: 419-445-7215 Website: www.adriel.org
AGENCY FIELD INSTRUCTOR: Kimberly "Kim" M. Rex, MOL, LSW kim.rex@adriel.org

AGENCY: Area Office on Aging of Northwestern Ohio – Napoleon Satellite
ADDRESS: 203 Rohrs St. Napoleon, Ohio 43545
PHONE: 419-592-6206; Toledo: 1-800-472-7277; swaidelich@areaofficeonaging.com, x4004
AGENCY FIELD INSTRUCTOR: Shawn Waidelich BSW/LSW

AGENCY: CCNO
ADDRESS: 03151 County Road 24-25 Stryker, OH 43557-9418
PHONE: 419-428-3800; FAX: 419-428-2119 www.ccnoregionaljail.org; ccno@bright.net
AGENCY FIELD INSTRUCTOR: Teresa Eicher MSW/LISW-S teresae@rsnwo.org

AGENCY: The Center for Child & Family Advocacy (CCFA)
ADDRESS: 219 East Washington St, Napoleon, OH 43545
PHONE: 419-592-0540
AGENCY FIELD INSTRUCTOR: Roberta Mack, MSW/LISW-S; robertam@theccfa.org
Beth Gerken, MSW/LISW-S; bethg@theccfa.org

AGENCY: Children's Resource Center CRC
ADDRESS: 1045 Klotz Road, P.O. Box 738, Bowling Green, OH 43402
PHONE: 419-352-7588; 888-466-KIDS; Fax: 419-354-4977; www.wcnet.org/~crckids/

AGENCY: Coleman Behavioral Health (Mental Health)
ADDRESS: 799 South Main Street, Lima, OH 45804; www.coleman-bh.com
PHONE: 419-229-2222; FAX 419-229-2227 or 0202
AGENCY FIELD INSTRUCTOR: Thomas "Tom" Morrison, MSW/LISW; Outpatient Therapist
thomas.morrison@coleman-bh.com; 567-242-6042

AGENCY: Community Health Professionals
ADDRESS: 6817 State Route 66 North, Defiance. OH 43512 www.comhealthpro.org
PHONE: 419-782-4131 or 419-782-5411 FAX: 419-782-6673
AGENCY FIELD INSTRUCTOR:

AGENCY: Community Hospitals of Williams County
ADDRESS: 433 West High Street, Bryan, OH 43506
PHONE: 419-636-1131; FAX: 419-630-2181
AGENCY FIELD INSTRUCTOR: Linda Trausch MSW/LISW email: lindatrausch@chwchospital.org

AGENCY: Crime Victim Services (Human Trafficking Survivor Services)
ADDRESS: 330 North Elizabeth Street, Lima, Ohio 45801
PHONE: 419-222-8666
AGENCY FIELD INSTRUCTOR: Heidi Mercer, LSW; hmercercr@crimevictimservices.org

AGENCY: Defiance City Schools Student Services
ADDRESS: 400 Carter Road, Defiance, OH 43512
PHONE: 419-785-2260;
AGENCY FIELD INSTRUCTOR: Reggie Beck MSW/LSW; 419-785-2276; rbeck@defcity.org

AGENCY: Defiance County Board of Developmental Disabilities
ADDRESS: 195 Island Park Avenue, Defiance, OH 43512
PHONE: 419-782-6621
AGENCY FIELD INSTRUCTOR: Pat Uhlenhake, BSW; puhlenhake@defiancedd.org; x217
Jean Jacques, LSW; jjacques@defiancedd.org

AGENCY: Defiance County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 6879 Evansport Road, Defiance, Ohio 43512
PHONE: 419-782-3881; FAX: 419-784-0611
AGENCY FIELD INSTRUCTOR: Katie Piwarski, LSW; ext. 325; katie.piwarski@jfs.ohio.gov

AGENCY: Defiance Regional Medical Center - Coping Center
ADDRESS: 1200 Ralston Ave., Defiance, OH 43512
PHONE: 419-782-6955 or 419-783-6841 tamara.junge@promedica.org
AGENCY FIELD INSTRUCTOR: Tamara Junge MSW/LISW –S

AGENCY: Fulton County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 604 South Shoop Avenue, Suite 200, Wauseon, Ohio 43567
PHONE: 419-337-0010;
AGENCY FIELD INSTRUCTOR: Aric Bidwell, MS Social Service Supervisor bidwea@odjfs.state.oh.us
Jackie Wallischeck, LSW; wallij@odjfs.state.oh.us; ext. 1835
Maurine Clymer Social Service Supervisor clymen@odjfs.state.oh.us; ext. 1843

AGENCY: Fulton Co. Health Center
ADDRESS: 725 S. Shoop Ave., Wauseon, OH 43567
PHONE: 1-800-323-2708; 419-337-8661
AGENCY FIELD INSTRUCTOR: Pat Franz Pahl LSW; Raegan Keller LSW

AGENCY: Fulton Co. Health Center, Fulcare Behavioral Health
ADDRESS: 725 S. Shoop Ave., Wauseon, OH 43567
PHONE: 1-800-323-2708; 419-337-8661
AGENCY FIELD INSTRUCTOR: Joy Vandock BSW/LSW; jvandock@fulhealth.org
Drema Shultz; Michelle Brink

AGENCY: Henry County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 104 East Washington Street, P.O. Box 527, Napoleon, OH 43545
PHONE: 419-592-4210; burkhe@odjfs.state.oh.us
AGENCY FIELD INSTRUCTOR: Erica Burkholder and Kirsten Ruby, LSW

AGENCY: Henry County Health Department – Help Me Grow
ADDRESS: 1843 Oakwood Ave. Napoleon, OH 43545
PHONE: Phone: (419) 599-5545 ext. 1292
AGENCY FIELD INSTRUCTOR: Jennifer Wagner; jwagner@henrycohd.org

AGENCY: Henry County Senior Center HCSC
ADDRESS: 203 Rohrs St., P.O. Box 471 Napoleon, OH 43545
PHONE: 419-599-5515 cgrejtak@henrycountyseniorcenter.com
AGENCY FIELD INSTRUCTOR: Charlotte Grejtak LSW

AGENCY: HOPE Services of Henry Co. DD Board
ADDRESS: 135 E. Maumee Ave., Napoleon, OH 43545
PHONE: 419-599-2892; skarmol or shartswom @henrydd.org
AGENCY FIELD INSTRUCTOR: Sue Hartsworm MSW/LISW; Sandy Karmol MSW

AGENCY: Maumee Valley Guidance Center
ADDRESS: 211 Beide Drive, Defiance, OH 43512
PHONE: 419-782-8856
AGENCY FIELD INSTRUCTOR: Rachelle McDonald, LSW; mvgcrm@defnet.com

AGENCY: Mercer Residential Services Inc.
ADDRESS: 500 Augustine Drive, Van Wert, Ohio 45891 www.mrsinc.org
PHONE: 419-586-4709; 419-238-1019 (VW residential)
AGENCY FIELD INSTRUCTOR: Janelle Wehrman, LSW jwehrman@mrsinc.org

AGENCY: NOCAC Richland Place PATH Center
ADDRESS: 1939 East Second Street, Defiance, Ohio 43512
PHONE: 419-782-6962
AGENCY FIELD INSTRUCTOR: Amy Herren LSW; Angie Franklin, BSW
aherren@nocac.org afranklin@nocac.org

AGENCY: Northwest Ohio Educational Service Center NwoESC
Independence Education Center (IEC) School
ADDRESS: 06950 Independence Road, Defiance, OH 43512
PHONE: 567-444-4825 Ext. 4704
AGENCY FIELD INSTRUCTOR: Holly Leupp Wichman MSW HWichman@nwoesc.org

AGENCY: OLHSA
ADDRESS: 196 Cesar E. Chavez Avenue, P.O. Box 430598, Pontiac, Michigan 48343-0598
PHONE: 248-721-5270; stacyg@olhsa.org; www.olhsa.org
AGENCY FIELD INSTRUCTOR: Stacy Green, Associate Director of Disability & Mental Health Services

AGENCY: Park View Nursing Center (Peregrine Health Services) www.parkviewnursingcenter.com
ADDRESS: 328 West Vine Street, Edgerton, OH 43517
PHONE: 1-800-541-1104; sssssssssss19-298-2321; FAX: 419-298-2512
AGENCY FIELD INSTRUCTOR: Joyce Klear, LSW; jklear@ltcoh.com

AGENCY: Paulding Co. Board of Developmental Disabilities
ADDRESS: 900 Fairground Drive, Paulding, Ohio 45879
PHONE: 419-399-4800
AGENCY FIELD INSTRUCTOR: Crystal Feeney, LSW; cfeeney@pauldingdd.com
Rachel Rosebrock, LSW; rrosebrock@pauldingdd.com

AGENCY: Paulding County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 303 West Harrison Street, Paulding, Ohio 45879
PHONE: 419-399-3756;
AGENCY FIELD INSTRUCTOR: Charity Meuleman, BSW/LSW; charity.meuleman@jfs.ohio.gov

AGENCY: Quadco Rehabilitation Center (Northwest Employment Services; 419-682-1011)
ADDRESS: 427 N. Defiance St., Stryker, Ohio 43557
PHONE: 800-569-3907 info@quadcorehab.org
AGENCY FIELD INSTRUCTOR: Sharon von Seggern, BSW sharon.vonseggern@gmail.com

AGENCY: Recovery Services of Northwest Ohio
ADDRESS: 511 Perry Street, Defiance, Ohio 43512
PHONE: 419-782-9920
AGENCY FIELD INSTRUCTOR: Teresa Eicher MSW/LISW-S teresae@rsnwo.org

AGENCY: Refugee One
ADDRESS: 4753 N Broadway St #401, Chicago, IL 60640
PHONE: 773-989-5647
AGENCY FIELD INSTRUCTOR: Aimee Hilado

AGENCY: RFS Charitable Foundation TACKLE Behavioral Health
ADDRESS: 830 N Summit St #2, Toledo, OH 43604
PHONE: 419-693-9600; www.rfstackle.com
AGENCY FIELD INSTRUCTOR: Ashley Reichlin, LISW-S; areichlin@rfstackle.com

AGENCY: Sunshine
ADDRESS: 7223 Maumee Western Road, Maumee, Ohio 43537
PHONE: 419-8650251; FAX: 419-724-3350; sunshine.org; Susan ext. 3410; Jennifer ext. 3481
AGENCY FIELD INSTRUCTOR: Jennifer Menningen, BSW/LSW, Family Support Dept. (Intake, Admissions, Adult Foster Care); jmenningen@sunshine.org. Susan Dorrington, LSW, Coordinator and Admissions & Outreach; sdorrington@sunshine.org

AGENCY: Twin Rivers Care and Rehabilitation Center—Genesis Health Care
ADDRESS: 395 Harding Street, Defiance, Ohio 43512
PHONE: 419-784-1450 FAX 419-7849190 www.sunbridgehealthcare.com
AGENCY FIELD INSTRUCTOR: Abbey Singer, LSW, email: abigail.singer@genesishcc.com
Michael Adams, MSW email: michael.adams@genesishcc.com

AGENCY: Vancrest Health Care Centers - Delphos
ADDRESS: 1425 East Fifth Street, Delphos, Ohio 45833
PHONE: 419-695-2871 FAX 419-692-0462 www.vancrest.com/delphos/Vancrest_of_Delphos.html
AGENCY FIELD INSTRUCTOR: Angie Grothause, LSW

AGENCY: Community Health Professionals: Visiting Nurses & Hospice of Williams and Fulton Counties
ADDRESS: 230 Westfield Drive, Archbold, OH 43502
PHONE: 419-445-5128
AGENCY FIELD INSTRUCTOR: Rebecca Short, LSW rebecca_short@comhealthpro.org

AGENCY: Williams County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 117 West Butler Street, Bryan, Ohio 43506
PHONE: 419-636-6725;
AGENCY FIELD INSTRUCTOR: Chris Crossgrove BSW/LSW; Christina.Crossgrove@jfs.ohio.gov
Anna Meyers, BSW; Anna.Meyers@jfs.ohio.gov

AGENCY: Williams County Juvenile Probation Department
ADDRESS: One Courthouse Square, First Floor, Bryan, Ohio 43506
PHONE: 419-636-2934;
AGENCY FIELD INSTRUCTOR: Craig Bills, MSW

AGENCY: Wilson Memorial Hospital
ADDRESS: 519 West Michigan Street, Sidney, Ohio 45365
PHONE: 937-497-5625; FAX: 937-494-5235; www.wilsonhospital.com
AGENCY FIELD INSTRUCTOR: Hallie Hurley, MSW/LSW
hhurley@wilsonhospital.com; C: 937-214-0806

AGENCY: Zepf Center; www.zepfcenter.org
ADDRESS: 905 Nebraska Avenue, Toledo, Ohio 43607
PHONE: 419-841-7701
AGENCY FIELD INSTRUCTOR: Riann Tippett, LSW;