BACHELORS OF SOCIAL WORK PROGRAM

DEPARTMENT OF SOCIAL WORK

Carthage College

field MANUAL

July 2019

CONTACT INFORMATION
Debbie Minsky-Kelly, MSW, LCSW, Director of Field
262.551.5729
Email: dkelly1@carthage.edu (email is the best way to reach me)

Department of Social Work phone: 262.551.6511
Special thank you to University of Minnesota - Duluth for the direction and formatting of this manual.
Additional resources, including social work educational standards, field internship regulations, additional field resources, etc. available at www.cswe.org
# TABLE OF CONTENTS

**DEPARTMENT OF SOCIAL WORK MISSION AND GOALS**
- Bachelor of Social Work Mission Statement
- Department Goals

**DESCRIPTION OF BSW SENIOR FIELD**

**CONCURRENT PLACEMENTS**

**FIELD PLACEMENT POLICIES**
- Agency Affiliation
- Criminal Background Checks of Students
- Process, Paperwork, etc.
- Field Placement Matching process
- Criteria for Selection of Agencies
- Criteria for Selection of Agency Supervisors and Responsibilities
- Roles and Responsibilities of Field Agency Supervisors
- Supervisor Administrative Roles (accountability)
- Supervisor Educational Roles (teaching)
- Emotional Support
- Research on the Connection Between Evaluation and Learning
- Kolb Learning Style Theory and Learning Phases
- Ongoing Agency Responsibilities
- Agency Terminations
- Student Responsibilities
- Student Obligation to Avoid Dual Relationships
- Professional Liability Insurance
- Hours in the Field
- Macro Intervention/Organizational Change Project
- Holidays
- Absences
- Transportation
- Concurrent Courses
- Credit for Hours in Field
- Using Employment for Field Placement
- Students with Disabilities
- Using an Outside BSW/MSW Supervisor
- No Credit for Previous Work Experience
- Distant Field Placements
- Social Media and Technology Policy
- Gatekeeping
- Grievance Procedure for Field
- Professionalism Expectations of Students While Enrolled in Field
- Ethical Violations by Students

1
Responsibilities of Field Director 24
Early Termination of Placement 25
Learning Contract Guidelines 26
Evaluation/Grading of Student Performance 27
Student's Evaluation of the Agency 28
References 28

APPENDICES
Appendix A: Agency Agreement 30
Appendix B: Student Learning Contract 34
Appendix C: Student Evaluation of Field/Agency 47
Appendix D: Criminal Background Check 55
Appendix E: FERPA Waiver 57
Appendix F: Frequently Asked Questions Re: Field Hours 58
Appendix G: US Dept. of Labor Fact Sheet on Internships 62
Bachelor of Social Work Mission Statement

Social Work is an undergraduate major that prepares students to be competent and effective professionals, educated to provide leadership in the development of social service delivery systems. The department is based on a curriculum grounded in the profession’s history, purposes, and philosophy deemed necessary for entry-level generalist practice and/or graduate studies. The curriculum is based on a belief in the intrinsic value of all humankind and the advancement of social justice and human rights. It is committed to integrating the liberal arts with social work knowledge and values in order to serve those in need. The mission of the College has inherent philosophies consistent with the profession’s purpose, values, ethics, and mission.

The Carthage Social Work Department follows academic standards for professional preparation as set forth by the Council on Social Work Education. All aspects of the department are developed within the history, philosophy, and values of the profession.

Department Goals

To help students use critical thinking skills to integrate the liberal arts and our profession’s history, purpose, and philosophy into competent and effective professional social work skills which include interventions for a range of client systems.

To educate students to become agents of change. Specifically to advance issues of human diversity and the dignity and worth of the person by building on the resilience and strength of the client system(s), while assisting them in pursuing integrity in personal, professional, and institutional relations.

To prepare students to critically translate and apply research to inform and improve practice, policy and service delivery in efforts directed toward uplifting social justice and human rights.

For students to demonstrate ethical and professional behavior according to the social work professional values and ethics.

What is the Senior Field Experience?

The field placement taken in the senior year is a critical component of BSW education and provides students the opportunity to apply the knowledge and skills learned in the classroom to real life experience in the community. The focus is on generalist social work at the direct practice, organizational, and community level. The learning experiences and content are operationalized in the student’s learning contract. The field praxis journal reinforces the skill of
critical reflection, which is another key competency students are expected to develop through the senior field experience.

Prerequisites and Catalog Description

See catalog for required SW courses.

Concurrent Placements

“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” (Council on Social Work Education, 2015).

Starting in the 2019-20 academic year, Carthage BSW students will utilize the concurrent field placement model, which represents a transition from the previous block field model. The concurrent field model requires 450 hours in the field to be completed over the two semesters of the senior year. The 450 hours of field is considered two four-credit academic courses (SWK 4610 and SWK 4620), which will be graded by the field director. In order to complete 450 hours at a field site over the course of two semesters, students should expect to spend approximately 16 hours per week at their site. During first semester of their senior year, students enrolled in SWK 4610 must be concurrently enrolled in SWK 4200 (Macro Practice). Starting in the 2020-21 academic year, students must be concurrently enrolled in SWK 4610, SWK 4200, and SWK 3000 (Research) during the first semester of their senior year. During the second semester of their senior year, students must be concurrently enrolled in SWK 4620 and SWK 4300 (Integrative Seminar).

Students are expected to complete 16 hours of field over 14 weeks concurrent with both Fall and Spring semesters in their senior year. Like any other course, students begin their internship in the first week of each semester and end their internships in the last week of the semester in accordance with the academic calendar. If students and/or field sites have a compelling reason to deviate from that schedule, they must first obtain pre-approval from the field director.
Unless alternate arrangements have been made and approved by all parties (student, field director, and field site), it is expected that students will complete a minimum of 12 weekly hours in their field agency during the academic year. In other words, we will not approve a compressed number of weeks over which the field experience may be completed without a compelling reason. Because Carthage has up to a 6 week break in the academic calendar in December and January (as well as other breaks), it will be important for students and field sites to prepare for how these weeks will be handled. Students have an ethical responsibility to ensure that their clients and other responsibilities are taken care of during school breaks and/or other days when they are absent from their field sites. Students may earn field hours during these academic breaks as long as they fulfill their 14 week commitment to field agencies in both first and second semester. (For more information on “What counts as field hours?” see the Frequently Asked Questions document in Appendix F and on the Schoology page associated with SWK 4610 and SWK 4620).

Agency Affiliation
The Social Work Department seeks formal affiliations with local public and private non-profit agencies whose policies and programs are consistent with the mission of the Social Work Department. In order for a field placement to be considered local, it should be within 60 miles of Carthage College. Students who wish to be placed at agencies farther than 60 miles away from Carthage College need to seek permission for a distant placement from both the field director and the student’s academic advisor.

Criminal Background Checks of Students
Carthage BSW program requires all students entering the field component of the BSW program to have a criminal background check completed at the student’s expense. Offenses that come up on a student’s criminal background check may have an influence on a student’s ability to find a field placement and/or a job in the social work profession. Social work faculty will work with students to the extent feasible to understand the ramifications of past criminal offenses on employability in the social work profession. It is advisable that students honestly and proactively disclose criminal history to the department chair, field director, prospective field sites and potential employers. Offenses that were not disclosed and are later discovered by faculty, field supervisors, and/or employers could be grounds for immediate termination from the social work major.

Process, Paperwork, etc
The following process will be followed for confirming field placement options and for tracking student process.

1. Any agency that has not had a Carthage BSW student intern placed there in the past two years will need to schedule either an in-person or phone meeting with the Carthage
Field Director. The best way to reach the field director is via email at dkelley1@carthage.edu

2. This phone or in-person meeting will review expectations and capacities to ensure the field site is able to provide for the educational needs of BSW students.

3. Approved field sites will remain on the list of student options for field even if there is a year or two when no students are placed at this site, unless the site or the field director determine this is no longer feasible. If a site no longer wishes to remain on the list of options for students, please contact the field director. It will be important that the site confirms its capacity to provide for the educational needs and requirements of BSW students in order for a student to be placed at the agency for field.

4. Once a student and field site have agreed to partner for the field experience, a signed agency agreement needs to be submitted to the field director (See Appendix A).

5. Student must keep track of hours completed at the field site, with verification provided by the field supervisor.

6. One representative from an agency hosting a field student must agree to attend the annual field supervisor training at least every other year.

7. Agency field supervisor and student must complete a mid-year field evaluation of the student’s progress between the 12th and 14th week of first semester. This evaluation will be reviewed with the agency field supervisor, student and field director.

8. Agency field supervisor and student must complete an end of year field evaluation of the student’s progress between the 12th and 14th week of second semester. This evaluation will be reviewed with the agency field supervisor, students, and field director.

Field Placement Matching Process

In order to be eligible for the intensive senior field placement, students must maintain a 2.5 GPA. Field director and student will collaborate to find a placement that best suits the goals and learning needs of the student, but ultimate responsibility for securing a placement lies with the student. Students who wish to complete a field placement must meet in-person with the field director with an updated copy of the student’s resume. This meeting will focus on the student’s academic performance, professional and volunteer experience, areas of interest in the social work field, any concerns identified by faculty and/or students, etc. The student should be prepared to answer questions during this meeting demonstrating readiness and commitment for field placement. The field director will provide suggestions of existing field sites that align with students’ goals and faculty recommendations. Students are encouraged to review the list of existing field placements that is shared via Google doc by the field director. If there are agencies that students have an interest in pursuing as field sites that are not on the list, students can provide this information to the field director. The field director will work to recruit these agencies if there is interest and appropriate supervision available.

The field director will provide support to students in securing a field site on an as needed basis. The field site matching process is sometimes dependent on availability of field sites in specific areas of practice. Field director and social work faculty may discourage a student from a field
placement that is deemed inappropriate for her/him for specific reasons (e.g. a student newly in recovery for an addiction may be discouraged from completing a placement at a substance abuse treatment program). Students are highly encouraged to have their 450 hour field placements secured by end of spring semester of junior year. This is a time when multiple students and programs are competing for spots in a limited number of field sites. Students who wait to secure a field placement are often surprised at the difficulty of finding a placement in the summer months. Students are required to interview at potential field sites in person if at all possible. Students may wish to remain at a site where they completed their 52 hour pre-field observational placement for their intensive field experience. If this is the case, students do need to interview again for the intensive field experience to determine the nature of the learning and transition from an observational to fully functioning intern at this site. The student, the field site, and the field director need to agree that the field partnership is a good fit for the site and the individual student. Once a student, field site, and field director have determined that the site is a good match for a particular student, an agency agreement form will need to be completed (Appendix A). The field director has the ultimate authority to approve all field placements.

Criteria for Selection of Agencies

Agencies are selected based on their ability to give a student the opportunity to gain practice experience through directed instruction and supervision in activities and settings reflective of the field guidelines of the Carthage BSW program. The following criteria are used to assess the agency’s capability to provide appropriate field placements:

1. Commitment to actively participate as a partner in field education for the students. This is a primary criterion and involves a commitment to service compatible with the values and ethics of social work.

2. Acceptance of the basic goals of the field program, and a readiness to invest time and effort in the educational process. Cooperative planning is required by both the field director and agency to facilitate the arrangements needed to enhance each student’s learning.

3. Ability to provide appropriately credentialed supervisory staff. Required credentials for BSW field supervisors are a bachelors or a masters degree plus two years of professional experience. In addition, field supervisors must be employed by their agency for at least six months. Preferred qualifications are a BSW or MSW degree. The Carthage field director will approve supervisors without a BSW or MSW on a case by case basis. When students are supervised by non-BSW/MSW field supervisors, the social work perspective is reinforced by Carthage BSW program faculty through students’ concurrent coursework. It is expected that workloads may be adjusted for agency supervisory staff in order to assure adequate time to meet the learning needs of students. The agency considering a partnership with the field program should assess both its capability to assume the obligations involved and the advantages derived from
the partnership. A substantial investment in terms of commitment to student learning and staff time is essential. The agency field supervisor will function as the teacher/mentor. The field supervisor also serves as the educational coordinator for the student, ensuring that all field experiences optimally contribute to the student’s learning contract. It must be understood that some students will require more than the minimum of one teaching hour per week for supervision. There is also an acceptable model that allows for a day to day task supervisor and a separate lead supervisor who provides at least an hour per week of supervision. The task supervisor is typically the student’s daily contact at the field agency, who orients the student to their assignments, answers questions, and ensures the student is comfortable with what is expected. The lead supervisor, who is the more experienced and senior supervisor, is generally responsible for the one hour per week of required student supervision. The lead supervisor often helps the student(s) process through difficult situations and encourages connections between field experiences and academic learning. The lead supervisor oversees and is responsible for the work of the task supervisor. The lead supervisor approves assignments given to students by the task supervisor.

4. The agency should be able to assure the availability of an appropriate variety, quality and quantity of practice learning experiences with individuals, families, groups, organizations, and communities.

5. The agency will provide the physical facilities necessary to accommodate students. When possible those include desk space, facilities for privacy in interviewing and instruction, resources for necessary travel, including home visits, and essential clerical services (availability of computer, copy machine, etc). The Department expects agencies to provide an accessible environment for people with disabilities.

6. Agencies will meet the program’s expectation that students will be given the opportunity to work with clients from diverse backgrounds, which may include: people of color, lesbian/gay/bisexual/transgender, clients from varied socioeconomic backgrounds, other oppressed populations, and rural communities.

7. Agencies will annually complete and submit an agency agreement form that signifies their compliance with the requirements of the field program for each student.

Criteria for Selection of Agency Supervisors and Supervisor Responsibilities

1. Agency Supervisors will be expected to:
   a. Hold an MSW or BSW degree from a CSWE- accredited program, have a minimum of two years post-BSW experience, and have been employed at the field agency for at least 6 months. For field supervisors who do not hold a BSW or MSW degree, it will be important for Carthage faculty to ensure that the social work perspective is reinforced by BSW program faculty through concurrent
coursework. Field supervisors will provide a copy of related documentation of their relevant education and experience, either a resume or CV.

b. Have been employed at the agency for at least six months prior to becoming an agency field supervisor for this program. Provide documentation of this via a resume or CV.

c. Develop a clear learning contract with the student that articulates performance expectations. The expectations are to be stated in terms of activities in which students will demonstrate competence in a variety of practice behaviors, methods of achievement, and standards of measurement. The conceptualization of the learning contract is shared between the agency field supervisor and the student, with consultation available from the field director as needed. The agency field supervisor will help the student understand agency activities that are possible to demonstrate competence in each practice behavior, as there is no way the student can know these ahead of time. The student is ultimately responsible for writing the contract with input from the field agency supervisor and with support from the field director as needed.

d. Provide instruction, consultation, and mentoring on a regular basis in an individual and/or groups supervisory conference, at least one hour a week. The field agency supervisor must be willing to serve as a teacher/mentor and educational coordinator for the student and provide feedback to the student on an ongoing basis.

e. Develop specific practice opportunities, which will enable the student to fulfill the expectations of the learning contract. This includes arranging for specific learning activities that address issues of diversity, social justice, and policy practice.

f. Communicate with the student and the field director about any unusual opportunities, conditions, or problems as soon as they are evident.

g. Participate with the student in the preparation of the student performance evaluations during the middle (occurs around late November or early December) and final evaluation times (occurs around the end of April or early May). Due to the expectation for ongoing feedback to be provided to students, there should not be surprises for students during their mid and end of year field evaluations.

h. Participate in required field program trainings/meetings regarding the program curriculum and/or effective field instruction. All field Supervisors are required to complete the Department of Social Work Field Supervisor Training program prior to being eligible to supervise a BSW student. At least one agency representative must attend the Carthage field supervisor training at least every two years in order to host a student. Collaborate with field director and Carthage faculty if/when there are any issues or concerns with a BSW student at your site.
Roles and Responsibilities of Field Agency Supervisors

The field supervisor plays several important roles in the education/socialization of students into the social work profession (Knight, 2016). The field instructor:

1. Balances accountability to the host agency with accountability to the Carthage College BSW program;
2. Serves as the primary link between the student and the field agency;
3. Provides direct instruction to the student and serves as the primary role model of the skills, knowledge, and values embodied in a professional social worker;
4. Differentiates the student supervision role from that of supervision of employees, in that the student supervision role has a clearly defined beginning, middle, and end. The field instructor understands that student supervision is a developmental process and adjusts to the supervision needs of students accordingly.

Field supervisors will gain greater knowledge and understanding of this role and the expectations of the Carthage BSW field program by attending the annual field supervisor training. In addition to the above-mentioned roles, there are also administrative, educational and emotional support components to this position.

Supervisor Administrative Roles (accountability)

The social work field has moved to a competency-based evaluation process for student assessment (Bogo, 2016). Following this competency-based model proposed by the Educational Policy and Accreditation Standards (EPAS) is supported by the Council on Social Work Education (CSWE). The major administrative role of the field supervisor is to evaluate student competency in the 9 areas of practice outlined in the EPAS standards. Carthage builds these practice standards into the student learning contract (Appendix B), which is the primary tool used for student evaluation. Field supervisors are required to complete two evaluations of student performance, one at mid-year and one at end of year. However, best practice is for the evaluation process to be ongoing throughout the supervision of students so there is clear understanding over time of areas of progress and needs for continued growth.

Supervisor Educational Roles (teaching)

Because of the importance of field work as the primary experiential learning model for BSW students, Carthage is committed to supporting field instructors in ensuring that students are challenged to learn in a deep and reflective manner as outlined by Moen, Goodrich, Liley, and Dennis (2016). Students will have many opportunities to reflect on their field experience via social work course assignments and discussions. In addition, field instructors are strongly encouraged to incorporate reflection into supervision and other interactions with students. We
believe that Bogo and Vayda’s Integration and Practice Loop Model provides a helpful visual representation of how reflection can build important opportunities for students to think in new and more sophisticated ways:

There will be additional discussion of reflective learning presented at annual field supervisor training.

Field supervisors will also provide direct instruction to the student regarding the skills, knowledge, and values of the social work profession. Field supervisors also teach students through their role modeling to the student, demonstrating through their actions what it means to be a competent, practicing social worker. (Knight, 2016).

**Emotional Support**

Getting a social work education is not easy. Student learning at all levels of practice can be emotionally charged and challenging. The emotions experienced by the students being in new situations can be stressful and occasionally problematic, so supervisors must be prepared to respond appropriately. Students’ feelings and reactions are addressed within their concurrent social work courses, but must also be handled on the spot by the supervisor if needed.

The role of field supervisor exists within an unequal power relationship with the student. This requires the supervisor to be aware of this differential and its potential positive or negative impact on the student. Different students come to the placements needing different levels of task assignments and monitoring. Accordingly, there is no “one size fits all” type of supervisory style.

**Research on the Connection Between Evaluation and Learning**

Because assessment communicates to students what learning/skills are valued, the process of assessment greatly impacts areas students prioritize for mastery (Moen, et al, 2016). However, learning that is overly driven by an instructor and lacks student participation can become little more than temporary remembering of facts. The type of deep learning that is a desired outcome of field education needs to be a collaborative process between student and instructor. Students can be engaged in identifying their own ideas about their learning needs, and this can be integrated with direct observations and feedback from field instructors.
The following attributes of feedback and learning are associated with student satisfaction with
the assessment process:

1. Frequent supervision sessions of duration (rather than brief check-ins).
2. Balanced feedback to students offered in an environment of support.
3. Direct learning activities such as observing and working with professional role models.
4. Reflective and conceptual learning activities, for example
   a. Introduce a theoretical framework;
   b. Analyze a case;
   c. Apply the theoretical framework previously presented to the case analysis.
5. Activities that encourage student self-critique.

These studies clearly describe the tasks and the expressive (emotional) dimensions of
supervision. Both must receive the supervisor’s attention. Other studies have shown that
students are concerned about the quality of their relationship with their supervisor(s). Within the
context of all the other sources of anxiety for the student in his/her graduate education
processes, the positive relationship with the field supervisor is considered to be a major
facilitator of learning.

Application of Kolb Learning Style Theory and Learning Phases for Students

We have found that field supervision is enhanced if supervisors and students are aware of their
respective learning styles and ways they can design their supervisory interaction to complement
each of their learning strengths. According to Kolb (Knight, 2016), all learning is composed of
four components:

- Concrete/Active (learn by doing)
- Reflective/Observation (examining/reflecting on observed situations)
- Abstract/Conceptual (explaining the rationale for actions)
- Active/Experimental (applying learning to action)

While students will come to the field with unique learning styles, we believe that providing
opportunities for all of the above approaches to learning has great value. In the beginning, it will
be helpful for supervisors to approach the student at the learning style where s/he is most
comfortable. We encourage supervisors to move toward challenging students with opportunities
for experiences in all learning styles.

We also believe that the stages of learning in field are an important consideration in terms of the
best way to approach students. Each phase lends itself to different types of assignments and
supervision for students, summarized generally below. These concepts will be covered in greater depth during field supervisor training.

Engagement Phase
- There may be high levels of anxiety and excitement in students at this phase.
- A high level of structure is usually helpful in this phase, in which expectations are being developed and clarified.
- Learning needs will be more concrete at this phase - students need a lot of basic information.
- Students are usually in observational roles during this phase.
- This is an important time for students to establish trust with supervisors that there will be regularly scheduled supervision and that issues and concerns can be discussed openly.

Middle Phase
- Begins around week 3-4 weeks into the field placement, and students generally feel more comfortable at the agency by this time.
- Learning begins to move from concrete to more abstract.
- As students move from observational to more interactive roles with clients, issues are likely to arise.
- Given the authority perceived in the supervisor, ongoing efforts are necessary to ensure students are comfortable bringing up issues and concerns in supervision.
- Attention to boundaries and ethics is important during this phase, as students may begin to disclose higher levels of distress.
- This phase provides important opportunities to link theory to practice during supervision.
- At this point, students should be getting regular feedback on their areas of competence and opportunities for growth. There should never be surprises about performance that are first addressed at a mid or end of year evaluation.

End Phase
- Students often need a great deal of support in managing their emotional responses to termination with clients, supervisors and colleagues.
- Field supervisors serve as important role models for students in the manner in which they handle student termination.
- There will be important learning opportunities for students in developing their approach for handling client terminations.
- It will be important for field supervisors to give clear messages to students as to the meaning of the transition out of the student intern role. This can be complicated if the student remains involved with the agency, either as an employee or volunteer. Clear communication about the nature of the student's relationship to the agency will be needed at this phase.
Ongoing Agency Responsibilities

The agency is an important teaching/learning component of the field program. The agency supervisors are expected to function as “educational coordinators.” It is expected that the agency supervisors will be actively supportive of social work, as a profession, and model social work values and ethics. Agencies are expected to:

1. Inform the Carthage field director annually of the agency’s ability to accommodate BSW students for the coming academic year.
2. Ensure that opportunities are provided as appropriate for the field learning contract requirements, including diversity exposure.
3. **Relate to the student as a student, not as a paid employee.** There are definite differences between the two sets of role expectations. For example, it would be inappropriate to assign students emergency coverage responsibilities during non-work times.
4. Assess the student’s developmental (knowledge and skills) levels and provide appropriate learning activities in their learning contract assignments.
5. Share responsibility for the student’s personal safety while in the field placement. It is assumed that all human services agencies have policies and procedures to ensure the personal safety of the staff and clients. Risk assessment for working with particular clients is specifically the obligation of the agency supervisor. It must be understood that many of the BSW students do not have sufficient experience or expertise to perform these risk assessments themselves. Moreover, it must be understood that students may be reticent to admit such a problem directly because they are concerned it might affect their evaluations. If the student disagrees with an assignment, s/he will discuss it with the agency supervisor and/or the field director.
6. Provide time for the agency supervisor to attend orientation and training meetings conducted by the Carthage field program staff and other supervision responsibilities, including completion of required student evaluations.
7. Maintain an optimal environment for student learning. Any form of harassment of the student, such as racial or sexual, will result in the field director requesting a meeting with the agency supervisor and the student. If the victimization continues, the placement will be terminated. Students cannot learn or perform their jobs well in an environment of discrimination or harassment.
8. Provide appropriate BSW supervision for the students.
9. Provide appropriate opportunities for students to work with diverse client populations.
10. Keep the Carthage field director updated on any issues related to student performance in the field placement in a timely manner.
Agency Terminations

Each year, the Carthage social work faculty will evaluate the appropriateness of agency participation (supervisor availability, agency responsibilities, quality of supervision, quality of student learning opportunities, provision of teaching model, provision of organizational and community activities in field, etc). A critical item, which will be evaluated each year, will be whether or not any of the students experienced personal safety issues.

Agencies experiencing difficulties in meeting these requirements at any time during the year will be contacted, and problematic areas will be discussed. The option will be provided to the agency staff for a meeting to discuss corrective actions, including termination of the agency in the program.

Student Responsibilities

The students are expected to take initiative in the assigned placement to actively seek the types of practice experiences that will enable them to develop and expand their professional skills. It is expected that students will meet the following requirements:

1. Adherence to the NASW Code of Ethics. This is a critical practice area, which has been extensively covered throughout the BSW curriculum and will be reinforced in concurrent courses.
2. Adherence to the attendance policies for courses and field placements as established by the program and field agency. More than two consecutive and/or more than three total unplanned absences from field in a semester need to be reported to the field director. Students are responsible for following agency policies for reporting absences to supervisors and/or colleagues with whom they are working.
3. Discussion of learning needs and career plans with the field director, who will suggest possible appropriate placement settings.
4. The ongoing development of a field learning contract, in conjunction with the agency supervisor, which is submitted as a multi-phase graded assignment within field placement course. Specific student tasks regarding development of the learning contract are described in the course materials in Schoology and in concurrent courses.
5. The initiation and follow-through of all field responsibilities, as designated by the agency supervisor. This includes regular and prompt attendance as supervisory meetings with the agency supervisor.
6. Completion of adequate written work, such as field praxis journals, as assigned to demonstrate the quality and effectiveness of the student's work.
7. Demonstrate an understanding of the need for strict confidentiality of information gained during field work hours.
8. Recording of field practice hours and obtaining signed validation of these hours from supervisor.

9. The completion with the agency supervisor of all written evaluations to be submitted to the Carthage social work department. The student is responsible for completion of the self-evaluation components of these evaluation tools.

10. The notification of the field director of difficulties encountered at their field sites which they are unable to resolve with the agency supervisor.

11. Completion of the student evaluation of the agency.

**Student obligation to avoid dual relationships**

According to the NASW code of ethics, all social workers and SW students need to avoid dual relationships in professional practice. Issues with dual relationships in the field can arise at times. Examples of situations that might create unethical dual relationships include:

- Student completing field placement at an agency where s/he was a client;
- Student completing a field placement at an agency where friends/relatives are clients;
- Employees at the field site are friends or family of the student; or
- Student is a current or past employee of the field site.

The above situations may be workable if a solid plan is developed to avoid problems associated with dual relationships. Open and detailed communication about these and other potential dual relationships must be initiated by students with the field director and field supervisor to ensure ethical practice standards are maintained.

**Professional Liability Insurance**

Carthage College covers all students who are properly placed and supervised under its self-insurance program for purposes of professional liability (including “malpractice”). Students are not covered for tasks they agree to perform outside of or after they have received their grade for their field course.

**Hours in the field**

Students are responsible for working with their field supervisor to establish an internship schedule that meets the needs of both the student and the site. A minimum of 450 hours of field experience in the senior year is required by Carthage College in order to adequately meet the standards set by the Council of Social Work Education for a BSW degree. The student is responsible for keeping track of field hours completed, and the student needs to have these hours verified by a field supervisor. Lunch breaks do not count toward field hours unless there is work being done during this period of time (or formal education during the lunch break, which can count toward field hours). When a student is earning field hours, s/he must be doing activities related to the field site and/or integration of field with student learning. Activities that
count for field hours include, but are not limited to: any activities outlined in the student learning contract; working with clients; assisting with agency administrative tasks; participating in agency training, orientation, or supervision; writing field reflections, etc. Time spent on personal tasks such as checking personal social media, texts, and emails does not count toward field hours (see Appendix F for frequently asked questions about field hours). Students and field supervisors should talk about ways to prioritize activities outlined in the field learning contract and overall time management of other internship tasks.

Beginning in the 2019-2020 academic year, all students will transition to the concurrent field model in which the 450 field hours are spread over fall and spring semester. In the concurrent model, students may have ongoing responsibilities to their field agencies and clients during winter break (end of December and January) and other breaks in the academic calendar. Students may accrue up to 100 hours toward their 450 hour field requirement during Carthage academic breaks. Students are expected to be available to agencies during breaks from school as needed based upon the setting. One major exception to this is for students enrolled in 3 week January term travel out of the country. In these cases, students must make it clear to agencies what dates they will be unavailable for agency or client needs. Students must take responsibility to assist in making a plan to cover their absence from clients and other duties and responsibilities if they do take an extended break from field work during these weeks. The needs of the agency and clients served must be prioritized and discussed proactively with supervisors to determine the appropriate schedule for students during academic breaks. It is important that the great majority of field hours are completed while students are learning in their concurrent social work courses. Students may complete more than 450 hours at their field site, but students may not end their field work prior to the last week of the spring semester unless approved by the Carthage field director and agency field supervisor.

**Macro Intervention/Organizational Change Project**

An important component of the 450 hour field experience is the required completion of a macro intervention/organizational change project which is intended to benefit the field agency. This project is introduced as an academic assignment in the first semester senior year practice and research courses and culminates with a macro project presentation completed in SWK 4300. This assignment serves as the social work department’s senior thesis requirement for graduates from Carthage College.

**Holidays/Other Days Off**

Students contribute a minimum of 450 hours to their field site in order to successfully complete this component of the BSW program. They are allowed to be off from field during those holidays observed by the agency, by the student, and also those observed by Carthage. Students are not
expected to work in their field placements during the final examination weeks nor during regularly scheduled academic breaks. However, if students choose to work during academic breaks, this is allowed so long as the agency is equipped to provide necessary supervision. There are some field sites in which students are unable to accrue hours for extended periods of time, such as at a school, which is closed for a week of spring break. The spring break of the field site may be different from that of Carthage, which could create a situation in which a student misses two full weeks of field (Carthage spring break and the field site’s spring break). It is expected that students plan ahead for these situations to ensure that the full 450 hours of field work is completed, whether this means increasing hours during other weeks of the placement or continuing to work at a field site during the Carthage spring break.

Absences

Students are expected to telephone the field supervisor or designee at the beginning of the field day (or sooner, if possible) to report illness or any other emergency requiring absence during the student’s field time. If a different method of communicating absences is preferred by the agency field supervisor, the student may follow the procedures as outlined by the agency. Absences which exceed two consecutive field days or three total field days in a semester should be reported to the agency field supervisor and to the field director. It is the student’s responsibility to make arrangements for the make up of missed time by the end of the graded period. In addition, if there are specific tasks that the student is scheduled to perform that impact either clients or colleagues, it is a professional courtesy for the student to ensure that these individuals are properly notified of the absence.

Transportation

Students are responsible for transportation to and from the field agency. However, unless prevented by law or agency policy, it is expected that the agency assume the expenses for all agency-delegated activities that include travel in which the student uses her/his personal vehicle. The social work department does not reimburse students for field travel expenses. It is also the policy of Carthage BSW program that students are not permitted to transport clients under any circumstances. In addition, students should not be expected to use their personal technology devices for agency business purposes.

Concurrent Social Work Courses

All students are required to enroll in designated social work courses concurrent with their field work. For the 2019-20 academic year, this includes Practice 3/Advanced SW Practice (SWK 4200) in fall semester and Integrative Seminar (SWK 4300) in the spring. Beginning in the 2020-21 academic year, students will also be required to enroll in Research (SWK 3000) in the
fall semester of senior year. Students should not be expected to be present for field-related activities during the times of these concurrent courses.

**Credit for Hours in Field**

Students are given credit for field hours only if they are working on field-related tasks. Some departmental course work might be appropriate for a student to complete during field hours (such as field journal entries, macro project components, etc.), as long as this does not interfere with their responsibilities at the agency. Completion of homework for non social work courses, or spending excessive amounts of time completing homework unrelated to field should be avoided and should not count toward the 450 required field hours. Credit is not given for a duty-free lunch, but training and participation in other agency activities can all count toward credit for hours completed in the field (See Appendix F for more details on frequently asked questions about field hours).

If the student withdraws from enrollment in the field course, no credit for hours completed will be applied to the next enrollment in field. If there are significant and unresolveable issues at a field site, a student may be switched to a new site once it is determined that all efforts to resolve these issues have failed. It will be up to the discretion of the new field site and the field director to determine if the student can be given credit for hours completed at a previous site toward the 450 hour field requirement at the new site.

**Using Employment for Field Placement**

A student's current job may not be used to meet the requirements of a BSW-level field placement. A student may, however, request to complete their field placement at their place of employment as long as the following requirements are fulfilled:

- The field supervisor must be someone different from the employment supervisor.
- All agency and supervisor requirements for a field site must be adequately provided to the student intern.
- The type of work being done must be qualitatively different in the student role than in the employment role.
- There will be a clear plan to ensure that the intern role is organized around learning, rather than as a worker for the agency, as these roles are distinct.
- If the student continues to have paid employment at the agency where field is being completed, a plan must be submitted to the field director to ensure the following:
  - That field and work hours will be clearly separated and defined.
  - That dual relationships will be avoided in the setup of this plan.
  - That the needs/potential issues with clients potentially working one day with the student in an intern role and another day in a paid staff role have been sorted out adequately to ensure ethical practice standards are maintained.
- That new learning opportunities are clearly articulated as being different from what the student has learned in her/his paid employment role.
- That there is a plan in place to ensure the student will not get pulled into employment-related tasks during field hours.

- The plan for this type of field arrangement must be approved by the field site (includes work supervisor, agency field supervisor and agency director), the field director and by the student’s social work academic advisor.

**Students with Disabilities**

Students with disabilities, which could adversely affect their performance in the placement, should so inform the field director and agency field supervisor. Possible adaptations and accommodations will be considered on a case by case basis.

**Using an Outside BSW/MSW Supervisor**

For agencies that do not have a properly credentialed supervisor at their site as outlined in???, arrangements can be made to utilize an outside supervisor in this role. These arrangements will be reviewed and approved on a case by case basis by the Carthage field director.

**No Field Credit for Previous Work Experience**

Under NO circumstances may credit be given for prior work or volunteer experience to count toward field hours.

**Distant Field Placements**

A distant field site is defined as more than 60 miles from Carthage College. There are some situations when a distant field site may be an excellent opportunity for a student, but there are some serious considerations necessary in order to make these workable. One of the requirements to consider is the completion of the concurrent social work academic courses required in both semesters of the senior year in the BSW program. Students who request that their senior field experience to be farther than Chicago/Waukesha/Burlington areas will need to have the following in place:

- Minimum of a 3.0 GPA;
- An approved plan to complete required concurrent social work courses (may require permission of multiple instructors); and
- Permission of the field director and a plan in place to ensure there is adequate support for the student at a distant site, as it may not be possible for the field director to visit in person.

**Social Media and Technology Policy**

Given the scope of social media and technology in our lives, the social work department developed this policy to guide social work students and faculty in the use of social media within a professional social work context.
Academic education is within the realm of the professional context governed by the National Association of Social Work Code of Ethics. Social media and technology are tools which can be used ethically and toward a great benefit of increasing access to treatment and records, but it also poses hazards in regards to confidentiality, privacy, dual relationships, and other standards within the NASW Code of Ethics. This issue was viewed as being of such high importance that the NASW updated the Code of Ethics to reflect the norms and standards of the profession in these areas of practice (NASW, 2018). This policy is informed by the updated technology standards developed by NASW.

The purpose of this policy is to:
• Identify the standards for use of technology and social media within academic and practice settings;
• Provide students and faculty with guidelines to make decisions regarding the use of social media in coursework and practice settings;
• Support students in professional development, including ethical behaviors.

The guidelines for the use of technology and social media are:
1. Students must be competent in technologies they utilize with clients, including electronic medical records, videoconferencing equipment, office equipment, etc, to ensure client confidentiality and safety are protected.
2. Students must understand and agree to follow agency policies and state and local regulations related to technology and social media.
3. Students must obtain informed consent from clients if technology such as recording of sessions is to be used. Students must inform clients of any relevant technology and social media policies that may impact practice. This includes discussions with clients regarding appropriate ways to contact providers, emergency options, whether email or other forms of electronic communication will be utilized, etc.
4. Students will follow agency policies related to whether students are allowed to identify their internship site on social media sites. Agency policies will also dictate whether students are allowed to post agency activities, events, etc, on students' personal social media.
5. Students will not perform internet searches on agency clients without their consent, unless there is a compelling professional reason as outlined in the 2018 NASW Code of Ethics revision.
6. Students are strongly encouraged to critically examine their personal public social media presence and think through the potential conflicts that may arise if clients view these.
7. Students will take reasonable steps to ensure that client information which is stored and/or shared electronically will maintain client confidentiality. This includes use of
passwords, encryption, etc. Any potential breach of security of client records (e.g. loss of flash drive, breach of computer security) will be immediately reported to supervisors and/or clients per agency policy.

8. Students will avoid dual relationships with clients, which includes avoiding social media relationships with them. Students will not add, accept, maintain, or follow clients as friends on social media sites. Likewise, faculty and supervisors will not add, accept, maintain, or follow current students on social media sites (excluding sites that are primarily for employment-related networking, such as LinkedIn. This exception only applies to students, faculty, and field supervisors, there should not be contact with clients via LinkedIn or other professional networking sites) The only exceptions to this policy are friendships or family relationships that existed prior to the relationship to the student, supervisor, or faculty member, in which cases other aspects of dual relationships will need to be addressed.

9. Students will consult with supervisors and/or faculty if they are concerned about ethics in their own practice or in that of a colleague/fellow student. This includes situations when clients may attempt to contact students via social media.

**Gatekeeping**

Social work faculty have an ethical obligation to clients and to the integrity of the profession to ensure that those allowed into the field are competent to practice (Raymond and Sowbel, 2016). Gatekeeping is a shared responsibility between social work department faculty in the early stages of the BSW program in collaboration with field supervisors in the later stages of education. Learning outcomes on syllabi that require demonstration of essential practice skills to achieve passing grades can help identify students at risk of being screened out of the program. By identifying students with potential problems early in their educational experience, there is greater opportunity to provide remediation and/or alternative degree options.

Issues observed in the classroom and/or at community-based learning sites prior to field placement may result in student appropriateness for field to be questioned. The social work faculty team makes final decisions as to whether students are approved for the required intensive senior year field placement. Students who disagree with such a faculty decision have a right to follow the established grievance procedure. The profession of social work is grounded in the ethical principles set forth in the NASW Code of Ethics, which will guide these decisions. The following behaviors are often associated with poor performance in field and/or professional SW practice and may be grounds for being prohibited from registering for junior or senior field courses/experiences (Raymond & Sowbel, 2016).

- Chronic high absenteeism or class tardiness;
- Disruptive behavior in class, including inappropriate use of phones, computers, or other technological devices;
- Late assignments;
- Emotional immaturity observed in the classroom and/or early field experiences;
- Poor performance at multiple field interviews resulting in no offers of placement;
- Excessive conflict with peers and/or faculty;
- Avoidance or inability to communicate with peers, staff, faculty, clients, co-workers, or supervisors; and/or
- Missing deadlines for field assignments;
- And any other behaviors which fail to uphold the NASW standards.

**Grievance Procedure for Field**

Students exhibiting the above behaviors will be provided written warning by the field director or department chair of the potential for being ineligible for field and/or of potential failure in the field course. These students will be continuously evaluated for appropriateness for field and/or professional practice by the social work faculty. The following options for continuation in the social work program will be considered and discussed with the student under consideration:

1. Proceed with field with clear written expectations for professionalism outlined.
2. Delay of entry into field until agreed-upon written remediation steps are completed.
3. Exclusion from senior field placement and alternate degree track offered in social welfare or other major.
4. Expulsion from the social work/social welfare degree track.

If a student disagrees with the field director’s decision to terminate a student’s field placement at a particular agency, the student has a right to bring a grievance to the department chair.

The following steps/behaviors by students may remediate some of the concerns listed above:

1. Acceptance of responsibility for mistakes.
2. Early and proactive communication with field director, faculty advisor, field instructor, and/or other Carthage faculty about these concerns.
3. Active participation in developing a plan for remediation.
4. Acceptance of additional personal and/or professional support aimed at improving personal wellness and readiness for field.

**Professionalism expectations of students while enrolled in field**

Carthage BSW students are expected to adhere to all of the following professional behaviors in the field:
- Punctuality and regular attendance;
- Respectful communication with colleagues;
- Avoid conducting personal business such as checking cell phone, social media, or other personal technology devices during field hours (taking care of personal business is not acceptable to count toward overall hours);
- Professional attire consistent with agency norms and dress code;
- Maintain client confidentiality and agency confidentiality as discussed in class; and
- Maintain enthusiasm for learning and openness to supervision, feedback, and guidance.

**Ethical violations by students**

Prior to acceptance into a senior field placement, students must understand and agree to follow the NASW code of ethics found here:

[https://socialwork.utexas.edu/dl/files/academic-programs/other/nasw-code-of-ethics.pdf](https://socialwork.utexas.edu/dl/files/academic-programs/other/nasw-code-of-ethics.pdf)

The following ethical violations are likely to result in immediate termination from field and/or from the social work program:

- Abuse or sexual contact with a client;
- Failure to report abuse of a client of which the student was aware;
- Committing a felony;
- Any behavior or activity that could threaten the licensure of the agency to which the student is assigned;
- Chronic absenteeism;
- Confidentiality violation(s); and/or
- Other behaviors deemed serious enough to warrant expulsion from the program.

**Responsibilities of the Field Director**

The field director is the general facilitator of the field program within the department’s curriculum. Field director responsibilities include, but are not limited to:

- Development of the framework within which the program takes place;
- Maintaining and updating of the field manual and the policies and procedures relating to the program;
- Development and evaluation of the appropriateness of agencies interested in serving as field sites for the Carthage BSW program;
- Maintaining updated information on field placement-approved agencies;
- Review and approval of written agreements with agencies/students;
- Orientation and training of agency field supervisors;
- Collaboration with Carthage social work faculty on curriculum as it relates to preparation for field;
- Acquisition and dissemination of information on the program to pertinent constituencies;
- Ensuring compliance with CSWE standards pertaining to the field program;
- Monitoring problematic student placements in the field when they occur and developing plans for remediation as needed;
- Determining student readiness for field in partnership with other social work faculty at Carthage;
- Provision of initial assistance and support to students in securing placements;
- Provision of assistance to students in career planning, which includes identification of learning needs and educational/field experiences designed to meet those needs;
- Ongoing assessment of agency, agency supervisor, and students’ learning experiences to ensure the students’ learning objectives and school’s expectations are met;
- Assistance in resolving problems between student and agency field supervisor or other agency personnel;
- Provision of relevant information when necessary to evaluate the student’s field and academic performance and to determine the student’s future educational experiences;
- Facilitation of field conferences, including mid and end of year evaluations of student performance;
- Monitoring of student hours, progress and educational opportunities in the field;
- Fostering dialogue and building rapport between Carthage and field agencies; and
- Assignment of student grades for field with ongoing feedback provided as needed.

**Early Termination of Placement**

It is expected that this procedure will be implemented only under special circumstances.

1. **Request by students:**
   a. The field director must be informed immediately if an issue develops that potentially affects a student’s continued placement.
   b. The field director will likely inquire as to steps that have been taken already to try to resolve the problem(s).
   c. Field director may discuss the situation with the full Carthage social work faculty.
   d. Student/agency field supervisor/field director discuss the problem/issue.
   e. If the issue is not resolved, students must submit a written request to the field director describing the reason for the request and the steps taken to resolve the issue. It will be discussed by the Carthage faculty.
   f. After review by the Carthage faculty which approves or disapproves the request, the decision will be communicated to the agency and the student and: (a) a new placement is developed for the student if the request is approved; or (b) efforts to resolve the problem will be continued with the field director, student, and agency field supervisor if the request is denied.
   g. Depending on the circumstances, the student may or may not be eligible for an alternate placement for the semester in which a student requests placement termination.

2. **Requests by agency:**
   a. The field director is notified by the agency if an issue develops that jeopardizes the student’s continued placement.
   b. Student/agency field supervisor/field director conference. A specific behavioral plan will be mutually developed if all agree that the placement may continue for the present. This plan will be evaluated in a specific time frame (1-3 weeks).
c. Second student/agency supervisor/field director conference. The plans in the previous conference will be evaluated. If the student has met expectations, the placement will continue. If not, alternative plans/expectations may be formulated or the placement may be terminated. Depending on the circumstances, the student may or may not be eligible for an alternate placement for the semester in which a student is removed from field placement at an agency’s request.

Learning Contract Guidelines

The Carthage BSW program field placement is designed to prepare the students to become generalist social work practitioners. The focus of the field placement is on professional values and relationships, basic communication and interviewing theory and skills, the problem-solving process, social systems, planned interventions, evaluation and termination, and the systematic use of community resources.

The learning contract (Appendix B) is organized around the nine social work competencies identified by the Council on Social Work Education as necessary for all social work students to demonstrate. Student and field supervisor work together to identify at least two activities under each competency for which the student will be evaluated on her/his competency in that skill. Learning activities for a particular student can be specifically tailored to the learning opportunities of the placement agency and the student’s unique learning style. The field learning contract operationalizes the nine social work competencies into activities that fit within the field agency and are reasonably completed by a BSW student.

The learning contract is intended to be a document that is developed and evolves over the course of the intensive field experience. It serves many different purposes: guidance and accountability for students; a mechanism for planning, monitoring, and evaluating a student’s field experience; opportunities to connect field and classroom activities; a planning document to identify challenges and ways for students to stretch themselves in new ways through the intensive field experience. The contract represents the end product of a process - a process that integrates the requirements of the Carthage social work department for specified learning goals to be accomplished in placement. The contract is the formal agreement between the department (represented by the field director), student, and field agency that the student will fulfill the requirements of placement. The learning contract is a graded assignment within the field courses (grades are determined by the field director). In addition to the graded components of the field contract assignment, the self-reflections by students and feedback from supervisors are heavily considered in determining final grades for the field courses. Every student is expected to identify at least one learning contract activity that is a “stretch” for her/him. This means that the activity is chosen based upon a skill the student is still developing or an area of practice that
causes the student some discomfort. It is important that students demonstrate a willingness to truly challenge themselves during their intensive field experience.

A sample learning contract is copied at the end of this field manual in Appendix B for your reference. Please do not use this version, as it is not properly formatted. All students will have access to a properly formatted version of the field learning contract to utilize in collaboration with their field supervisor.

Evaluation/Grading of Student Performance

Carthage students receive letter grades for their field performance at the end of the first and second semesters of their senior year. Each of these grades is for a separate 4 credit field course, for a total of 8 credits earned for field work. The grade for each semester is based upon the student’s overall performance during that semester. The field director is responsible for determining students’ letter grades for field. The basis of a student’s grade in the field will come from a variety of sources, including learning contract scores and feedback, discussions with field supervisor, field reflection journal entries, verbal reports of activities, direct observation, and feedback from other staff and faculty engaged with the student.

1. At the beginning of the field placement, the student and agency supervisor collaborate in the development of a learning contract that will assist the student in meeting the nine social work competencies.

2. The student meets weekly with the agency supervisor to review the student’s adjustment to the agency, progress in achieving competency in various practice areas, to discuss future assignments and to process any other issues or concerns. The student can also take this opportunity to ask questions, elicit additional feedback and to give feedback regarding supervision and agency activities.

3. The field director, field supervisor, and student will meet in late November or early December for a first semester field evaluation. At this point, at least half of the activities in the student’s learning contract need to be completed. The first nine activities completed may cover any of the competencies (it is permissible at this point for students to have completed two activities under the same competency and zero activities under other competencies). In late April or early May, there will be an end of year evaluation with the field director, field supervisor, and student once again. At this point, students must have completed at least two activities under each competency outlined in the field contract. Field supervisors need to provide students with scores on a 1-5 scale as well as written feedback from both supervisor and student for each area of competency evaluated in the mid and end of year evaluation. Students in a bachelor’s-level program are considered competent if performing at a level 3 in any practice area. At the point of the mid-year evaluation, it is acceptable for some practice areas to be scored as “TBD” if
a student has not yet completed any activities in those areas. By end of semester, all
nine competency areas must be scored by the field supervisor, again, with written
feedback from field supervisor and student.

4. It is expected that students will not be surprised by feedback they receive during a mid or
end of year evaluation, as the process of giving feedback should be ongoing throughout
the semester. Furthermore, any significant concerns a supervisor has with a student in
the field should be brought to the attention of the field director immediately. Additionally,
if students are having issues with a field site, these concerns should also be shared with
the field supervisor. This allows issues to be addressed proactively and collaboratively.
The field director will encourage students and field supervisors to discuss any concerns
directly with one another, and the field director remains available to collaborate in
problem solving as well.

5. When a student performance issue is identified, a remediation plan may be developed,
as needed, in order to assist the student and the field agency in continuing the field
placement with the best possible outcome. The field director and agency supervisor will
discuss with the student whether a remediation plan is recommended or whether the
placement should be terminated. In very serious cases of poor performance it may not
be appropriate to develop a remediation plan.

Student's Evaluation of the Agency

The Carthage social work department recognizes the importance of receiving student input
regarding their field placements. One method by which the department monitors and maintains
a high quality field placement program is through its understanding of students’ perceptions.

Students are encouraged to share their ongoing perceptions of their supervisors’ roles and
performance throughout the field placement. This can occur in the weekly conferences, the
mid-year and final evaluations, or in whatever manner seems appropriate. The responsibility of
the agency and the field agency supervisor are clearly outlined at the beginning of the
placement. Some of these are also written in the student’s learning contract.

The student evaluation of field site asks students to assess the agency on a number of different
criteria based on their field experiences. The questionnaire is completed by the student near the
end of the field placement and is returned to the field director. It is expected that the student and
field agency supervisor and others involved in the student’s learning experiences will discuss
students’ perceptions at the end of the placement. The social work department will not release
information from specific forms to ensure candid responses from students. Information from
student evaluations of field sites will be used by the field director to continuously improve the
field program.
References


APPENDIX A: AGENCY AGREEMENT

CARTHAGE COLLEGE SOCIAL WORK DEPARTMENT
AGENCY AGREEMENT

The purpose of this agreement is to clarify the reciprocal roles and responsibilities among the Carthage social work department, the agency and student. This document is reviewed, discussed, and signed before the student begins field work.

RESPONSIBILITIES OF THE CARTHAGE FIELD DIRECTOR

1. Match the professional interests, skills, and goals of the student with those of the agency.

2. Continue to evaluate the field agency-student match throughout the student’s senior year to ensure the student’s learning needs and agency expectations are being met.

3. Ensure the agency the right to screen students referred for placement and to accept or reject students according to the demands of the agency program and the needs of its clients using Equal Employment Opportunity regulations in making decisions.

4. Provide all agency supervisors with the necessary documentation and access to online resources.

5. Provide an orientation program for agency supervisors and an ongoing educational program for agency supervisors regarding ethical issues, social work curriculum, and current educational issues. Provide opportunities for evaluation of the field practicum and participation in curriculum development.

6. Withdraw the student from the field placement at any time during the field practicum, at the agency or student’s request, if, following discussion among the student and the agency, problems have not been solved to the satisfaction of all parties concerned.

7. Submit a grade based on written evaluations, logs, reflection journals, consultation with agency field supervisor and Carthage BSW faculty, and observation of the student.
8. Visit each field site 1-2 times during the 450 hour senior field experience. If only one in-person visit occurs, there will be at least one meeting by phone to ensure both a mid and end of year evaluation occurs with field director, field supervisor, and student present.

9. Work with students and field supervisors to resolve any problems that arise during the field placement.

**RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR**

1. Provide the Carthage field director with necessary information about the placement and submit a resume of the individual responsible for supervision of students.

2. Prior to the student's arrival, arrange adequate working space and equipment necessary for the student to complete assigned tasks.

3. Arrange for the student’s orientation to the agency, clients, social service system, and community.

4. Provide the student one hour of regularly scheduled supervision each week and be available (or delegate other staff) at other times for consultation with the student as necessary.

5. Suggest reading materials to the student, which will facilitate a deeper understanding of the agency's programs. Consult with the student and other agency personnel regarding macro intervention project assignment.

6. Assign direct generalist social work experiences tailored to student's individual needs and abilities. The experiences should provide a variety of social work modes of intervention and include contact with diverse populations and oppressed persons. Ensure that student participates in enough activities at the agency to demonstrate competence in the nine social work competencies outlined in the field learning contract.

7. Discuss the evaluation of the student on an ongoing basis. Both at midterm and end of year, submit a written evaluation of the student's performance via the field learning contract. Follow NASW Code of Ethics in supervision.

8. Take responsibility to communicate promptly with the student and the field director as problems appear in the internship. Will not allow student to make any home visit without an agency representative in attendance.

9. Attend field supervisors’ meetings as scheduled, or designate an alternate representative.
10. Arrange for reimbursement to the student for any expenses incurred in the performance of agency assignments.

II. Refrain from assigning or permitting the student to transport agency clients in their own automobile unless the agency's liability insurance explicitly covers student or non-paid personnel who perform in the delivery of agency services, or unless the student can produce an insurance policy showing adequate coverage for client transportation. If these insurance coverage standards are met, Carthage students must be accompanied by another agency staff member if transporting clients.


RESPONSIBILITIES OF THE SOCIAL WORK STUDENT

I. Request an interview and complete the screening and selection process with faculty committee to become a candidate for the social work major. Discuss professional interests and goals with field director during junior year.

2. Conduct self in a manner consistent with professional social work values and follow through promptly to all agency communications and appointments for screening interviews at selected agencies.

3. Professionally decline any offers of field placement that are not selected by the student.

4. Once the agency agreement has been completed, arrange a weekly schedule of field work cooperatively with the supervisor, adjusting the hours to allow for mutual needs. Students are permitted to work day, evening, and/or weekend hours. Because students are required to be in placement for 450 hours, students will usually spend an average of 16 hours per week, and no less than 12 hours per week at the agency for the full academic year unless approved by agency supervisor and field director. Students are expected to begin their field work during the first week of the fall semester senior year and end no sooner than the last week of spring semester senior year.

5. Take responsibility for reporting to work at the appointed times and notify the field supervisor at the agency promptly if a problem arises. A pattern of repeated irresponsible tardiness and/or absence may result in removal from placement. Observe the rules and policies that guide the agency programs and operations, including confidentiality issues, promptness, reliable and responsible general conduct and appropriate dress. Prepare agendas of questions and topics to discuss at regularly scheduled (weekly) supervision sessions.
6. Read literature assigned by agency field instructor for further understanding of the agency programs. Other staff persons may provide supervision and/or assignments when the field supervisor is not available and/or when the field supervisor delegates task supervision to another staff member.

7. The student is expected to maintain a log of hours submitted weekly for verification by field supervisor. The log of student hours is verified and initialed by the agency supervisor and submitted to the field director at mid-year (225 hours) and end of year (450 hours). The student will also maintain field reflection journal (“praxis journal”) that is turned in bi-weekly to the field director. The agency field supervisor reviews the student’s learning contract self-reflections on performance, determines the level of performance in the nine social work competencies, shares this feedback with the student, and completes the learning contract with relevant scores and written comments.

8. Students will complete a macro intervention project at their assigned field agency, which may be counted as part of the 450 hour total. The hours spent on the macro project may occur at the agency or in the community. Students must discuss the topic of their macro intervention project with their agency field supervisor and must seek all necessary approvals within the agency setting to ensure this project is consistent with the agency mission and available resources.

I am signing this document to affirm that I have read and understand the expectations of the agency field supervisor, Carthage field director, and student. I further understand that a more detailed explanation of field policies is articulated in the Carthage field manual, which I agree to review and consult as needed.

<table>
<thead>
<tr>
<th>Agency Field Instructor</th>
<th>Degree</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>Address</th>
<th>City</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Field Director</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Agency Director</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
</table>
APPENDIX B: STUDENT LEARNING CONTRACT

PLEASE NOTE THAT THIS COPY OF THE LEARNING CONTRACT IS INCLUDED IN THE FIELD MANUAL AS A RESOURCE ONLY. THIS VERSION IS NOT PROPERLY FORMATTED. THERE WILL BE A PROPERLY FORMATTED VERSION MADE AVAILABLE TO STUDENTS AND FIELD SUPERVISORS. PLEASE DO NOT USE THIS VERSION FOR CREATION OF THE LEARNING CONTRACT.

CARTHAGE COLLEGE SOCIAL WORK PROGRAM
LEARNING CONTRACT & EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION

This is a working, evolving document that is likely to change throughout the course of the semester. It is recommended that activities are added to this document electronically to allow for easier editing and updating.

STUDENT:

(PRINTED NAME) (SIGNATURE)

AGENCY:


FACULTY FIELD DIRECTOR: Debbie Minsky-Kelly, LCSW

FIELD INSTRUCTOR:

(PRINTED NAME) (SIGNATURE)

DATES OF FIELD INTERNSHIP:

(FILL IN YEAR)

STUDENT INTERNSHIP SCHEDULE:

WEEKLY SUPERVISION DAYS/TIME:

(DAY OF THE WEEK) (TIME)

************************************************************************************************************
CORE COMPETENCIES & THE FIELD INTERNSHIP: The 9 competencies specified in this learning contract & evaluation form were established in 2015 by the CSWE (Council on Social Work Education) which is the national accrediting organization for all social work programs, website is https://www.cswe.org/

The standard by which an intern is to be compared is that of a new beginning-level social worker.

THE FORM: This form serves as both the student’s learning contract as well as their mid-year and final field evaluation. To fill out this form please do the following:

1. Record student activities in the learning contract (this is a graded assignment for students):
   a. Within the first month of the fall semester, students and supervisors should write out nine activities the student will complete in the first semester of their internship. Activities should be listed under the competency the activity allows the student to demonstrate. Within the first month of the spring semester, students and supervisors should write out nine additional activities the student will complete in the second semester of their internship. By the end of the intensive field placement, students should have 18 activities completed, two under each of the 9 competencies. The supervisor’s scoring of competency in each of the nine practice areas will be based upon the student’s success in completing these activities. The measures for evaluation should also be outlined on the learning contract at the time the activity statements are completed.
   b. One task can be used for more than one competency, as long as it is clear how this activity helps the student demonstrate the associated skills. Each activity must have its own measure for student performance.
   c. It is expected that students will add and/or adjust tasks in the learning contract as the semester progresses.
   d. Please be sure the activities identified are clearly associated with the competency being demonstrated. For example, the activity “attend staff meeting” does not clearly apply to any competency, but could cover almost any competency if connected adequately. This activity could be modified to state, “Discuss an ethical dilemma at a staff meeting” (competency 1) or “Review an agency policy at a staff meeting” (competency 5).
   e. Each student must identify one “stretch” activity to complete during their 450 hours of intensive field. A “stretch” activity is defined as one which is intended to help the student build on a specific area of growth identified collaboratively by the student, field supervisor, field director, and/or other faculty/mentors. Typically, a “stretch” activity causes students some discomfort, as it forces them to engage in a new activity in which they feel uncertain about their skills, knowledge, or abilities.

2. Evaluation of students:
   a. For each activity, please describe how the student will be evaluated (observation by whom, weekly supervision, case study, case notes, logs, presentations, etc.) This section is supposed to tell the student how their competence in that task will be evaluated and by whom.
   b. Students are expected to create a shared Google document of this learning plan and make it available to their field seminar faculty, the Carthage field director and
their field supervisor(s). Students will document their activities and reflections on these throughout the semester in this learning contract. This Google doc should serve as a living document for both students and their supervisors to score student progress as well as providing narrative comments.

c. There will be two formal evaluation meetings of student progress, in which the field director visits the student and supervisor(s) at their site. One meeting will occur in late November or early December, and the second meeting will occur in late April or early May. The purpose of these meetings is to provide students with feedback on their progress in demonstrating competency in all practice areas. The field director will base first and second semester field grades on a combination of factors: scores on learning contract; comments from student and supervisor regarding student progress; verbal feedback shared in face to face and/or other communications; and quality of academic assignments associated with the field course.

d. For the first evaluation meeting, students must have completed nine activities and have evaluation scores and comments from their supervisor on these. Students must also include their self-reflections on the first nine activities, prior to the supervisor entering scores and comments. The nine activities may cover all or some of the competencies. So, completion of two activities under the same competency in the first field semester is perfectly acceptable. By the time of the second evaluation meeting, a total of 18 activities (two under each competency) must be completed and scored with comments from both student and supervisor.

e. It is expected that activities on the learning contract will change over time. For example, a student in a school setting might plan to start a group to address truancy issues under competency 8 (intervention). The student researches best practices and develops a group curriculum. The group may ultimately not occur, as perhaps no students sign up to participate. So, this activity could then be moved to competency 4 (research informed practice). There may be other examples of unexpected activities that students complete in the field which are found to help them demonstrate a competency.

f. If the student has not yet had an opportunity to practice a competency in time for the first semester evaluation, please write in “TBD”. This will indicate that students will have an opportunity to demonstrate that practice competency in the 2nd semester.

g. When scoring students on their demonstration of competency, please keep in mind that the national standard for BSW competency is a score of a 3 on the 5 point scale. Scores of 5 are generally viewed as a “master” level of competency. Students certainly may have stronger and weaker areas of practice, but students can earn an A (but will not always earn an A) for the field with consistent scores of 3 in all areas of their learning contract. Grades for field are determined by the field director based upon multiple factors, including: evaluation and comments from supervisor and student on the learning contract; other feedback received from field supervisor; review of field reflection journal and other assignments by field director; observations and discussions with students regarding their field experience; and consultation with other faculty as to how well the student is applying their field experience to their academic work.

h. For each core competency, it is helpful to have written feedback that specifies areas of strength as well as areas for improvement. Written comments are
especially helpful if a student’s scores are above or below a score of “3”.

i. There should be no “N/A” or “not applicable” scores.

j. This learning contract/evaluation form is to be signed by the student and their supervisor at the end of each field semester. The student is responsible for electronically submitting the signature page to the field director at the end of each semester.

k. Students will be included in both the mid-year and final evaluation process, and they may elect to include additional comments for the record prior to signing the evaluation. It is highly preferred that performance concerns are known to students prior to completion of the mid and end of year evaluations. The field director can also be contacted at any time in the semester to discuss concerns for students or field supervisors.

Please use the following scoring for the evaluation of student learning:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The intern has excelled in this area</td>
</tr>
<tr>
<td>4</td>
<td>The intern is functioning above expectations for interns in this area</td>
</tr>
<tr>
<td>3</td>
<td>The intern has met the expectations for interns in this area (please provide specific rationale for scores above or below a 3)</td>
</tr>
<tr>
<td>2</td>
<td>The intern has not as yet met the expectations in this area, but the intern gives indication s/he will do so in the near future</td>
</tr>
<tr>
<td>1</td>
<td>The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future</td>
</tr>
</tbody>
</table>

TBD: The intern will have an opportunity to demonstrate this practice competency in the 2nd semester, this score should not be used at end of year evaluations.

THE PHILOSOPHY OF THE EVALUATION OF LEARNING

As we consider the teaching-learning transaction in field education we can note two basic assumptions:

1. The teaching-learning process is a human transaction that involves the teacher and learner in a set of dynamic interrelationships. Teachers and learners engage in a complex process of exploration and identification of needs for and resistances to learning and change; experimentation and fact finding; testing and planning for utilization of learning and change in the life of the individual;

2. The target of education is change and growth in the student and his/her behavior and skills. This would include the demonstration of skills as well as cognitive and attitudinal learning as basic aspects of individual growth and behavioral change.

Several areas should be examined to develop an effective approach to teaching and learning:

♦ what the learner brings to the transaction
♦ what the teacher brings to the transaction
♦ the interaction process between learner and teacher
♦ the conditions necessary for learning and change
♦ the maintenance of change and utilization of learning in the life of the learner
The establishment of the process of continued learning

The Evaluation Process
The process of evaluation is a continuous one and an important part of the training in self-awareness necessary to the development of a professional social worker. It is not limited to the written evaluation in the middle and at the end of the internship, rather it is closely involved with the learning process itself. Early explanation of evaluations should be given to the student as a continuous part of supervision within field education. For the field supervisor, it will begin with his/her earliest assessment of the student’s needs as a basis for his/her own plans to teach.

Questions that guide the teaching, planning, and evaluation process in supervision include:
- From the evidence, what is this student able to do in meeting the requirements of his/her/their assignments?
- How effectively does he/she/they do it?
- What makes him/her/them able to do it?
- What makes him/her/them less able to do it?
- How can he/she/they be helped, on the basis of his/her/their strengths, to a higher level of achievement?
- What basic knowledge and skills does the student have that are below the expected BSW level?
- In light of the student’s pattern of learning and use of field education, how can teaching and learning be implemented?

<table>
<thead>
<tr>
<th>Core competency and associated learning outcomes (practice behaviors)</th>
<th>Evaluation Scores (1-5)</th>
<th>Learning Activities &amp; Associated Measures for Evaluation (At least two for each of the 9 competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1: Demonstrate Ethical and Professional Behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Behaviors:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</td>
<td></td>
<td>Activity #1:</td>
</tr>
<tr>
<td>✓ use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
<td></td>
<td>Measure for evaluation:</td>
</tr>
<tr>
<td>✓ demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
<td></td>
<td>Activity #2</td>
</tr>
</tbody>
</table>
✓ use technology ethically and appropriately to facilitate practice outcomes; and
✓ use supervision and consultation to guide professional judgment and behavior.

Student thoughts on progress:

<table>
<thead>
<tr>
<th>1st semester</th>
<th>2nd semester</th>
</tr>
</thead>
</table>

Supervisor comments:

<table>
<thead>
<tr>
<th>1st semester</th>
<th>2nd semester</th>
</tr>
</thead>
</table>

Competency 2: Engage Diversity & Difference in Practice
Practice Behaviors:
✓ apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
✓ present themselves as learners and engage clients and constituencies as experts of their own experiences; and
✓ apply self-awareness

Student thoughts on progress:

<table>
<thead>
<tr>
<th>1st semester</th>
<th>2nd semester</th>
</tr>
</thead>
</table>

Supervisor comments:

<table>
<thead>
<tr>
<th>1st semester</th>
<th>2nd semester</th>
</tr>
</thead>
</table>

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Practice Behaviors:
✓ apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

<table>
<thead>
<tr>
<th>Activity #1:</th>
<th>Activity #2</th>
</tr>
</thead>
</table>

Measure for evaluation:
✓ engage in practices that advance social, economic, and environmental justice.

**Student thoughts on progress:**

<table>
<thead>
<tr>
<th>Activity #2</th>
<th></th>
</tr>
</thead>
</table>

| 1st semester: |  |
|  |

| 2nd semester: |  |
|  |

**Supervisor comments:**

| 1st semester: |  |
|  |

| 2nd semester: |  |
|  |

---

### Competency #4: Engage In Practice-informed Research and Research-informed Practice

**Practice behaviors:**

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

**Student thoughts on progress:**

| 1st semester: |  |
|  |

| 2nd semester: |  |
|  |

**Supervisor comments:**

| 1st semester: |  |
|  |

| 2nd semester: |  |
|  |

---

### Competency #5: Engage in Policy Practice

**Practice Behaviors:**

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

**Student thoughts on progress:**

<table>
<thead>
<tr>
<th>Activity #1:</th>
<th></th>
</tr>
</thead>
</table>

| 1st semester: |  |
|  |

| 2nd semester: |  |
|  |

**Supervisor comments:**

| 1st semester: |  |
|  |

| 2nd semester: |  |
|  |

---

**Measure for evaluation:**

- Activity #1:
- Activity #2
| Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities |
| Practice Behaviors: |
| ✓ apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and |
| ✓ use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |

| Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities |
| Practice Behaviors: |
| ✓ collect and organize data, and apply critical thinking to interpret information from clients and constituencies; |
| ✓ 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; |
| ✓ develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and |
✓ select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Student thoughts on progress:

| 1st semester: | 2nd semester: |

Supervisor comments:

| 1st semester: | 2nd semester: |

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

#### Practice Behaviors:

- ✓ critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- ✓ apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- ✓ use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- ✓ negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

#### Activity #1:

- Measure for evaluation:

#### Activity #2

- Measure for evaluation:

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

#### Practice Behaviors:

#### Activity #1:

42
✓ select and use appropriate methods for evaluation of outcomes;
✓ apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
✓ critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Student thoughts on progress:**

1st semester:

2nd semester:

**Supervisor comments:**

1st semester:

2nd semester:

### Overall Evaluation at 1st semester:

Please check one of the following at the mid-year evaluation. At the final evaluation do NOT complete this section.

___ This intern is excelling in field placement by performing above expectations for interns.
___ This intern is meeting the expectations of a field placement intern.
___ This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
___ This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

**Overall 1st semester comments from supervisor:**

**Overall 1st semester comments from student:**

Signature of Agency Field Instructor: ________________________________ Date
My agency supervisor and faculty director have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

___ I agree with the evaluation
___ I do not agree with evaluation

Signature of Student _____________________________ Date _____________________________

* If the student disagrees with the evaluation s/he should state that disagreement in writing and submit a copy to both the agency supervisor and the field director. A meeting between the student, agency supervisor, and field director should then be held to discuss the disagreement.

**FINAL OVERALL EVALUATION:**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

___ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
___ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
___ This intern is not yet ready for beginning level social work practice.
___ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Overall end of year comments from supervisor:

Overall end of year comments from student:

Signature of Agency Field Instructor: _____________________________ Date _____________________________

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

___ I agree with the evaluation
___ I do not agree with evaluation*

Signature of Student _____________________________ Date _____________________________
* If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the field director. A meeting between the student, agency supervisor, and field director should then be held to discuss the disagreement.
APPENDIX C: STUDENT EVALUATION OF FIELD/AGENCY

Student evaluation of senior field site

Your email address (dkelly1@carthage.edu) will be recorded when you submit this form.

Name of person completing this form

Name of senior field agency

Email address for juniors to contact you with questions about your field site

1. The Agency Setting

Provision of adequate work space (i.e. desk, phone use, etc.).

poor 1 2 3 4 5
Excellent

Commitment of agency toward supporting students in placement

poor 1 2 3 4 5
excellent

Acceptance of student worker by agency staff

poor 1 2 3 4 5
Excellent

Support services and supplies

poor 1
Excellent

Orientation to the agency's policies and procedures
poor
1
2
3
4
5
Excellent

The manner in which agency staff relates to client systems
poor
1
2
3
4
5
excellent

The degree to which the agency policies and procedures are responsive to client needs
poor
1
2
3
4
5
Excellent

Overall relationships with agency staff members
poor
1
2
3
4
5
Excellent

Overall effectiveness of this agency as a field placement
General summary of your evaluation of your field placement agency (please specifically elaborate on areas which you ranked as "poor" or "excellent.")

2. Agency field assignments
Appropriateness of field assignments in relation to social work field objectives and the field learning contract

poor
1
2
3
4
5
excellent

Appropriateness of student case/workload

poor
1
2
3
4
5
excellent

Opportunities to work with individuals, families, groups, agencies, and/or communities

poor
1
2
3
4
5
excellent

Opportunities to be involved in community-related projects

poor
1
Opportunities to participate in agency staff meetings, other relevant agency meetings (i.e. board meetings, budget meetings, case staffings, etc.)

1
2
3
4
5

Opportunities to participate in professional meetings outside the agency

1
2
3
4
5

Opportunities to participate in policy-related discussions and decisions

1
2
3
4
5

Opportunities to make your own decisions when appropriate

1
2
3
4
5

excellent
Opportunities to explore and discuss ethics in SW practice
poor
1
2
3
4
5
excellent

General summary of your evaluation of your field agency assignments (Please elaborate on areas which you ranked as "poor" or "excellent"

3. Field instructor

Provision of one hour per week of supervision to students
poor
1
2
3
4
5
excellent

Availability for questions/guidance outside of scheduled supervision
poor
1
2
3
4
5
excellent

Ability to offer supportive, yet constructive feedback for improvement
poor
1
2
3
4
5
excellent

Commitment to student social work field education
poor
1
2
3
4
5
excellent

Commitment to meeting student learning needs
poor
1
2
3
4
5
excellent

Clarity of the field instructor's expectations of the student
poor
1
2
3
4
5
excellent

Opportunity for the student to participate in the selection of the field activities and experiences
poor
1
2
3
4
5
excellent

Knowledge of SW theory and practice
poor
1
2
3
4
5
excellent
Guidance and support in integrating field and classroom learning
poor
1
2
3
4
5
excellent

Freedom to express your thoughts and feelings to your field instructor
poor
1
2
3
4
5
excellent

Overall relationship with your field instructor
poor
1
2
3
4
5
excellent

Field instructor's objectivity in evaluating your performance
poor
1
2
3
4
5
excellent

Overall effectiveness of your supervisor as a field instructor
poor
1
2
3
4
5
excellent

**General summary of your evaluation of your field instructor (please elaborate on areas which you ranked as "poor" or "excellent")**

Our department is always building a pool of possible contract faculty to teach electives and core courses in our social work department. Would you recommend your supervisor or another agency professional as a possible teacher for an elective or core course in the SW department?

If yes, what course(s) do you think s/he might be good at teaching? Please provide the name and contact information recommended course for this individual to teach at Carthage. Please comment on specific skills you recommend for future students considering the field placement or other things you wish you knew prior to being placed at this site.

Would you recommend this agency for future placements?
Yes
No
Maybe
Comments
APPENDIX D

CRIMINAL BACKGROUND CHECK

As part of the final approval process of a placement, agencies may complete additional reference and background checking. The College also requires you to disclose, in writing, all relevant facts and information needed for a full and fair understanding of any of the following:

- Professional misconduct or sanctions (e.g., disbarment by a federal agency; any form of professional discipline or license restrictions or surrender; an admission or determination that you have committed research misconduct)
- Any harassment or discrimination you were found to have committed by any court, adjudicative body, or administrative body, including but not limited to, any findings of harassment or discrimination made by present or former employers
- Any felony, gross misdemeanor, or misdemeanor for which you were convicted or pleaded no contest (this includes traffic violations and underage consumptions)

Engagement in any such conduct may not, in and of itself, disqualify you from a placement at the College; however, failure to disclose such information, or any misrepresentation made in connection with the disclosure, would be grounds to revoke an offer of appointment or terminate subsequent employment. Information is kept strictly confidential and is available only on a need-to-know basis. **This information will not be shared with the Academic Department.**

___ I have nothing to disclose
___ I have the following information to disclose (please provide explanation as appropriate and attach additional sheets if necessary): ____________________________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

I attest that the information provided above is a truthful and complete disclosure. I understand and give permission for Carthage College to verify this information through a formal criminal background check process at my expense.
Signed,

____________________________________  ___________________
Student                                    Date

____________________________________  ___________________
Carthage Faculty                          Date
APPENDIX E

FERPA WAIVER

The Family Educational Rights and Privacy Act of 1974 ("FERPA" or the "Act") establishes the privacy rights of students (parents if the student is under 18) with regard to educational records.

I ____________________________________________________ hereby give permission for Carthage College to share FERPA protected student record information to select individuals including my internship supervisors and related internship agency staff that have a need to know at potential and realized internship agencies as may be necessary solely for the purposes of administering my internship, protecting client wellbeing, and reporting my performance to the Carthage College School of Social Work.

I understand that by submitting this form I waive my privacy rights under the Family Education Rights and Privacy Act (FERPA) for these limited purposes only, and with the assurance that the internship agency has agreed to destroy any student educational records that are disclosed or created pursuant to this waiver at the conclusion of my internship. This consent does not cover medical records.

The individuals/organizations I give permission to release my student record information to include:

__________________________________________________________________________

__________________________________________________________________________

The purpose of this disclosure is: _____________________________________________

__________________________________________________________________________

Signed,

__________________________________________  ____________________________
Student                                      Date

__________________________________________  ____________________________
Carthage Faculty                            Date
Appendix F: Frequently Asked Questions Regarding Field Hours

1. **How many hours per week should I plan to spend completing intensive field hours during my senior year?** During the 14 weeks of each semester of your senior year, you should plan to average 16 hour per week of field work in order to achieve the required 450 hours by the end of the academic year. There may be small variations from week to week, but you should not go below 12 hours of field work without the reasons for this being approved by the field director and your agency field supervisor.

2. **What are commonly approved reasons for allowing students to alter the scheduling guidelines outlined above?** Some field sites (such as schools) have a different spring break than Carthage. So, students at these sites are unable to complete the minimum number of hours due to these closure weeks and may need to make adjustments accordingly. There are also sites which require students to complete pre-scheduled orientation sessions which require them to be present for much longer hours, sometimes as much as 40 hours in one week. In these situations, it is completely reasonable for students to reduce their hours in other weeks to adjust for going over in this way. There are many other reasons for adjusting field schedules that are likely to be approved. So, this policy on hours should not be a deterrent to students initiating discussions about schedule changes that are outside the parameters of this policy.

3. **There is an opportunity for me to participate in a special learning experience at my field site, but this will cause me to go significantly outside of the hours guidelines. What should I do?** We absolutely support students having these “capstone” experiences to attend conferences, agency events, etc. Please do not hesitate to bring these to the attention of the field director so your hours can be adjusted. More
importantly, we want to ensure that these experiences are reflected in your field learning contract to ensure the integration of field and classroom learning.

4. Are students allowed to count hours spent in the following tasks:
   a. Lunch or other meal breaks: No. If you take advantage of a “duty-free” meal break, this is not counted toward your overall field hours. However, if your meal time is spent in learning or other pre-professional activities, such as in-service, supervision, team meetings, etc, then these hours should count.
   b. Travel time to and from my field site: No. The start of your day is when you arrive at your site or at your first assigned task for any given day. If your field site involves you driving from one setting to another, this travel time should be counted toward your overall field hours.
   c. Training and orientation activities: Yes.
   d. Completion of Carthage-assigned academic activities: Maybe. There are many academic assignments within the social work department that are intended to enhance field learning and application of theory to practice. This includes, but is not limited to: praxis journals; macro intervention/organizational change project assignments; agency analysis assignments; applied research studies; etc. As with any questions about what will be counted toward your 450 hour requirement, these should be discussed with the field director and your agency field supervisor. Ideally, major learning activities reflected in students’ field hours should be documented in their field learning contracts to ensure appropriate integration of classroom and field experiences. To provide some guidance in this area, here are two examples of what is reasonable to count toward field hours and what should likely not be counted. Example 1 - count this: A student observes something at her field site which is surprising and causes her to have a strong emotional response. In an effort to process this experience, the student writes some reflective notes to help formulate her next journal entry and to prepare for her next field supervision meeting. This is a clear example of a student using her field and academic assignments to integrate and enhance her learning and should count toward her field hours. Example 2 - don’t count this: A student is struggling to keep up with multiple responsibilities including field hours, paid employment, and a heavy academic load. She has some downtime at her field site and decides to catch up on a reading assignment that is due for a class the following day. She spends 30 minutes alone in an office completing the assigned reading to ensure she is prepared for her class. This time should not be counted toward the completion of field hours, as this does not demonstrate the necessary integration of classroom to field experience.
   e. Participation in field supervisor training: Yes, this counts toward your overall field hours.
   f. Participation in Lobby Day: Lobby Day is an annual opportunity for students to work with Carthage faculty and the WI chapter of NASW to participate in lobbying efforts at the state level on issues of importance to the field of social work. We
strongly encourage students to participate in Lobby Day as a great learning opportunity. If you wish to count this experience toward field hours, it will be important to discuss these plans with your field site and field director. As long as you can connect this activity to your field work in some meaningful way, we encourage this arrangement. It would be best if this activity is listed in your field learning contract to demonstrate how you are making these academic and field connections.

5. **How should I handle breaks in the Carthage academic calendar, such as Thanksgiving, spring break, J Term, etc?** In professional social work practice, taking time off is common practice. This helps us practice self care and also comes with important responsibilities. When we take time away from our field or professional practice, it is important that we understand our ethical responsibilities to clients, agencies, and colleagues. This includes communicating with all impacted parties to ensure that there is a clear plan to cover students’ responsibilities when the student will be absent. If students’ schedules allow for this, they are allowed to complete and count field hours during Carthage breaks as long as other hours guidelines are followed (at least 12 hours of field work during the 14 weeks of the academic calendar each semester).

6. **What if I have an unexpected emergency, such as illness, death in my family, etc, which requires me to miss an extended amount of time at my field site?** Please stay in communication with the field director and your agency field supervisor about any unexpected issues. We will all work together to develop a plan to help students complete their field hours.

7. **I am really struggling to keep up with my assignments, final exams, etc, and my stress would be greatly reduced if I could take a few days off from my field work to catch up. Is this allowed?** The senior intensive field experience is very challenging. It is common for students to feel overwhelmed at times. The best way to manage the many challenges that arise during senior year is to be sure you stay on top of your multiple responsibilities rather than wait until the last minute to complete assignments and/or prepare for exams. It is not acceptable to take unexpected time off from your field site because you are falling behind academically.

8. **Where can I find ethical guidance on questions about counting hours for field?** The NASW Code of Ethics (2018) outlines the value of integrity as central to the profession. The following statement reflects this value:
   
   **Value:** Integrity  
   **Ethical Principle:** Social workers behave in a trustworthy manner.
   
   Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them.
workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

If any social work student appears to be practicing dishonesty or a lack of integrity in the documentation of their field hours, this situation will be investigated by the social work department. Evidence of dishonesty or falsification of hours could result in removal and/or failure of the field course as well as referral for sanctions related to academic dishonesty.
This fact sheet provides general information to help determine whether interns and students working for “forprofit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).

Background
The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students
Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

---
1 The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: http://www-wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor Frances Perkins Building 200 Constitution Avenue, NW Washington, DC 20210

1-866-4-USWAGE TTY: 1-866-487-9243 Contact Us