

Field Work Forms for SW/SOC 343 & 346

Student Contract, Guidelines, Outlines

Field Adviser: Dr. Miriam Franco, LCSW, Psy.D.

Immaculata University, Immaculata, PA

FIELD PLACEMENT FORM

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3. Do you have a car available to use?

4. If you do not have a car, would you be willing to commute to Philadelphia on the train? _____

5. What questions, concerns, do you have about your field placement at this time?

6. What do you expect/want to learn from your field experience?

7. Do you anticipate any difficulties which might interfere with your fulfilling the requirements of your field placement? (work schedule, family responsibilities)

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SOCIOLOGY DEPARTMENT

SOCIAL WORK PROGRAM

GUIDELINES FOR FIELD INSTRUCTION EVALUATION FORM

1. This evaluation form follows format of the sequence of student learning and learning objectives outline. Please refer to that outline for any needed elaboration of evaluation items.
2. This evaluation is a mutual process between the field instructor and the student. The student should be prepared and is expected to actively participate in the evaluation process.
 - a. One week before the evaluation is due, the student is to write a self-evaluation and give it to her field instructor.
 - b. During the evaluation process the student and field instructor will discuss the differences and similarities between the student's self-evaluation and the field instructor's evaluation of the student.
3. The field instructor will write up the evaluation incorporating the student's input. Where there is a difference between the instructor's and the student's assessment, this should be noted.
4. The field instructor will give the student a written copy of the evaluation within one week following the evaluation process.
5. The student's signature acknowledges that she has read the evaluation. The student is encouraged to submit a separate self-evaluation if major differences about the evaluation remain.
6. The field instructor will send a copy of the evaluation to Miriam Franco within ten days of the evaluation process.

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Field Instruction Outline

Learning Objective

Student will acquire a knowledge and understanding of:

Sequence of Student Learning

A. *The Agency System*

1. Internal Agency System
2. Purpose/function/organizational structure of agency
3. Relationship with social service system & community within which agency operates.
4. Client population agency serves.
5. Range of agency programs & services
6. Impact of current political, economic and social issues on agency.
7. Awareness & responsiveness of agency to oppression of racial/ethnic minorities, women, the aged, the disabled, the poor.

B. *The Client System*

1. Who the clients are.
2. The life tasks, situations, issues with which clients are dealing.
3. The needs & strengths of clients as a group & differentially as individuals.
4. The context of clients' lives:
 - a. Family
 - b. Agency Ecological Networks
 - c. Community
5. The clients' perception of their needs and the services they receive.

Learning Objective

Student will begin to experience self as a professional helper and develop the ability to:

Student will demonstrate a beginning understanding of self in relation to social work practice

Sequence of Student Learning

C. Social Work Activities

1. Assume responsibility for defined social work assignments & tasks appropriate to level of knowledge and skill
2. Demonstrate beginning competency in the use of social work intervention skills.
 - a. Observation
 - b. Listening
 - c. Engage client system in a helping relationship
 - d. Express care & concern for client system.
 - e. Display empathy with client system
 - f. Purposefully question/interview client system
 - g. Express self with clear concise focused verbal & written communication
 - h. Engage client in problem-solving process.
 - i. Appropriately terminate with client system
 - j. Evaluate own impact on client system.
3. Become familiar with the resources clients need & learn how to locate them.
4. Link client with needed resources.
5. Be aware of the barriers to & gaps in needed resource systems

D. Self Awareness

1. Recognize and accept own personal strengths limitations, and needs
2. Commit self to personal and professional growth through the learning opportunities available in the field placement

Learning Objective

Student will begin to experience and present self as a professional person demonstrating a beginning degree of professional autonomy and initiative.

Sequence of Student Learning

E. Identification with the Profession

1. Acceptance & identification with social work values.
 - a. Believes people have rights to needed resources.
 - b. Respects the dignity and individuality of people.
 - c. Respects individuals & groups with varying value systems and cultures.
 - d. Views problems and seeking help as normative occurrences of life in a complex society.
 - e. Is committed to a growth, health oriented view of people.
 - f. Maximizes the client's self-determination and strengths.
 - g. Observes the confidentiality of client's communications and records.
2. Knows and observes the Social Work Code of Ethics.
3. Demonstrates a commitment to the social work profession and to the motivation and capacity to learn and grow by:
 - a. Being curious and inquisitive about agency and client systems, the helping process, and the development of social work skills.
 - b. Seeking and using learning opportunities

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Field Instruction Contract

The following guidelines are proposed in order that each person involved in the field instruction experience will have a clear understanding of her/his roles and responsibilities.

It is expected that the student will:

1. Attend her field placement from _____ through _____, from the hours of _____ to _____.
The student will observe the regular agency holidays.
2. Will follow agency personnel policy and procedures in regard to absences, tardiness, professional behavior, dress.
3. Assume in a professional manner those roles, tasks, and activities assigned by her field instructor.
4. Participate in a mutual evaluation process with her field instructor at the mid-point of the field experience, the week of _____, and at the end of the field experience, the week of _____.

It is expected that the field instructor will:

1. Provide the student with information about the agency system, its purpose, function, and organizational structure/and the role and function of the social worker in that setting.
2. Provide the student with information about the client population served.
3. Provide the student with a description of the roles, tasks and activities that the student will be expected to assume.
4. Provide the student with social work learning experiences and assignments appropriate to the student's level of knowledge and skill.
5. Provide the student with at least one hour of individual supervision each week. It is hoped that this will be supplemented with such activities as staff meetings, team meetings, in-service training, and/or unit group supervision when appropriate.
6. Provide the student with ongoing feed-back about the student's field performance. There should be no surprises during the evaluation process.

7. Participate in a mutual evaluation of the student at mid and at the end of the field experience and provide a written report of the evaluation to the student and faculty instructor within ten days of the evaluation.
8. Recommend a final letter grade to be given to the student for the field experience.

It is expected that the faculty instructor will:

1. Be available to the student and the field instructor.
2. Contact the field instructor by telephone the week of after the student has been in the field for two weeks.
3. Will visit the field placement at least once during the semester, to be arranged with the student and field instructor, and when a visit is requested by either the field instructor or the student.

Date _____

Field Instructor _____

Faculty Instructor _____

Student _____

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SOCIAL WORK PROGRAM

Student Mid-Semester Field Instruction Evaluation

Date:

Student:

Agency:

Field Instructor:

- I. Please describe briefly the nature of the agency in which the student is placed, her assignments and the professional responsibilities she has assumed.
- II. Please assess (an outline is attached for reference) giving behavioral examples, the student's:
Knowledge and understanding of the agency system (include student's adaptation to agency, staff, and stress related to service setting).
 - A. Knowledge and understanding of the client system (see attached outline for reference).
 - B. Ability to fulfill assigned social work activities (see attached outline).
 - C. Level of self-awareness and understanding of its relevance to social work practice (include recognition and acceptance of personal strengths, needs and limitations).
 - D. Commitment to personal and professional growth through learning opportunities available (takes initiative in learning, applies learning from class to field experience, uses field instructor and field experience for professional development, and learns from client system).
- III. Please identify:
 - A. Student's personal and professional strengths.
 - B. Future learning goals.
 - C. Field assignments that can enable student to achieve future goals.
- IV. Additional Comments.
- V. Recommended grade at mid-semester.

Field Instructor

Date

*Student

*Student's signature indicates that the student has read the entire evaluation in its final form and does not denote student agreement. Student has option of filing separate evaluation if non-agreement exists.
Please attach this form to evaluation and send to: Miriam Franco LSW, Psy.D, Immaculata University, Immaculata, PA 19345

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SOCIAL WORK PROGRAM

FINAL STUDENT FIELD INSTRUCTION EVALUATION

Date:
Student:
Agency:
Field Instructor:

Please address the following:

- I. Student's learning goals established at mid-semester and the degree to which they have been achieved.
- II. The field assignments student carried to achieve these goals.
- III. Your assessment of the student's total growth process since she has been placed at your agency.
- IV. Additional comments.
- V. Recommended grade for the semester.

Field Instructor

Date

*Student

* The student's signature indicates that the student has read the entire evaluation in its final form. It does not denote student agreement with the evaluation. The student has the right to file her own separate self-evaluation if that differs significantly with the evaluation of the field instructor.

Please attach this form to the front of your evaluation and return it to:

Miriam Franco, LSW, Psy.D.
Sociology Department
Immaculata University
Immaculata, PA 19345

SWK 343 IMMACULATA UNIVERSITY

EVALUATION OF FIELD EXPERIENCE

I. AGENCY SYSTEM

1. How were you oriented to the agency, its function, structure and procedures?
2. To what degree did the agency exemplify a model social service delivery system? What were its strengths and weaknesses? If you were the director, what changes would you make?

II. FIELD INSTRUCTION

1. Assess your field instruction. Was it provided at a scheduled time?

III. STUDENT LEARNING EXPERIENCE

1. Were your social work assignments and learning experiences what you expected them to be?
2. How did your field experience facilitate your growth and development as a professional social worker?
3. What did you like most/least about your field experience?
4. Describe some of the most helpful learning aspects of the student/field instructor relationship.
5. What aspect of your field experience would you change?
6. Would you recommend this field placement for a Junior social work student? A senior social work student?

IV. EXPERIENTIAL LEARNING

1. What have you learned about yourself from your field experience?
2. What have you learned about your clients from them?
3. What social problems have you encountered and become more knowledgeable about? Briefly discuss what you have learned from readings and direct experience while placed at the agency.

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SOCIAL WORK PROGRAM

Final Student Field Instruction Evaluation

Date:
Student:
Agency:
Field Instructor:

Please address the following:

- I. Student's learning goals established at mid-semester and the degree to which they have been achieved.
- II. The field assignments student carried to achieve these goals.
- III. Your assessment of the student's total growth process since she has been placed at your agency.
- IV. Additional comments.
- V. Recommended grade for the semester.

Field Instructor

Date

*Student

* The student's signature indicates that the student has read the entire evaluation in its final form. It does not denote student agreement with the evaluation. The student has the right to file her own separate self-evaluation if that differs significantly with the evaluation of the field instructor.

Please attach this form to the front of your evaluation and return it to:

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